



**2017/2002(INI)**

12.4.2017

# **AMENDMENTS**

## **1 - 380**

**Draft report**

**Martina Dlabajová, Momchil Nekov**  
(PE600.967v01-00)

A new skills agenda for Europe  
(2017/2002(INI))

(Rule 55 - Joint committee meetings)



### **Amendment 1**

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

#### **Motion for a resolution**

##### **Citation 1**

###### *Motion for a resolution*

— having regard to Articles **165** and **166** of the Treaty on the Functioning of the European Union (TFEU),

###### *Amendment*

— having regard to Articles **6, 165,** and **166** of the Treaty on the Functioning of the European Union (TFEU),

Or. fr

### **Amendment 2**

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

#### **Motion for a resolution**

##### **Citation 2**

###### *Motion for a resolution*

— having regard to the *Charter of Fundamental Rights of the European Union*, and in particular Articles **14 and 15** thereof,

###### *Amendment*

— having regard to the *International Covenant on Economic, Social and Cultural Rights*, and in particular Articles **6, 7, and 13** thereof, *relating to the obligations of signatory states as regards the right to work, vocational training, and education,*

Or. fr

### **Amendment 3**

**Momchil Nekov**

#### **Motion for a resolution**

##### **Citation 2 a (new)**

###### *Motion for a resolution*

###### *Amendment*

- *having regard to UN Convention on the Rights of Persons with Disabilities, ratified by the EU in 2010,*

Or. en

**Amendment 4**  
**Momchil Nekov**

**Motion for a resolution**  
**Citation 3 a (new)**

*Motion for a resolution*

*Amendment*

- *having regard to its resolution of 6 July 2010 on promoting youth access to the labour market, strengthening trainee, internship and apprenticeship status<sup>1a</sup>,*

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<sup>1a</sup> *OJ C 351 E, 2.12.2011, p. 29*

Or. en

**Amendment 5**  
**Ilhan Kyuchyuk, Yana Toom, Martina Dlabajová, Robert Rochefort**

**Motion for a resolution**  
**Citation 5 a (new)**

*Motion for a resolution*

*Amendment*

- *having regard to the Council conclusions on the role of early childhood education and primary education in fostering creativity, innovation and digital competence (2015/C 172/05),*

Or. en

**Amendment 6**  
**Momchil Nekov**

**Motion for a resolution**  
**Citation 5 a (new)**

*Motion for a resolution*

*Amendment*

- *having regard to the Council conclusions of 20 May 2014 on effective teacher education,*

**Amendment 7**

**Ilhan Kyuchyuk, Yana Toom, Martina Dlabajová, Robert Rochefort**

**Motion for a resolution**

**Citation 5 b (new)**

*Motion for a resolution*

*Amendment*

- *having regard to the Council conclusions of 20 May 2014 on effective teacher education,*

Or. en

**Amendment 8**

**Ilhan Kyuchyuk, Yana Toom, Martina Dlabajová, Robert Rochefort**

**Motion for a resolution**

**Citation 5 c (new)**

*Motion for a resolution*

*Amendment*

- *having regard to the Council conclusions of 20 May 2014 on quality assurance supporting education and training,*

Or. en

**Amendment 9**

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

**Motion for a resolution**

**Citation 6**

*Motion for a resolution*

*Amendment*

— *having regard to the Council recommendation of 22 April 2013 on establishing a Youth Guarantee<sup>4</sup>,*

*deleted*

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<sup>4</sup> *OJ C 120, 26.4.2013, p. 1.*

**Amendment 10**

**Jean Lambert, Jill Evans**

on behalf of the Verts/ALE Group

**Motion for a resolution**

**Citation 8 a (new)**

*Motion for a resolution*

*Amendment*

- *having regard to the Council recommendation of 28 November 2011 on a renewed European agenda for adult learning<sup>7a</sup>,*

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<sup>7a</sup> OJ C 372, 20.12.2011, p. 1

Or. en

**Amendment 11**

**Momchil Nekov**

**Motion for a resolution**

**Citation 8 a (new)**

*Motion for a resolution*

*Amendment*

- *having regard to the Council resolution of 20 December 2011 on a renewed agenda for adult learning,*

Or. en

**Amendment 12**

**Jean Lambert, Jill Evans**

on behalf of the Verts/ALE Group

**Motion for a resolution**

**Citation 8 b (new)**

*Motion for a resolution*

*Amendment*

- *having regard to the Council conclusions of 15 June 2011 on early*

*childhood education and care: providing  
all our children with the best start for the  
world of tomorrow,*

Or. en

**Amendment 13**

**Jean Lambert, Jill Evans**

on behalf of the Verts/ALE Group

**Motion for a resolution**

**Citation 13 a (new)**

*Motion for a resolution*

*Amendment*

- *having regard to the European  
Parliament resolution of 13 September  
2016 on creating labour market  
conditions favourable for work-life  
balance (2016/2017(INI)),*

Or. en

**Amendment 14**

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

**Motion for a resolution**

**Citation 13 a (new)**

*Motion for a resolution*

*Amendment*

- *having regard to the references  
made to digital skills in the Commission  
communication of 18 April 2016 entitled  
'Digitising European Industry',*

Or. it

**Amendment 15**

**Jean Lambert, Jill Evans**

on behalf of the Verts/ALE Group

**Motion for a resolution**

**Citation 16 a (new)**

*Motion for a resolution*

*Amendment*

- *having regard to its resolution of 8 July 2015 on the Green Employment Initiative: Tapping into the job creation potential of the green economy,*

Or. en

**Amendment 16**  
**Michaela Šojdrová**

**Motion for a resolution**  
**Citation 16 a (new)**

*Motion for a resolution*

*Amendment*

– *having regard to its resolution of 8 September 2015 on promoting youth entrepreneurship through education and training,<sup>13a</sup>*

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<sup>13a</sup> *Texts adopted, P8\_TA(2015)0292.*

Or. cs

**Amendment 17**  
**Ilhan Kyuchyuk, Yana Toom, Martina Dlabajová, Robert Rochefort**

**Motion for a resolution**  
**Citation 16 a (new)**

*Motion for a resolution*

*Amendment*

- *having regard to its resolution of 8 September 2015 on promoting youth entrepreneurship through education and training,*

Or. en

**Amendment 18**  
**Momchil Nekov**



**Motion for a resolution**

**Citation 18 a (new)**

*Motion for a resolution*

*Amendment*

- *having regard to the Council conclusions on the role of early childhood education and primary education in fostering creativity, innovation and digital competence,*

Or. en

**Amendment 19**

**Julie Ward, Momchil Nekov**

**Motion for a resolution**

**Citation 21 a (new)**

*Motion for a resolution*

*Amendment*

- *having regards to the European Parliament resolution of 19 January 2016 on the role of intercultural dialogue, cultural diversity and education in promoting EU fundamental values,*

Or. en

**Amendment 20**

**Dieter-Lebrecht Koch**

**Motion for a resolution**

**Citation 21 a (new)**

*Motion for a resolution*

*Amendment*

- *having regard to Article 27 of the UN Convention on the Rights of Persons with Disabilities,*

Or. de

**Amendment 21**

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

**Motion for a resolution**  
**Citation 21 a (new)**

*Motion for a resolution*

*Amendment*

- *having regard to European Economic and Social Committee opinion SOC/546 of 22 February 2017,*

Or. it

**Amendment 22**  
**Julie Ward, Momchil Nekov**

**Motion for a resolution**  
**Citation 21 b (new)**

*Motion for a resolution*

*Amendment*

- *having regards to the Commission Social Europe guide of March 2013 on 'Social Economy and Social Enterprises' (ISBN: 978-92-79-26866-3),*

Or. en

**Amendment 23**  
**Julie Ward, Momchil Nekov**

**Motion for a resolution**  
**Citation 21 c (new)**

*Motion for a resolution*

*Amendment*

- *having regards to the ILO Decent Work Agenda,*

Or. en

**Amendment 24**  
**Julie Ward**

**Motion for a resolution**  
**Citation 21 d (new)**

*Motion for a resolution*

*Amendment*

- *having regards to the European Parliament's resolution on the EU Strategic Framework on Health and Safety at Work 2014-2020 (2015/2107(INI)),*

Or. en

**Amendment 25**

**Lynn Boylan, Nikolaos Chountis**

**Motion for a resolution**

**Recital A**

*Motion for a resolution*

A. whereas skills have a strategic importance for growth, innovation and social cohesion and the complexity of jobs is increasing across all sectors and occupations and there is inflation in relative skills demand, *even for low-skilled jobs*;

*Amendment*

A. whereas skills have a strategic importance for growth, innovation and social cohesion and the complexity of jobs is increasing across all sectors and occupations and there is inflation in relative skills demand;

Or. en

**Amendment 26**

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

**Motion for a resolution**

**Recital A**

*Motion for a resolution*

A. whereas skills have a strategic importance for growth, innovation and social cohesion *and* the complexity of jobs is increasing across all sectors and occupations and there is inflation in relative skills demand, even for low-skilled jobs;

*Amendment*

A. whereas *teaching of the fundamentals of learning and the acquisition of* skills have a strategic importance for *the integration of individuals into society, as well as for* growth, innovation and social cohesion, *and whereas* the complexity of jobs is increasing across all sectors and occupations and there is inflation in relative skills demand, even for low-skilled

jobs;

Or. fr

### **Amendment 27**

**Anne Sander, Jérôme Lavrilleux, Elisabeth Morin-Chartier**

#### **Motion for a resolution**

##### **Recital A**

###### *Motion for a resolution*

A. whereas skills have a strategic importance for growth, innovation and social cohesion and the complexity of jobs is increasing across all sectors and occupations and there is inflation in relative skills demand, even for low-skilled jobs;

###### *Amendment*

A. whereas skills, ***digital literacy included***, have a strategic importance for growth, innovation and social cohesion and the complexity of jobs is increasing across all sectors and occupations and there is inflation in relative skills demand, even for low-skilled jobs;

Or. fr

### **Amendment 28**

**Danuta Jazłowiecka**

#### **Motion for a resolution**

##### **Recital A**

###### *Motion for a resolution*

A. whereas skills have a strategic importance for growth, innovation and social cohesion and the complexity of jobs is increasing across all sectors and occupations and there is inflation in relative skills demand, even for low-skilled jobs;

###### *Amendment*

A. whereas skills have a strategic importance for ***employability***, growth, innovation and social cohesion and the complexity of jobs is increasing across all sectors and occupations and there is inflation in relative skills demand, even for low-skilled jobs;

Or. en

### **Amendment 29**

**Michaela Šojdrová**

#### **Motion for a resolution**

##### **Recital A a (new)**

PE602.922v01-00

12/168

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*Motion for a resolution*

*Amendment*

***Aa. whereas the European Parliament shares and supports the Commission's efforts to invest in human capital as a key resource for the EU's competitiveness, and whereas the quality of teachers is a prerequisite for the quality of education;***

Or. cs

**Amendment 30**  
**Siôn Simon**

**Motion for a resolution**  
**Recital A a (new)**

*Motion for a resolution*

*Amendment*

***A a. Whereas the Charter of Fundamental Rights of the European Union enshrines the right to have access to vocational training and life-long learning;***

Or. en

**Amendment 31**  
**Dominique Bilde, Mara Bizzotto, Dominique Martin, Joëlle Mélin**

**Motion for a resolution**  
**Recital B**

*Motion for a resolution*

*Amendment*

**B. whereas many low-skilled jobs now require *greater literacy, numeracy and* other basic skills and even low-skilled jobs within the service sector increasingly include more demanding non-routine tasks (EC, 2016b);**

**B. whereas many low-skilled jobs now require *proficiency in the fundamentals of learning, that is to say, reading, writing, and arithmetic, and in* other basic skills and even low-skilled jobs within the service sector increasingly include more demanding non-routine tasks (EC, 2016b);**

Or. fr

**Amendment 32**  
**Lynn Boylan, Nikolaos Chountis**

**Motion for a resolution**  
**Recital B**

*Motion for a resolution*

B. whereas *many low-skilled* jobs now require greater literacy, numeracy and other basic skills and *even low-skilled jobs within the service sector* increasingly include more demanding non-routine tasks (EC, 2016b);

*Amendment*

B. whereas *all* jobs now require greater literacy, numeracy and other basic skills and increasingly include more demanding non-routine tasks (EC, 2016b);

Or. en

**Amendment 33**  
**Sven Schulze, David Casa**

**Motion for a resolution**  
**Recital B a (new)**

*Motion for a resolution*

*Ba. whereas the skills and know-how of our societies are the sole basis for prosperity and for safeguarding our social achievements;*

*Amendment*

Or. de

**Amendment 34**  
**Dominique Bilde, Dominique Martin, Joëlle Mélin**

**Motion for a resolution**  
**Recital C**

*Motion for a resolution*

C. whereas by 2025, 49 % of all job openings (including both new and replacement jobs) in the EU will require high-level qualifications, 40 % – medium-level qualifications, while only 11 % – low-level or no qualifications<sup>16</sup> ;

*Amendment*

C. whereas by 2025, 49 % of all job openings (including both new and replacement jobs) in *all* the EU *Member States* will require high-level qualifications, 40 % – medium-level qualifications, while only 11 % – low-level or no qualifications<sup>16</sup>;

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<sup>16</sup> Cedefop, forthcoming in EC, 2016b.

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<sup>16</sup> Cedefop, forthcoming in EC, 2016b.

Or. fr

**Amendment 35**  
**Jean Lambert, Jill Evans**  
on behalf of the Verts/ALE Group

**Motion for a resolution**  
**Recital C a (new)**

*Motion for a resolution*

*Amendment*

*C a. whereas Member States need to find ways to protect or promote longer term investment in education, research, innovation, energy and climate action and invest in the modernisation of education and training systems, including lifelong learning;*

Or. en

**Amendment 36**  
**Csaba Sógor**

**Motion for a resolution**  
**Recital C a (new)**

*Motion for a resolution*

*Amendment*

*C a. Whereas, according to ILO, between 25 and 45 percent of the European workforce are either under or over-qualified for the jobs they do - a situation that is largely due to the fast paced change in the structure of Member State economies;*

Or. en

**Amendment 37**  
**Sven Schulze, David Casa**

**Motion for a resolution**  
**Recital C a (new)**

*Motion for a resolution*

*Amendment*

***Ca. whereas cooperation in the area of education at EU level is voluntary, which marks a fundamental difference between education and employment, a policy area which is on a much more firmly Community footing;***

Or. de

**Amendment 38**  
**Momchil Nekov**

**Motion for a resolution**  
**Recital C a (new)**

*Motion for a resolution*

*Amendment*

***Ca. whereas, skills and competences go hand in hand and therefore the link between them should be further strengthened in the Agenda;***

Or. en

**Amendment 39**  
**Sven Schulze, David Casa**

**Motion for a resolution**  
**Recital C b (new)**

*Motion for a resolution*

*Amendment*

***Cb. whereas Articles 165 and 166 TFEU make the Member States responsible for general education, including higher education and vocational training;***

Or. de



**Amendment 40**  
**Jean Lambert, Jill Evans**  
on behalf of the Verts/ALE Group

**Motion for a resolution**  
**Recital C b (new)**

*Motion for a resolution*

*Amendment*

***C b. whereas, the development of future-oriented sectors, in particular the green and circular economy, has a determinant role on the types of skills needed;***

Or. en

**Amendment 41**  
**Dominique Bilde, Dominique Martin, Joëlle Mélin**

**Motion for a resolution**  
**Recital D**

*Motion for a resolution*

*Amendment*

D. whereas a European skills and jobs survey has revealed that about 45% of ***the EU's adult workers*** believe that their skills can either be better developed or utilised at work;

D. whereas a European skills and jobs survey has revealed that about 45% of ***adult workers in the Member States as a whole*** believe that their skills can either be better developed or utilised at work;

Or. fr

**Amendment 42**  
**Dominique Bilde, Mara Bizzotto, Dominique Martin, Joëlle Mélin**

**Motion for a resolution**  
**Recital E**

*Motion for a resolution*

*Amendment*

E. whereas skills mismatches ***is*** a worrying phenomenon affecting individuals and businesses, creating skill gaps and skill shortages ***and is*** one of the causes of unemployment<sup>17</sup> ;

E. whereas skills mismatches ***are*** a worrying phenomenon affecting individuals and businesses, creating skill gaps and skill shortages, ***and are*** one of the causes of unemployment<sup>17</sup>; ***whereas a further disastrous consequence of this***

*problem is the brain drain, depriving not only rural and outlying areas, but also some Member States of all-important human and economic resources needed for their economic growth;*

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<sup>17</sup> <http://www.cedefop.europa.eu/en/events-and-projects/projects/assisting-eu-countries-skills-matching>

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<sup>17</sup> <http://www.cedefop.europa.eu/en/events-and-projects/projects/assisting-eu-countries-skills-matching>

Or. fr

### **Amendment 43** **Danuta Jazłowiecka**

#### **Motion for a resolution** **Recital E**

##### *Motion for a resolution*

E. whereas skills mismatches is a worrying phenomenon affecting individuals and businesses, creating skill gaps and skill shortages and is one of the causes of unemployment<sup>17</sup> ;

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<sup>17</sup> <http://www.cedefop.europa.eu/en/events-and-projects/projects/assisting-eu-countries-skills-matching>

##### *Amendment*

E. whereas skills mismatches is a worrying phenomenon affecting individuals and businesses, creating skill gaps and skill shortages and is one of the causes of unemployment<sup>17</sup>; ***whereas 26% of EU adult employees lack the skills they need for their job;***

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<sup>17</sup> <http://www.cedefop.europa.eu/en/events-and-projects/projects/assisting-eu-countries-skills-matching>

Or. en

### **Amendment 44** **Csaba Sógor**

#### **Motion for a resolution** **Recital E a (new)**

##### *Motion for a resolution*

##### *Amendment*

***E a. whereas, despite a recent increase in the number of people who undergo digital education or training***

*in the EU, there is still much to be done to align the European economy to the new digital era and close the gap between the number of job seekers and the number of unfilled jobs;*

Or. en

**Amendment 45**  
**Lynn Boylan, Nikolaos Chountis**

**Motion for a resolution**  
**Recital E a (new)**

*Motion for a resolution*

*Amendment*

*E a. Whereas education is necessary to deepen critical thinking, expose people to great works of art and in particular great works of the past, and to enlighten the mind and the soul, it is not simply a means to serve the labour market;*

Or. en

**Amendment 46**  
**Lynn Boylan, Nikolaos Chountis**

**Motion for a resolution**  
**Recital E a (new)**

*Motion for a resolution*

*Amendment*

*E a. whereas, education is necessary to deepen critical thinking, expose people to great works of the past, and to enlighten the mind and the soul, it is not simply a means to serve the labour market;*

Or. en

**Amendment 47**  
**Lynn Boylan, Nikolaos Chountis**

**Motion for a resolution**

## Recital F

### *Motion for a resolution*

F. whereas, currently, almost 23 % of the population aged 20-64 have a low level of education (pre-primary, primary or lower secondary education); whereas low-qualified people have fewer employment opportunities and are also more vulnerable to being in insecure jobs **and** are twice as likely as highly qualified people to experience long-term unemployment (EC, 2016a);

### *Amendment*

F. whereas, currently, almost 23 % of the population aged 20-64 have a low level of education (pre-primary, primary or lower secondary education); whereas ***due to modern advancements in all sectors of economies there is less of a demand for traditional industries which previously gave employment opportunity to low-qualified workers, whereas these people now*** have fewer employment opportunities and are also more vulnerable to being in insecure jobs, ***in part due to failures of Member States and the EU to legislate against job insecurity and zero and low hours contracts, and as a result*** are twice as likely as highly qualified people to experience long-term unemployment (EC, 2016a);

Or. en

## Amendment 48

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

### **Motion for a resolution**

#### **Recital F**

### *Motion for a resolution*

F. whereas, currently, almost 23 % of the population aged 20-64 have a low level of education (pre-primary, primary or lower secondary education); whereas low-qualified people have fewer employment opportunities and are also more vulnerable to being in insecure jobs and are twice as likely as highly qualified people to experience long-term unemployment (EC, 2016a);

### *Amendment*

*(Does not affect the English version.)*

Or. fr

## Amendment 49

PE602.922v01-00

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**Ilhan Kyuchyuk, Yana Toom, Martina Dlabajová, Robert Rochefort**

**Motion for a resolution**

**Recital F a (new)**

*Motion for a resolution*

*Amendment*

*F a. whereas often individuals possess skills, which are not identified, exploited or properly rewarded; whereas skills acquired outside formal settings, through work experience, volunteering, civic engagement or other relevant experiences are not necessarily recorded in a qualification or documented and therefore are being undervalued;*

Or. en

**Amendment 50**

**Jean Lambert, Jill Evans**

on behalf of the Verts/ALE Group

**Motion for a resolution**

**Recital F a (new)**

*Motion for a resolution*

*Amendment*

*F a. whereas expanding access to lifelong learning can open up new possibilities for active inclusion and enhanced social participation, especially for the low skilled, the unemployed, people with special needs, older persons and migrants;*

Or. en

**Amendment 51**

**Csaba Sógor**

**Motion for a resolution**

**Recital F a (new)**

*Motion for a resolution*

*Amendment*

*F a. whereas low qualified people not*

*only have diminished employment opportunities, but are also more vulnerable to long-term unemployment and have more difficulties to get access to services and participate fully in society;*

Or. en

**Amendment 52**  
**Momchil Nekov**

**Motion for a resolution**  
**Recital F a (new)**

*Motion for a resolution*

*Amendment*

*F a. whereas, digital empowerment and self-confidence are an essential prerequisite for building strong societies and helping the unity and integration processes within the EU;*

Or. en

**Amendment 53**  
**Jana Žitňanská, Anthea McIntyre**

**Motion for a resolution**  
**Recital F a (new)**

*Motion for a resolution*

*Amendment*

*F a. whereas the EU is a platform best positioned to share best practices and support mutual learning among Member States;*

Or. en

**Amendment 54**  
**Ilhan Kyuchyuk, Yana Toom, Martina Dlabajová, Robert Rochefort**

**Motion for a resolution**  
**Recital F b (new)**

*Motion for a resolution*

*Amendment*

***F b. whereas cultural and creative industries contribute to social well-being, innovation, employment and stimulate EU's economic development while employing more than 12 million people in the EU, which is 7.5% of all persons employed in the total economy and contribute to the economy with 5.3% of the total EU GVA and further 4% of nominal EU GDP generated by the high-end industries <sup>1a</sup>;***

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***<sup>1a</sup> Boosting the competitiveness of cultural and creative industries for growth and jobs, 2015***

Or. en

**Amendment 55**  
**Helga Stevens**

**Motion for a resolution**  
**Recital F b (new)**

*Motion for a resolution*

*Amendment*

***F b. whereas the EU is a platform best positioned to share best practices and support mutual learning among Member States;***

Or. en

**Amendment 56**  
**Ilhan Kyuchyuk, Yana Toom, Robert Rochefort**

**Motion for a resolution**  
**Recital F c (new)**

*Motion for a resolution*

*Amendment*

***F c. whereas the current arrivals of migrants and refugees to the European Union require the establishment of more***

*sustained approach and validation practices directed towards third country nationals in order to facilitate their integration and make a better use of their skills and qualifications;*

Or. en

#### **Amendment 57**

**Angel Dzhambazki, Remo Sernagiotto, Andrew Lewer, Jana Žitňanská, Emma McClarkin**

#### **Motion for a resolution**

##### **Recital G**

###### *Motion for a resolution*

G. whereas equality between women and men is a fundamental principle of the European Union enshrined in the Treaties *and is one of the objectives and responsibilities of the Union; whereas, furthermore, mainstreaming the principle of equality between women and men in all its activities is a specific mission* of the Union;

###### *Amendment*

G. whereas equality between women and men is a fundamental principle of the European Union enshrined in the Treaties (*Art 2 of the TEU*) *and is one of the objectives and responsibilities of the* Union;

Or. en

#### **Amendment 58**

**Danuta Jazłowiecka**

#### **Motion for a resolution**

##### **Recital G**

###### *Motion for a resolution*

G. whereas equality between women and men is a fundamental principle of the European Union enshrined in the Treaties and is one of the objectives and responsibilities of the Union; whereas, furthermore, mainstreaming the principle of equality between women and men in all its activities is a specific mission of the Union;

###### *Amendment*

G. whereas equality between women and men is a fundamental principle of the European Union enshrined in the Treaties and is one of the objectives and responsibilities of the Union; whereas, furthermore, mainstreaming the principle of equality between women and men in all its activities, *such as access to education and training*, is a specific mission of the Union;



**Amendment 59**

**Jean Lambert, Jill Evans**

on behalf of the Verts/ALE Group

**Motion for a resolution**

**Recital G a (new)**

*Motion for a resolution*

*Amendment*

***G a. whereas stereotypes widely conveyed by society leave women in a subordinate role; whereas these stereotypes start to develop during childhood and are reflected in educational and training choices and continue into the labour market<sup>17a</sup>;***

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***<sup>17a</sup> European Parliament resolution of 13 September 2016 on creating labour market conditions favourable for work-life balance (2016/2017(INI))***

**Amendment 60**

**Lynn Boylan, Nikolaos Chountis**

**Motion for a resolution**

**Recital H**

*Motion for a resolution*

*Amendment*

H. whereas, at EU level, NEETs (not in employment, education or training) are considered to be one of the most ***problematic*** groups ***in the context of*** youth unemployment; whereas women are 1.4 times more likely to become NEET than men on average;

H. whereas, at EU level, NEETs (not in employment, education or training) are considered to be one of the most ***vulnerable*** groups ***and as a result suffer the most in relation to*** youth unemployment; whereas women are 1.4 times more likely to become NEET than men on average, ***further highlighting issues of gender discrimination and equality from a young age;***

## Amendment 61

Angel Dzhambazki, Remo Sernagiotto, Andrew Lewer, Jana Žitňanská, Emma McClarkin

### Motion for a resolution

#### Recital H

##### *Motion for a resolution*

H. whereas, at EU level, NEETs (not in employment, education or training) are considered to be one of the most problematic groups in the context of youth unemployment; ***whereas women are 1.4 times more likely to become NEET than men on average;***

##### *Amendment*

H. whereas, at EU level, NEETs (not in employment, education or training) are considered to be one of the most problematic groups in the context of youth unemployment;

Or. en

## Amendment 62

Damian Drăghici

### Motion for a resolution

#### Recital H

##### *Motion for a resolution*

H. whereas, at EU level, NEETs (not in employment, education or training) are considered to be one of the most ***problematic*** groups in the context of youth unemployment; whereas women are 1.4 times more likely to become NEET than men on average;

##### *Amendment*

H. whereas, at EU level, NEETs (not in employment, education or training) are considered to be one of the most ***vulnerable*** groups in the context of youth unemployment, ***poverty and social exclusion***; whereas women are 1.4 times more likely to become NEET than men on average;

Or. en

## Amendment 63

Jean Lambert, Jill Evans

on behalf of the Verts/ALE Group

### Motion for a resolution

#### Recital H

*Motion for a resolution*

H. whereas, at EU level, NEETs (not in employment, education or training) are considered to be one of the most **problematic** groups in the context of youth unemployment; whereas women are 1.4 times more likely to become NEET than men on average;

*Amendment*

H. whereas, at EU level, NEETs (not in employment, education or training) are considered to be one of the most **vulnerable** groups in the context of youth unemployment; whereas women are 1.4 times more likely to become NEET than men on average;

Or. en

**Amendment 64**

**Emilian Pavel, Vilija Blinkevičiūtė, Jutta Steinruck, Brando Benifei, Javi López, Agnes Jongerius, Sergio Gutiérrez Prieto, Elena Gentile, Claudiu Ciprian Tănăsescu**

**Motion for a resolution**

**Recital H**

*Motion for a resolution*

H. whereas, at EU level, NEETs (not in employment, education or training) are considered to be one of the most **problematic** groups in the context of youth unemployment; whereas women are 1.4 times more likely to become NEET than men on average;

*Amendment*

H. whereas, at EU level, NEETs (not in employment, education or training) are considered to be one of the most **vulnerable** groups in the context of youth unemployment; whereas women are 1.4 times more likely to become NEET than men on average;

Or. en

**Amendment 65**

**Momchil Nekov**

**Motion for a resolution**

**Recital H**

*Motion for a resolution*

H. whereas, at EU level, NEETs (not in employment, education or training) are considered to be one of the most **problematic** groups in the context of youth unemployment; whereas women are 1.4 times more likely to become NEET than men on average;

*Amendment*

H. whereas, at EU level, NEETs (not in employment, education or training) are considered to be one of the most **vulnerable** groups in the context of youth unemployment; whereas women are 1.4 times more likely to become NEET than men on average;

**Amendment 66**

Claude Rolin

**Motion for a resolution****Recital H***Motion for a resolution*

H. whereas, at EU level, NEETs (not in employment, education or training) are considered to be one of the most **problematic** groups in the context of youth unemployment; whereas women are 1.4 times more likely to become NEET than men on average;

*Amendment*

H. whereas, at EU level, NEETs (not in employment, education or training) are considered to be one of the most **vulnerable** groups in the context of youth unemployment; whereas women are 1.4 times more likely to become NEET than men on average;

Or. fr

**Amendment 67**

Momchil Nekov

**Motion for a resolution****Recital H a (new)***Motion for a resolution**Amendment*

***H a. whereas, according to Eurostat, persons with disabilities are 2 times more likely to become NEET; the unemployment rate for persons with disabilities in the EU 28 in 2011 was 47,3%; and persons with disabilities are 2 times more likely to leave education and training with lower secondary education at most***<sup>17a</sup>

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<sup>17a</sup> [http://ec.europa.eu/eurostat/statistics-explained/index.php/Disability\\_statistics\\_-\\_access\\_to\\_education\\_and\\_training#Disabled\\_people\\_leave\\_education\\_and\\_training\\_earlier](http://ec.europa.eu/eurostat/statistics-explained/index.php/Disability_statistics_-_access_to_education_and_training#Disabled_people_leave_education_and_training_earlier) ;  
[http://ec.europa.eu/eurostat/statistics-explained/index.php/Disability\\_statistics\\_-\\_labour\\_market\\_access](http://ec.europa.eu/eurostat/statistics-explained/index.php/Disability_statistics_-_labour_market_access)

### **Amendment 68**

**Emilian Pavel, Vilija Blinkevičiūtė, Jutta Steinruck, Brando Benifei, Javi López, Agnes Jongerius, Elena Gentile, Claudiu Ciprian Tănăsescu**

#### **Motion for a resolution**

##### **Recital I**

###### *Motion for a resolution*

I. whereas according to the latest PIAAC study by the OECD, about 70 million *Europeans* lack basic skills such as reading, writing and numeracy, which represents an obstacle to those people finding a decent job and living standard;

###### *Amendment*

I. whereas according to the latest PIAAC study by the OECD, about 70 million *European adults* lack basic skills such as reading, writing and numeracy, which represents an obstacle to those people finding a decent job and living standard;

Or. en

### **Amendment 69**

**Lynn Boylan, Nikolaos Chountis**

#### **Motion for a resolution**

##### **Recital I**

###### *Motion for a resolution*

I. whereas according to the latest PIAAC study by the OECD, about 70 million Europeans lack basic skills such as reading, writing and numeracy, which represents an obstacle to those people finding a *decent job and* living standard;

###### *Amendment*

I. whereas according to the latest PIAAC study by the OECD, about 70 million Europeans lack basic skills such as reading, writing and numeracy, which represents an obstacle to those people finding a *good job, attaining a decent* living standard, *and achieving personal happiness*;

Or. en

### **Amendment 70**

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

#### **Motion for a resolution**

##### **Recital I**

*Motion for a resolution*

I. whereas according to the latest PIAAC study by the OECD, about 70 million Europeans lack basic skills such as reading, writing and **numeracy**, which represents an obstacle to those people finding a decent job and living standard;

*Amendment*

I. whereas according to the latest PIAAC study by the OECD, about 70 million Europeans lack basic skills such as reading, writing and **mathematics**, which represents an obstacle to those people finding a decent job and living standard; ***whereas education policy remains a matter for Member States, which should therefore be encouraged to lay greater emphasis on the teaching of basic skills within their national education systems;***

Or. fr

**Amendment 71**

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

**Motion for a resolution**

**Recital I**

*Motion for a resolution*

I. whereas according to the latest PIAAC study by the OECD, about 70 million Europeans lack basic skills such as reading, writing and numeracy, which represents an obstacle to those people finding a decent job and living standard;

*Amendment*

I. whereas according to the latest PIAAC study by the OECD, about 70 million Europeans lack basic skills such as reading, writing and numeracy, which represents an obstacle to those people finding a decent job and living standard; ***whereas, furthermore, more than 20% do not know how to work on a computer;***

Or. it

**Amendment 72**

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

**Motion for a resolution**

**Recital I a (new)**

*Motion for a resolution*

*Amendment*

***Ia. whereas more than 30% of highly qualified young people are in jobs that do not match their skills and aspirations,***

*while 40% of European employers say they are unable to find people with the skills they require in order to grow and innovate;*

Or. it

**Amendment 73**  
**Csaba Sógor**

**Motion for a resolution**  
**Recital I a (new)**

*Motion for a resolution*

*Amendment*

*I a. whereas, countries with high shares of adults with low proficiency in basic skills and digital skills have lower levels of labour productivity and ultimately lower prospects for growth and competitiveness;*

Or. en

**Amendment 74**  
**Dominique Bilde, Mara Bizzotto, Dominique Martin, Joëlle Mélin**

**Motion for a resolution**  
**Recital J**

*Motion for a resolution*

*Amendment*

J. whereas access to learning and training opportunities must be ***a right for everyone*** at every stage of life so that ***they*** can acquire transversal skills such as, ***numeracy, digital and media literacy***, critical thinking, social skills and relevant life skills;

J. whereas access to learning and training opportunities must be ***guaranteed*** at every stage of life so that ***everyone*** can acquire transversal skills such as ***the ability to read, write, and count, an understanding of history, civic awareness, a critical thinking faculty***, social skills and relevant life skills;

Or. fr

**Amendment 75**  
**Ilhan Kyuchyuk, Yana Toom, Martina Dlabajová, Robert Rochefort**

**Motion for a resolution**  
**Recital J**

*Motion for a resolution*

J. whereas access to **learning** and training opportunities must be a right for everyone at every stage of life so that they can acquire transversal skills such as, **numeracy**, digital and media literacy, critical thinking, social skills and relevant life skills;

*Amendment*

J. whereas access to **education** and training opportunities must be a right for everyone at every stage of life so that they can acquire transversal skills such as, digital and media literacy, critical thinking, social skills, **foreign language proficiency** and relevant life skills;

Or. en

**Amendment 76**  
**Momchil Nekov**

**Motion for a resolution**  
**Recital J**

*Motion for a resolution*

J. whereas access to learning and training opportunities must be a right for everyone at every stage of life so that they can acquire transversal skills such as, numeracy, digital and media literacy, critical thinking, social skills and relevant life skills;

*Amendment*

J. whereas access to **both formal and informal/non-formal** learning and training opportunities must be a right for everyone at every stage of life so that they can acquire transversal skills such as, numeracy, digital and media literacy, critical thinking, social skills and relevant life skills;

Or. en

**Amendment 77**  
**Julie Ward, Momchil Nekov, Silvia Costa**

**Motion for a resolution**  
**Recital J**

*Motion for a resolution*

J. whereas access to learning and training opportunities must be a right for everyone at every stage of life so that they can acquire transversal skills such as,

*Amendment*

J. whereas access to **quality** learning and training opportunities must be a right for everyone at every stage of life so that they can acquire transversal skills such as,



numeracy, digital and media literacy, critical thinking, social skills and relevant life skills;

numeracy, digital and media literacy, critical thinking, social skills and relevant life skills;

Or. en

**Amendment 78**

**Momchil Nekov**

**Motion for a resolution**

**Recital J a (new)**

*Motion for a resolution*

*Amendment*

*J a. whereas it is essential that skills aim not only at increasing employability but also bolster the capacity to civic participation and the esteem for democratic values and tolerance, not least as a tool to foster an open-minded citizenry and to prevent radicalisation and intolerance of any kind;*

Or. en

**Amendment 79**

**Jean Lambert, Jill Evans**

on behalf of the Verts/ALE Group

**Motion for a resolution**

**Recital J a (new)**

*Motion for a resolution*

*Amendment*

*J a. whereas allowing workers time off for personal and training development in the context of life-long learning without being discriminated against benefits their well-being as well as their contribution to the economy with more skills and higher productivity<sup>18a</sup>;*

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*<sup>18a</sup> CEDEFOP Research Paper: Training leave. Policies and practices in Europe, 2010 - European Parliament resolution of 13 September 2016 on creating labour*

**Amendment 80**

**Jean Lambert, Jill Evans**

on behalf of the Verts/ALE Group

**Motion for a resolution**

**Recital K**

*Motion for a resolution*

K. whereas, nowadays, our education systems are facing a significant **challenge as a result of** the digital transformation, **which is impacting teaching and learning processes;**

*Amendment*

K. whereas, nowadays, our education systems are facing a significant **challenges which are impacting teaching and learning processes, such as** the digital transformation **and the need to bolster the capacity for social inclusion and civic participation as well as personal development, and to enhance European democratic values and tolerance in view of fostering open-mindedness and preventing intolerance of any kind;**

**Amendment 81**

**Ilhan Kyuchyuk, Yana Toom, Martina Dlabajová, Robert Rochefort**

**Motion for a resolution**

**Recital K**

*Motion for a resolution*

K. whereas, nowadays, our education systems are facing a significant **challenge as a result of the** digital transformation, which is impacting teaching and learning processes;

*Amendment*

K. whereas, nowadays, our education **and training** systems are facing a significant digital transformation, which is impacting teaching and learning processes; **whereas an effective digital skills provision is essential to ensure the workforce is prepared for the current and future technological changes;**

## **Amendment 82**

**Emilian Pavel, Vilija Blinkevičiūtė, Jutta Steinruck, Brando Benifei, Javi López, Agnes Jongerius, Sergio Gutiérrez Prieto, Elena Gentile, Claudiu Ciprian Tănăsescu**

### **Motion for a resolution**

#### **Recital K**

##### *Motion for a resolution*

K. whereas, nowadays, our education systems are facing a significant challenge as a result of the digital transformation, which is impacting teaching and learning processes;

##### *Amendment*

K. whereas, nowadays, our education **and training** systems are facing a significant challenge as a result of the digital transformation, which is impacting teaching and learning processes;

Or. en

## **Amendment 83**

**Angel Dzhambazki, Remo Sernagiotto, Andrew Lewer, Emma McClarkin**

### **Motion for a resolution**

#### **Recital K**

##### *Motion for a resolution*

K. whereas, nowadays, our education systems are facing a significant challenge as a result of the digital **transformation**, which is impacting teaching and learning processes;

##### *Amendment*

K. whereas, nowadays, our education systems are facing a significant challenge as a result of the digital **environment**, which is impacting teaching and learning processes;

Or. en

## **Amendment 84**

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

### **Motion for a resolution**

#### **Recital K**

##### *Motion for a resolution*

K. whereas, nowadays, our education systems are facing a significant challenge as a result of the digital transformation, which is impacting teaching and learning

##### *Amendment*

K. whereas, nowadays, our education systems are facing a significant challenge as a result of the digital transformation, which is impacting teaching and learning

processes;

*processes and also has implications for many jobs as such, implying a need for national authorities to bring a long-term vision to bear, gauging research and innovation potential while assessing those fields in which businesses will need to be assisted during the transformation process in order to rule out the possibility that technology might develop at workers' expense;*

Or. fr

### **Amendment 85**

**Lynn Boylan, Nikolaos Chountis**

#### **Motion for a resolution**

##### **Recital K**

###### *Motion for a resolution*

K. whereas, nowadays, our education systems are facing a significant challenge as a result of the digital transformation, which is impacting teaching and learning processes;

###### *Amendment*

K. whereas, nowadays, our education systems are facing a significant challenge as a result of the digital transformation, which is impacting teaching and learning processes; *whereas, these challenges also present new opportunities for both teachers and students, and their needs and opinions should be at the fore when it comes to shaping the future of the education process;*

Or. en

### **Amendment 86**

**Lynn Boylan, Nikolaos Chountis**

#### **Motion for a resolution**

##### **Recital K a (new)**

###### *Motion for a resolution*

###### *Amendment*

*K a. whereas there is a need to incorporate new digital transformations into education systems, but this must be done symbiotically with the subjects that are already taught, in order to continue to*

*help people become critical, confident and independent;*

Or. en

**Amendment 87**  
**Julie Ward**

**Motion for a resolution**  
**Recital K a (new)**

*Motion for a resolution*

*Amendment*

*K a. whereas in a fast changing, more globalised and digitised world, transversal and transferable skills such as social skills, intercultural skills, digital skills, problem solving, entrepreneurship and creative thinking are key;*

Or. en

**Amendment 88**  
**Jana Žitňanská, Anthea McIntyre**

**Motion for a resolution**  
**Recital K a (new)**

*Motion for a resolution*

*Amendment*

*K a. whereas social and emotional skills together with cognitive skills are important for individual well-being and success;*

Or. en

**Amendment 89**  
**Krzysztof Hetman**

**Motion for a resolution**  
**Recital K a (new)**

*Motion for a resolution*

*Amendment*

***K a. whereas the digital transformation is not yet completed and the societal and labour market needs are constantly evolving;***

Or. en

**Amendment 90**

**Anne Sander, Jérôme Lavrilleux, Elisabeth Morin-Chartier**

**Motion for a resolution**

**Recital L**

*Motion for a resolution*

L. whereas entrepreneurship skills need to be understood in a broader sense, as a sense of initiative, participation in social actions and an entrepreneurial mind-set and should therefore be further emphasised in the Skills Agenda ***as a life skill which benefits*** individuals in their personal and professional life;

*Amendment*

L. whereas entrepreneurship skills need to be understood in a broader sense, as a sense of initiative, participation in social actions and an entrepreneurial mind-set, and should therefore be further emphasised in the Skills Agenda, ***for instance by encouraging Member States to foster the entrepreneurial spirit in young people from the earliest age, through placements and visits to companies, bearing in mind that the life skills in question benefit*** individuals in their personal and professional life;

Or. fr

**Amendment 91**

**Julie Ward**

**Motion for a resolution**

**Recital L**

*Motion for a resolution*

L. whereas entrepreneurship skills need to be understood in a broader ***sense***, as a sense of initiative, participation in social actions and an entrepreneurial mind-set and should therefore be further emphasised in the Skills Agenda as a life skill which benefits individuals in their personal and professional life;

*Amendment*

L. whereas entrepreneurship skills need to be understood in a broader ***context***, as a sense of initiative ***regarding*** participation in social actions and an entrepreneurial mind-set and should therefore be further emphasised in the Skills Agenda as a life skill which benefits individuals in their personal and

professional life, *whilst also benefiting communities*;

Or. en

**Amendment 92**  
**Lynn Boylan, Nikolaos Chountis**

**Motion for a resolution**  
**Recital L a (new)**

*Motion for a resolution*

*Amendment*

***L a. whereas analytical and critical thinking are incredibly important in the modern age and they need to be encouraged at all stages of the education system and throughout life in general; whereas, in more recent years analytical and critical thinking have been denigrated and replaced by "group think";***

Or. en

**Amendment 93**  
**Silvia Costa, Brando Benifei**

**Motion for a resolution**  
**Recital L a (new)**

*Motion for a resolution*

*Amendment*

***La. whereas, in view of the need for swift and full integration of refugees and asylum seekers, efforts need to be made in this area in accordance with the principle of non-discrimination and proper account needs to be taken of linguistic barriers and socio-economic differences, which are the main obstacles to integration;***

Or. it

**Amendment 94**  
**Julie Ward, Silvia Costa**

**Motion for a resolution**  
**Recital L a (new)**

*Motion for a resolution*

*Amendment*

***L a. whereas, in the context of the refugee and migrant crisis, it is key to recall that newcomers bring new skills and knowledge with them, which can benefit the economic, social and cultural development of the host countries and societies;***

Or. en

**Amendment 95**  
**Danuta Jazłowiecka**

**Motion for a resolution**  
**Recital L a (new)**

*Motion for a resolution*

*Amendment*

***L a. whereas according to some studies only 5% of professions may disappear due to full automatisisation and whereas the majority of professions will need new skills in order to profit from automatisisation and maximise productivity;***

Or. en

**Amendment 96**  
**Jana Žitňanská, Anthea McIntyre**

**Motion for a resolution**  
**Recital L a (new)**

*Motion for a resolution*

*Amendment*

***L a. whereas ageing population in Europe increases demand for healthcare professionals, social care and medical services;***



**Amendment 97**

**Jean Lambert, Jill Evans**

on behalf of the Verts/ALE Group

**Motion for a resolution**

**Recital L a (new)**

*Motion for a resolution*

*Amendment*

*L a. whereas the Green sector was one of the main net creators of jobs in Europe during the recession and should be further promoted through in the Skills Agenda;*

Or. en

**Amendment 98**

**Ilhan Kyuchyuk, Yana Toom, Martina Dlabajová, Robert Rochefort**

**Motion for a resolution**

**Recital L a (new)**

*Motion for a resolution*

*Amendment*

*L a. whereas in order to ensure smart, sustainable and inclusive economic growth and jobs for young people, there is a strong need for more Science, Technology, Engineering and Mathematics (STEM) proficiency in the European Union;*

Or. en

**Amendment 99**

**Ilhan Kyuchyuk, Yana Toom, Martina Dlabajová, Robert Rochefort**

**Motion for a resolution**

**Recital L b (new)**

*Motion for a resolution*

*Amendment*

***L b. whereas the demand for STEM professionals and associate professionals is expected to grow by around 8% between now and 2025, much higher than the average 3% growth forecast for all occupations; Whereas the employment in STEM-related sectors is also expected to rise by around 6.5% between now and 2025 <sup>2a</sup>;***

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***<sup>2a</sup> Cedefop, Rising STEMs Database, March 2014***

Or. en

**Amendment 100**  
**Remo Sernagiotto**

**Motion for a resolution**  
**Recital L a (new)**

*Motion for a resolution*

*Amendment*

***La. whereas families play a key role in helping children to learn basic skills;***

Or. it

**Amendment 101**  
**Lynn Boylan, Nikolaos Chountis**

**Motion for a resolution**  
**Recital L b (new)**

*Motion for a resolution*

*Amendment*

***L b. whereas submissively adapting education to the labour market, commercialising it and degrading traditional and classical studies bears no relation with the actual role of education, which is to shape free and independent personalities;***

Or. en

**Amendment 102**  
**Julie Ward**

**Motion for a resolution**  
**Recital L b (new)**

*Motion for a resolution*

*Amendment*

***L b. whereas a future-proofed Skills Agenda should be included in a broader reflection on occupational literacy in the context of a growing digitisation and robotisation of European societies;***

Or. en

**Amendment 103**  
**Jean Lambert, Jill Evans**  
on behalf of the Verts/ALE Group

**Motion for a resolution**  
**Recital L b (new)**

*Motion for a resolution*

*Amendment*

***L b. whereas transversal competences such as civic, social competences and citizenship education should be particularly highlighted alongside language, digital and entrepreneurial skills;***

Or. en

**Amendment 104**  
**Jana Žitňanská, Anthea McIntyre**

**Motion for a resolution**  
**Recital L b (new)**

*Motion for a resolution*

*Amendment*

***L b. whereas low-skilled population faces an increased risk of unemployment and social exclusion;***

**Amendment 105**

**Jean Lambert, Jill Evans**

on behalf of the Verts/ALE Group

**Motion for a resolution**

**Recital L c (new)**

*Motion for a resolution*

*Amendment*

*L c. whereas early childhood education and care and children's experiences from the ages of 0-3 have a decisive impact on their cognitive development, given that they develop essential capacities in the first five years; whereas there is a lack of sufficient infrastructure offering quality and accessible childcare for all income levels; whereas achieving quality services means investing in childcare workforce training<sup>19a</sup>;*

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*<sup>19a</sup> Eurofound (2015), Early childhood care: working conditions, training and quality of services – A systematic review - European Parliament resolution of 13 September 2016 on creating labour market conditions favourable for work-life balance (2016/2017(INI))*

Or. en

**Amendment 106**

**Jana Žitňanská, Anthea McIntyre**

**Motion for a resolution**

**Recital L c (new)**

*Motion for a resolution*

*Amendment*

*L c. whereas the poor image and attractiveness of VET together with low quality VET education in some Member States discourages students from taking up career in promising fields and sectors*

*with labour force shortage;*

Or. en

**Amendment 107**  
**Julie Ward, Momchil Nekov, Silvia Costa**

**Motion for a resolution**  
**Recital L c (new)**

*Motion for a resolution*

*Amendment*

*L c. whereas, when dealing with the issues of skills, in particular skills mismatch and jobs opportunities, the specific challenges faced by rural areas must be taken into account;*

Or. en

**Amendment 108**  
**Jean Lambert, Jill Evans**  
on behalf of the Verts/ALE Group

**Motion for a resolution**  
**Recital L d (new)**

*Motion for a resolution*

*Amendment*

*L d. whereas the EU 2020 Agenda and Circular Economy proposals recognise the need to move to a low-carbon, resource efficient economy which has implications for the future of jobs and the skills that will be necessary;*

Or. en

**Amendment 109**  
**Julie Ward**

**Motion for a resolution**  
**Recital L d (new)**

*Motion for a resolution*

*Amendment*

***L d.*** *whereas the circular economy and green jobs and technologies offer many great opportunities in terms of creation of high skilled quality jobs;*

Or. en

**Amendment 110**  
**Helga Stevens**

**Motion for a resolution**  
**Recital L d (new)**

*Motion for a resolution*

*Amendment*

***L d.*** *whereas ageing population in Europe increases demand for healthcare professionals, social care and medical services;*

Or. en

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

**Motion for a resolution**  
**Recital L e (new)**

*Motion for a resolution*

*Amendment*

***L e.*** *whereas low-skilled population faces an increased risk of unemployment and social exclusion;*

Or. en

**Amendment 112**  
**Nikolaos Chountis, Lynn Boylan**

**Motion for a resolution**  
**Paragraph 1**

*Motion for a resolution*

1. **Welcomes** the Commission communication entitled ‘A New Skills Agenda for Europe – **Working together to strengthen human capital, employability and competitiveness**’ adopted in June 2016;

*Amendment*

1. **Notes** the Commission communication entitled A New Skills Agenda for Europe – adopted in June 2016;

Or. en

**Amendment 113**

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

**Motion for a resolution**

**Paragraph 1**

*Motion for a resolution*

1. **Welcomes** the Commission communication entitled ‘A New Skills Agenda for Europe – Working together to strengthen human capital, employability and competitiveness’ adopted in June 2016;

*Amendment*

1. **Takes note of** the Commission communication entitled ‘A New Skills Agenda for Europe – Working together to strengthen human capital, employability and competitiveness’ adopted in June 2016;

Or. fr

**Amendment 114**

**Angel Dzhambazki, Remo Sernagiotto, Andrew Lewer, Jana Žitňanská, Emma McClarkin**

**Motion for a resolution**

**Paragraph 1**

*Motion for a resolution*

1. Welcomes the Commission communication entitled ‘A New Skills Agenda for Europe – Working together to strengthen human capital, employability and competitiveness’ adopted in June 2016;

*Amendment*

1. Welcomes the **attempt the Commission is making to adjust the existing skills gap by the proposed** communication entitled ‘A New Skills Agenda for Europe – Working together to strengthen human capital, employability and competitiveness’ adopted in June 2016;

Or. en

**Amendment 115**

**Emilian Pavel, Vilija Blinkevičiūtė, Jutta Steinruck, Brando Benifei, Javi López, Sergio Gutiérrez Prieto, Elena Gentile, Claudiu Ciprian Tănăsescu**

**Motion for a resolution**

**Paragraph 1 a (new)**

*Motion for a resolution*

*Amendment*

***1 a. Stresses that education systems should be inclusive, providing high-quality education to the whole population, enabling people to be active European citizens, preparing them to be able to learn and adapt throughout their lives and responding to societal and labour market needs, and fostering social inclusion;***

Or. en

**Amendment 116**

**Lynn Boylan, Nikolaos Chountis**

**Motion for a resolution**

**Paragraph 1 a (new)**

*Motion for a resolution*

*Amendment*

***1 a. Acknowledges that education and training are Member State competences and that the EU can only support, coordinate or supplement actions of the Member States;***

Or. en

**Amendment 117**

**Anne Sander, Jérôme Lavrilleux, Elisabeth Morin-Chartier**

**Motion for a resolution**

**Paragraph 2**

*Motion for a resolution*

*Amendment*



2. Agrees with the focus on the need to upgrade the European education and training systems in line with the fast changing economic and societal environment; notes that, while skills needs are dynamic, the main focus of the skills package is the immediate needs of the labour market; highlights in this respect the importance of *a pan-European skills needs forecasting tool and lifelong learning with a view to adapting to new situations in the labour market;*

2. Agrees with the focus on the need to upgrade the European education and training systems in line with the fast changing economic and societal environment; notes that, while skills needs are dynamic, the main focus of the skills package is the immediate needs of the labour market; highlights in this respect the importance of *working in close collaboration with the European Centre for the Development of Vocational Training, Cedefop, in order to anticipate skills needs and improve lifelong learning systems with a view to adapting to new situations in the labour market;*

Or. fr

#### **Amendment 118**

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

#### **Motion for a resolution**

##### **Paragraph 2**

###### *Motion for a resolution*

2. Agrees with the focus on the need to upgrade the European education and training systems in line with the fast changing economic and societal environment; notes that, while skills needs are dynamic, the main focus of the skills package is the immediate needs of the labour market; *highlights* in this respect *the importance of* a pan-European skills needs forecasting tool *and lifelong learning with a view to adapting to new situations in the labour market;*

###### *Amendment*

2. Agrees with the focus on the need to upgrade the European education and training systems in line with the fast changing economic and societal environment; notes that, while skills needs are dynamic, the main focus of the skills package is the immediate needs of the labour market; *points* in this respect *to the difficulty of developing* a pan-European skills forecasting tool, *given that, despite the convergence in some areas, the Member States do not at present have uniform labour markets and that certain skills are still associated with local or national traditional know-how, a fact which applies in particular to arts and crafts; also notes that, in view of that fact, not all skills can be outsourced and that the difference on that point should be cultivated in order to preserve the distinctive character and the cultural, social, and economic value of the sectors*

*concerned;*

Or. fr

**Amendment 119**  
**Lynn Boylan, Nikolaos Chountis**

**Motion for a resolution**  
**Paragraph 2**

*Motion for a resolution*

2. Agrees with the focus on the need to **upgrade the** European education and training systems in line with the fast changing economic and societal environment; notes that, while skills needs are dynamic, the main focus of the skills package **is the immediate** needs of **the labour market**; highlights in this respect the importance of a pan-European skills needs forecasting tool and lifelong learning with a view to **adapting to new situations in the labour market**;

*Amendment*

2. Agrees with the focus on the need to **complement the existing** European education and training systems **which currently give people a strong holistic education and skillset, with some of the new skills that are needed** in line with the fast changing economic and societal environment; notes that, while skills needs are dynamic, the main focus of the skills package **should be twofold, the personal and professional** needs of **each individual based on their own unique circumstances**; highlights in this respect the importance of a pan-European skills needs forecasting tool and lifelong learning with a view to **ensure that people become critical, confident and independent, while also equipping them with lifelong skills, in particular modern skills which have the ability to help them personally and professionally**;

Or. en

**Amendment 120**  
**Jean Lambert, Jill Evans**  
on behalf of the Verts/ALE Group

**Motion for a resolution**  
**Paragraph 2**

*Motion for a resolution*

2. Agrees with the focus on the need to upgrade the European education and

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*Amendment*

2. Agrees with the focus on the need to upgrade the European education and

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training systems in line with the fast changing economic and societal environment; notes that, while skills needs are dynamic, the main focus of the skills package is the immediate needs of the labour market; highlights in this respect the importance of *a pan-European skills needs forecasting tool and lifelong learning with a view to adapting to new situations in the labour market;*

training systems in line with the fast changing economic and societal environment; notes that, while skills needs are dynamic, the main focus of the skills package is the immediate needs of the labour market; highlights in this respect the importance of *ensuring the right to access quality education at all stages: from early childhood education to upskilling for low-skilled adults and workers* lifelong learning with a view to adapting to new situations in the labour market *and the society;*

Or. en

### **Amendment 121**

**Ilhan Kyuchyuk, Yana Toom, Martina Dlabajová, Robert Rochefort**

#### **Motion for a resolution**

##### **Paragraph 2**

###### *Motion for a resolution*

2. Agrees with the focus on the need to upgrade the European education and training systems in line with the fast changing economic and societal environment; notes that, while skills needs are dynamic, the main focus of the skills package is the immediate needs of the labour market; highlights in this respect the importance of a pan-European skills needs forecasting tool and lifelong learning with a view to adapting to new situations in the labour market;

###### *Amendment*

2. Agrees with the focus on the need to upgrade the European education and training systems in line with the fast changing economic and societal environment; notes that, while skills needs are dynamic, the main focus of the skills package is *to enhance the adaptability of individual and address* the immediate needs of the labour market; highlights in this respect the importance of a pan-European skills needs forecasting tool and lifelong learning with a view to adapting to new situations in the labour market;

Or. en

### **Amendment 122**

**Danuta Jazłowiecka**

#### **Motion for a resolution**

##### **Paragraph 2**

*Motion for a resolution*

2. Agrees with the focus on the need to upgrade the European education and training systems in line with the fast changing economic *and societal* environment; notes that, while skills needs are dynamic, the main focus of the skills package is the immediate needs of the labour market; highlights in this respect the importance of a pan-European skills needs forecasting tool and lifelong learning with a view to adapting to new situations in the labour market;

*Amendment*

2. Agrees with the focus on the need to upgrade the European education and training systems in line with the fast changing economic, *societal and technological* environment; notes that, while skills needs are dynamic, the main focus of the skills package is the immediate needs of the labour market; highlights in this respect the importance of a pan-European skills needs forecasting tool and lifelong learning with a view to adapting to new situations in the labour market;

Or. en

**Amendment 123**

**Momchil Nekov**

**Motion for a resolution**

**Paragraph 2**

*Motion for a resolution*

2. Agrees with the focus on the need to upgrade the European education and training systems in line with the fast changing economic and societal environment; notes that, while skills needs are dynamic, the main focus of the skills package is the immediate needs of the labour market; highlights in this respect the importance of a pan-European skills needs forecasting tool and lifelong learning with a view to adapting to new situations in the labour market;

*Amendment*

2. Agrees with the focus on the need to upgrade the European education and training systems in line with the fast changing economic and societal environment; notes that, while skills needs are dynamic, the main focus of the skills package is the immediate needs of the labour market; highlights in this respect the importance of a pan-European skills needs forecasting tool and lifelong learning with a view to adapting to new situations in the labour market *but also valuing other purposes of education, such as preparation for active citizenship and fostering social inclusion*;

Or. en

**Amendment 124**

**Siôn Simon**

**Motion for a resolution**

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## Paragraph 2

### *Motion for a resolution*

2. Agrees with the focus on the need to upgrade the European education and training systems in line with the fast changing economic and societal environment; notes that, while skills needs are dynamic, the main focus of the skills package is the immediate needs of the labour market; highlights in this respect the importance of a pan-European skills needs forecasting tool and lifelong learning with a view to adapting to new situations in the labour market;

### *Amendment*

2. Agrees with the focus on the need to upgrade the European education and training systems in line with the fast changing economic and societal environment; notes that, while skills needs are dynamic, the main focus of the skills package is the immediate needs of the labour market; highlights in this respect the importance of a pan-European skills needs forecasting tool and lifelong learning with a view to adapting to new situations in the labour market; ***calls in particular for the agenda to focus on literacy, numeracy, digital and media literacy, critical thinking and social skills;***

Or. en

## Amendment 125

**Jeroen Lenaers, Tom Vandenkendelaere**

### **Motion for a resolution**

#### **Paragraph 2**

### *Motion for a resolution*

2. Agrees with the focus on the need to upgrade the European education and training systems in line with the fast changing economic and societal environment; notes that, while skills needs are dynamic, the main focus of the skills package is the immediate needs of the labour market; highlights in this respect the importance of a pan-European skills needs forecasting tool and lifelong learning with a view to adapting to new situations in the labour market;

### *Amendment*

2. Agrees with the focus on the need to upgrade the European education and training systems in line with the fast changing economic and societal environment; notes that, while skills needs are dynamic, the main focus of the skills package is the immediate needs of the labour market; highlights in this respect the importance of a pan-European skills needs forecasting tool and lifelong learning with a view to adapting to new situations in the labour market; ***calls, in this context, for extra attention to be devoted to cross-border regions and notes their important role;***

Or. nl

## **Amendment 126**

**Emilian Pavel, Vilija Blinkevičiūtė, Jutta Steinruck, Brando Benifei, Javi López, Elena Gentile, Claudiu Ciprian Tănăsescu**

### **Motion for a resolution**

#### **Paragraph 2**

##### *Motion for a resolution*

2. *Agrees* with the focus on the need to upgrade the European education and training systems in line with the fast changing economic and societal environment; notes that, while skills needs are dynamic, the main focus of the skills package is the immediate needs of the labour market; highlights in this respect the importance of a pan-European skills needs forecasting tool and lifelong learning with a view to adapting to new situations in the labour market;

##### *Amendment*

2. *Considers that Europe needs a paradigm shift in the goals and functioning of the education sector;* agrees with the focus on the need to upgrade the European education and training systems in line with the fast changing economic and societal environment; notes that, while skills needs are dynamic, the main focus of the skills package is the immediate needs of the labour market; highlights in this respect the importance of a pan-European skills needs forecasting tool and lifelong learning with a view to adapting to new situations in the labour market;

Or. en

## **Amendment 127**

**Momchil Nekov**

### **Motion for a resolution**

#### **Paragraph 2 a (new)**

##### *Motion for a resolution*

##### *Amendment*

*2 a. Points out that education and training should contribute to the personal development and growth of young people in order to make them proactive and responsible citizens ready to live and work in a technologically advanced and globalised economy and provide them with the key set of competences for lifelong learning, defined as a combination of knowledge, skills and attitudes necessary for personal fulfilment and development, active citizenship and employment;*

**Amendment 128**  
**Jana Žitňanská, Anthea McIntyre**

**Motion for a resolution**  
**Paragraph 2 a (new)**

*Motion for a resolution*

*Amendment*

**2 a. Stresses that quality early childhood education and care (ECEC) are crucial prerequisites for development of skills; urges Member States to increase enrolments in ECEC to build strong foundations for future learning and skills acquisition;**

Or. en

**Amendment 129**  
**Ilhan Kyuchyuk, Yana Toom, Martina Dlabajová, Robert Rochefort**

**Motion for a resolution**  
**Paragraph 2 a (new)**

*Motion for a resolution*

*Amendment*

**2 a. Underlines that creativity and innovation are becoming driving factors in the European Union's economy and should be mainstreamed in the national and European policy strategies;**

Or. en

**Amendment 130**  
**Csaba Sógor**

**Motion for a resolution**  
**Paragraph 2 a (new)**

*Motion for a resolution*

*Amendment*

**2 a. Considers that the European Union's competitiveness, economic**

*growth and social cohesion largely depend on education and training systems that prevent people from falling behind;*

Or. en

### **Amendment 131**

**Emilian Pavel, Vilija Blinkevičiūtė, Jutta Steinruck, Brando Benifei, Javi López, Agnes Jongerius, Sergio Gutiérrez Prieto, Elena Gentile, Claudiu Ciprian Tănăsescu**

#### **Motion for a resolution**

##### **Paragraph 3**

###### *Motion for a resolution*

3. Calls on the Member States to **include leadership, management, entrepreneurial and financial education, business start-up advice and communication technologies** in their education programmes, and to prioritise the further development of vocational training and education (VET) programmes, **including enhancing European craftsmanship;**

###### *Amendment*

3. Calls on the Member States to **focus not only on the development of employability skills, but also on the skills that are more broadly relevant to society, such as transversal, transferable or soft skills (e.g. critical and creative thinking, social, civil and cultural competences, leadership, entrepreneurship, financial literacy)** in their education **and training** programmes, and to prioritise the further development of vocational training and education (VET) programmes;

Or. en

### **Amendment 132**

**Ilhan Kyuchyuk, Yana Toom, Martina Dlabajová, Robert Rochefort**

#### **Motion for a resolution**

##### **Paragraph 3**

###### *Motion for a resolution*

3. Calls on the Member States to include leadership, management, entrepreneurial and financial education, business start-up advice and communication technologies in their education programmes, and to prioritise the further development of vocational training and education (VET) programmes, **including enhancing European**

###### *Amendment*

3. Calls on the Member States to include leadership, **social intelligence**, management, entrepreneurial and financial education, **foreign languages proficiency, negotiation**, business start-up advice, **coding, new media literacy** and communication technologies in their education programmes, and to prioritise the further development of **those capabilities**



craftsmanship;

*also in* vocational training and education (VET) programmes, *together with the enhancement of the* European craftsmanship;

Or. en

### **Amendment 133**

**Nikolaos Chountis, Lynn Boylan**

#### **Motion for a resolution**

##### **Paragraph 3**

###### *Motion for a resolution*

3. Calls on the Member States to include *leadership*, management, entrepreneurial and financial education, business start-up advice and communication technologies in their education programmes, and to prioritise the further development of vocational training and education (VET) programmes, including enhancing European craftsmanship;

###### *Amendment*

3. Calls on the Member States to include management, entrepreneurial and financial *education, employment and social rights education, quality of working conditions* education, business start-up advice and communication technologies in their education programmes, and to prioritise the further development of vocational training and education (VET) programmes, including enhancing European craftsmanship;

Or. en

### **Amendment 134**

**Remo Sernagiotto**

#### **Motion for a resolution**

##### **Paragraph 3**

###### *Motion for a resolution*

3. Calls on the Member States to *include* leadership, management, entrepreneurial and financial education, business start-up advice and communication technologies in their education programmes, and to prioritise the further development of vocational training and education (VET) programmes, including enhancing European craftsmanship;

###### *Amendment*

3. Calls on the Member States to *consider including* leadership, management, entrepreneurial and financial education, business start-up advice and communication technologies in their education programmes, and to prioritise the further development of vocational training and education (VET) programmes, including enhancing European craftsmanship;

**Amendment 135**

**Julie Ward, Silvia Costa**

**Motion for a resolution**

**Paragraph 3**

*Motion for a resolution*

3. Calls on the Member States to include leadership, management, entrepreneurial and financial education, business start-up advice and communication technologies in their education programmes, and to prioritise the further development of vocational training and education (VET) programmes, including enhancing European craftsmanship;

*Amendment*

3. Calls on the Member States to include **social and intercultural skills**, leadership, management, entrepreneurial and financial education, business start-up advice and communication technologies in their education programmes, and to prioritise the further development of vocational training and education (VET) programmes, including enhancing European craftsmanship;

Or. en

**Amendment 136**

**Bogdan Brunon Wenta, Marc Joulaud**

**Motion for a resolution**

**Paragraph 3**

*Motion for a resolution*

3. Calls on the Member States to include leadership, management, entrepreneurial and financial education, business start-up advice and communication technologies in their education programmes, and to prioritise the further development of vocational training and education (VET) programmes, including enhancing European craftsmanship;

*Amendment*

3. Calls on the Member States to include leadership, **volunteering**, management, entrepreneurial and financial education, business start-up advice and communication technologies in their education programmes, and to prioritise the further development of vocational training and education (VET) programmes, including enhancing European craftsmanship;

Or. en

**Amendment 137**

**Lynn Boylan, Nikolaos Chountis**

**Motion for a resolution**

**Paragraph 3**

*Motion for a resolution*

3. Calls on the Member States to include leadership, management, entrepreneurial and financial education, business start-up advice and communication technologies in their education programmes, and to prioritise the further development of vocational training and education (VET) programmes, including enhancing European craftsmanship;

*Amendment*

3. Calls on the Member States to include leadership, management, entrepreneurial and financial education, business start-up advice and communication technologies in their education programmes, and to prioritise the further development of vocational training and education (VET) programmes, including enhancing European craftsmanship, ***warns that any updates to educations structures should in no way denigrate traditional classical studies which help to shape free personalities, critical thinkers, and a broad intelligence, and are needed now more than ever in the face of the rise of fake news and falsified facts;***

Or. en

**Amendment 138**

**Remo Sernagiotto**

**Motion for a resolution**

**Paragraph 3 a (new)**

*Motion for a resolution*

***3a. Calls for skills-based learning to adopt a public-spirited humanist approach so as to promote ethical and civic virtues when imbuing learners with stronger democratic principles;***

Or. fr

**Amendment 139**

**Jean Lambert, Jill Evans**

on behalf of the Verts/ALE Group

**Motion for a resolution**  
**Paragraph 4**

*Motion for a resolution*

4. Encourages Member States to go beyond promoting the 'right occupational skills' and to also focus on those aspects of education that are more work-based and more practical, and that foster ***an entrepreneurial mind-set and creativity***, allow people to think critically and to fully participate in the democratic process and social life;

*Amendment*

4. Encourages Member States to go beyond promoting the 'right occupational skills' and to also focus on those aspects of education that are more work-based and more practical, and that foster ***innovativeness and creativity, understand the concept of sustainability***, allow people to think critically, ***esteeming values such as human dignity, freedom, fundamental rights, democracy, tolerance and respect***, and to fully participate in the democratic process and social life;

Or. en

**Amendment 140**  
**Lynn Boylan, Nikolaos Chountis**

**Motion for a resolution**  
**Paragraph 4**

*Motion for a resolution*

4. Encourages Member States to go beyond promoting the 'right occupational skills' and to also focus on ***those*** aspects of education that are more work-based and more practical, and that foster an entrepreneurial mind-set and creativity, ***allow*** people to think critically and to fully participate in the democratic process and social life;

*Amendment*

4. Encourages Member States to go beyond promoting the 'right occupational skills' and to also ***have an equitable*** focus on aspects of education that are more work-based and more practical, and that foster an entrepreneurial mind-set and creativity, ***as well as traditional education structures which have for many of years sought to facilitate*** people to think critically and to fully participate in the democratic process and social life;

Or. en

**Amendment 141**  
**Momchil Nekov**

**Motion for a resolution**  
**Paragraph 4**

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*Motion for a resolution*

4. Encourages Member States to go beyond promoting the ‘right occupational skills’ and to also focus on those aspects of education that are more work-based and more practical, and that foster an entrepreneurial mind-set and creativity, allow people to think critically and to fully participate in the democratic process and social life;

*Amendment*

4. Encourages Member States to go beyond promoting the ‘right occupational skills’ and to also focus on those aspects of education that are more work-based and more practical, and that foster an entrepreneurial mind-set and creativity, allow people to think critically and to fully participate in the democratic process and social life *as open-minded citizens*;

Or. en

**Amendment 142**

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

**Motion for a resolution**

**Paragraph 4**

*Motion for a resolution*

4. Encourages Member States to go beyond promoting the ‘right occupational skills’ and to also focus on those aspects of education that are more work-based and more practical, and that foster an entrepreneurial mind-set and creativity, allow people to think critically and to fully participate in the democratic process and social life;

*Amendment*

*(Does not affect the English version.)*

Or. fr

**Amendment 143**

**Momchil Nekov**

**Motion for a resolution**

**Paragraph 4 a (new)**

*Motion for a resolution*

***4 a. In order to achieve the ambitious goals of the Agenda, there is a need to adopt a holistic approach to education and skills development, which put the***

*Amendment*

*learner at the centre of the process as well as to ensure sufficient investment in lifelong learning policies. Furthermore, access to education, training and gaining of skills must be accessible and affordable for all and more efforts are needed to include the most vulnerable;*

Or. en

**Amendment 144**  
**Martina Dlabajová, Ilhan Kyuchyuk**

**Motion for a resolution**  
**Paragraph 4 a (new)**

*Motion for a resolution*

*Amendment*

*4 a. Welcomes the objective of the Skills Agenda to make VET a first choice for learners which should be demand-led through the participation of employers in the design and delivery of the courses to ensure sufficient and qualified employees for the future;*

Or. en

**Amendment 145**  
**Remo Sernagiotto**

**Motion for a resolution**  
**Paragraph 4 a (new)**

*Motion for a resolution*

*Amendment*

*4a. Calls on the Member States to ensure that civil society, experts, and families, who have experience of reality on the ground, are involved more actively in the debate on the necessary life skills;*

Or. fr

**Amendment 146**

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**Siôn Simon**

**Motion for a resolution  
Paragraph 4 a (new)**

*Motion for a resolution*

*Amendment*

**4 a. Encourages Member States to also focus on tackling gender stereotypes as women represent 60% of new graduates but their employment rate remains below that of men and they are underrepresented in many sectors;**

Or. en

**Amendment 147  
Lynn Boylan, Nikolaos Chountis**

**Motion for a resolution  
Paragraph 5**

*Motion for a resolution*

*Amendment*

5. Encourages Member States to ***better match the skills with the jobs in the labour market and in particular to*** put in place dual systems<sup>18</sup> which help people to ***be flexible in*** their education paths and ***later in the labour market;***

5. Encourages Member States to put in place dual systems<sup>18</sup> which help people to ***balance*** their education paths and ***on the job training;***

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<sup>18</sup> A dual education system combines apprenticeships in a company with vocational education at a vocational school in one course.

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<sup>18</sup> A dual education system combines apprenticeships in a company with vocational education at a vocational school in one course.

Or. en

**Amendment 148  
Jean Lambert, Jill Evans  
on behalf of the Verts/ALE Group**

**Motion for a resolution  
Paragraph 5**

*Motion for a resolution*

5. Encourages Member States to better match the skills with the jobs in the labour market and in particular to put in place **dual systems**<sup>18</sup> which help people to be flexible in their education paths and later in the labour market;

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<sup>18</sup> A dual education system combines apprenticeships in a company with vocational education at a vocational school in one course.

*Amendment*

5. Encourages Member States to better match the skills with the jobs in the labour market and in particular to put in place **quality apprenticeships** which help people to be flexible in their education paths and later in the labour market; **recognises the value of dual education**<sup>18</sup> **systems, but points out that a system used in one Member State cannot be copied blindly into another Member State;**

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<sup>18</sup> A dual education system combines apprenticeships in a company with vocational education at a vocational school in one course.

Or. en

**Amendment 149**  
**Momchil Nekov**

**Motion for a resolution**  
**Paragraph 5**

*Motion for a resolution*

5. Encourages Member States to better match the skills with the jobs in **the labour market** and in particular to put in place dual systems<sup>18</sup> which help people to be flexible in their education paths and later in the labour market;

---

<sup>18</sup> A dual education system combines apprenticeships in a company with vocational education at a vocational school in one course.

*Amendment*

5. Encourages Member States to better match the skills with the jobs in **appropriate value added sectors** and in particular to put in place dual systems<sup>18</sup> which help people to be flexible in their education paths and later in the labour market;

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<sup>18</sup> A dual education system combines apprenticeships in a company with vocational education at a vocational school in one course.

Or. en

**Amendment 150**  
**Angel Dzhambazki, Remo Sernagiotto, Andrew Lewer, Emma McClarkin**



**Motion for a resolution**  
**Paragraph 5**

*Motion for a resolution*

5. Encourages Member States to better match the skills with the jobs in the labour market and in particular to **put** in place dual systems<sup>18</sup> which help people to be flexible in their education paths and later in the labour market;

---

<sup>18</sup> A dual education system combines apprenticeships in a company with vocational education at a vocational school in one course.

*Amendment*

5. Encourages Member States to better match the skills with the jobs in the labour market and in particular to **consider putting** in place dual systems<sup>18</sup> which help people to be flexible in their education paths and later in the labour market;

---

<sup>18</sup> A dual education system combines apprenticeships in a company with vocational education at a vocational school in one course.

Or. en

**Amendment 151**  
**Dominique Bilde, Mara Bizzotto, Dominique Martin, Joëlle Mélin**

**Motion for a resolution**  
**Paragraph 5**

*Motion for a resolution*

5. Encourages Member States to better match the skills with the jobs in the labour market and in particular to put in place dual systems<sup>18</sup> which help people to be flexible in their education paths and later in the labour market;

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<sup>18</sup> A dual education system combines apprenticeships in a company with vocational education at a vocational school in one course.

*Amendment*

5. Encourages Member States to better match the skills with the jobs in the labour market and in particular, **depending on the specific features of their education systems**, to put in place dual systems<sup>18</sup> which help people to be flexible in their education paths and later in the labour market;

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<sup>18</sup> A dual education system combines apprenticeships in a company with vocational education at a vocational school in one course.

Or. fr

**Amendment 152**

**Sven Schulze, David Casa**

**Motion for a resolution  
Paragraph 5**

*Motion for a resolution*

5. Encourages Member States to better match the skills with the jobs in the labour market and in particular to put in place dual systems<sup>18</sup> which help people to be flexible in their education paths and later in the labour market;

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<sup>18</sup> A dual education system combines apprenticeships in a company with vocational education at a vocational school in one course.

*Amendment*

5. Encourages Member States to better match the skills with the jobs in the labour market and in particular to put in place dual systems<sup>18</sup> which help people to be flexible in their education paths and later in the labour market; ***calls for exchanges of best practice models involving the social partners;***

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<sup>18</sup> A dual education system combines apprenticeships in a company with vocational education at a vocational school in one course.

Or. de

**Amendment 153**

**Ilhan Kyuchyuk, Yana Toom, Martina Dlabajová, Robert Rochefort**

**Motion for a resolution  
Paragraph 5 a (new)**

*Motion for a resolution*

*Amendment*

***5 a. Underlines that culture, creativity and arts significantly contribute to personal development, employment and growth across the European Union, carrying innovation, stimulating cohesion, strengthening intercultural relations, mutual understanding and preserving European identity, culture and values; Calls on the Commission and the Member States to strengthen their support for CCIs in order to unleash and fully explore their potential;***

Or. en

**Amendment 154**  
**Rosa D'Amato, Laura Agea, Tiziana Beghin**

**Motion for a resolution**  
**Paragraph 5 a (new)**

*Motion for a resolution*

*Amendment*

**5a. Calls on the Member States to address the issue of population ageing by encouraging the development of skills of relevance to health, well-being and sickness prevention;**

Or. it

**Amendment 155**  
**Ilhan Kyuchyuk, Yana Toom**

**Motion for a resolution**  
**Paragraph 5 b (new)**

*Motion for a resolution*

*Amendment*

**5 b. Stresses that the migrants, refugees and asylum seekers bring in new skills and competences and enrich the EU's culture; Highlights that assessment of asylum seekers' and refugees' skills, ideally in co-operation between employers and the public employment service, with subsequent up-skilling provided where needed, and with a specific focus on shortage occupations, will significantly facilitate and enhance their social and labour market integration;**

Or. en

**Amendment 156**  
**Ilhan Kyuchyuk, Yana Toom**

**Motion for a resolution**  
**Paragraph 5 c (new)**

*Motion for a resolution*

*Amendment*

***5 c. Underlines the need to make the skills of migrants, asylum seekers and refugees visible in order to facilitate their active engagement in society, education and training enrolments and employment; calls on the Commission, in cooperation with the Member States to establish and swiftly implement mechanism for recognition and understanding of third country nationals' skills and qualifications, including the cases where individuals are unable to document their qualifications;***

Or. en

### **Amendment 157**

**Jean Lambert, Jill Evans**

on behalf of the Verts/ALE Group

### **Motion for a resolution**

#### **Paragraph 6**

#### *Motion for a resolution*

6. Recalls, in this respect, the need for enhanced cooperation among the Member States to learn from best practices which lead to lower unemployment rates, like ***alternance training***<sup>19</sup> ;

#### *Amendment*

6. Recalls, in this respect, the need for enhanced cooperation among the Member States to learn from best practices which lead to lower unemployment rates, like ***quality apprenticeships and traineeships, non-discriminatory recruitment and quality job offers;***

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<sup>19</sup> ***Educational training combining periods in any educational institution or training centre and in the work place. The alternance scheme can take place on a weekly, monthly or yearly basis. Depending on the country and the applicable status, participants may be contractually linked to the employer and/or receive remuneration. According to the CEDEFOP terminology, the German dual system is an example of alternance training. (Terminology of European education and training policy, CEDEFOP)***

**Amendment 158**

**Emilian Pavel, Vilija Blinkevičiūtė, Jutta Steinruck, Brando Benifei, Javi López, Agnes Jongerius, Sergio Gutiérrez Prieto, Elena Gentile, Claudiu Ciprian Tănăsescu**

**Motion for a resolution**

**Paragraph 6**

*Motion for a resolution*

6. Recalls, in this respect, the need for enhanced cooperation among the Member States to learn from best practices which lead to lower unemployment rates, *like alternance training*<sup>19</sup> ;

*Amendment*

6. Recalls, in this respect, the need for enhanced cooperation among the Member States to learn from best practices which lead to lower unemployment rates, *such as apprenticeships*;

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*<sup>19</sup> Educational training combining periods in any educational institution or training centre and in the work place. The alternance scheme can take place on a weekly, monthly or yearly basis. Depending on the country and the applicable status, participants may be contractually linked to the employer and/or receive remuneration. According to the CEDEFOP terminology, the German dual system is an example of alternance training. (Terminology of European education and training policy, CEDEFOP)*

**Amendment 159**

**Anne Sander, Jérôme Lavrilleux, Elisabeth Morin-Chartier**

**Motion for a resolution**

**Paragraph 6**

*Motion for a resolution*

6. Recalls, in this respect, the need for enhanced cooperation among the Member States to learn from best practices which lead to lower unemployment rates, like

*Amendment*

6. Recalls, in this respect, the need for enhanced cooperation among the Member States to learn from best practices which lead to lower unemployment rates, like

alternance training<sup>19</sup> ;

alternance training<sup>19</sup> *and lifelong learning; points out there is a European Centre for the Development of Vocational Training, Cedefop, one of whose main tasks is to bring together political leaders, social partners, researchers, and practitioners for the purpose of exchanging ideas and experience;*

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<sup>19</sup> Educational training combining periods in any educational institution or training centre and in the work place. The alternance scheme can take place on a weekly, monthly or yearly basis. Depending on the country and the applicable status, participants may be contractually linked to the employer and/or receive remuneration. According to the CEDEFOP terminology, the German dual system is an example of alternance training. (Terminology of European education and training policy, CEDEFOP)

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<sup>19</sup> Educational training combining periods in any educational institution or training centre and in the work place. The alternance scheme can take place on a weekly, monthly or yearly basis. Depending on the country and the applicable status, participants may be contractually linked to the employer and/or receive remuneration. According to the CEDEFOP terminology, the German dual system is an example of alternance training. (Terminology of European education and training policy, CEDEFOP)

Or. fr

**Amendment 160**  
**Martina Dlabajová, Ilhan Kyuchyuk**

**Motion for a resolution**  
**Paragraph 6 a (new)**

*Motion for a resolution*

*Amendment*

**6 a. *Recognises the value of internationalisation of education and the increasing number of students and staff members who participate in mobility programmes; underlines the value of Erasmus+ for the development of teachers and students; notes that various studies show that mobility equips people with essential skills and provides them with better career opportunities;***

Or. en

**Amendment 161**  
**Lynn Boylan, Nikolaos Chountis**

**Motion for a resolution**  
**Paragraph 6 a (new)**

*Motion for a resolution*

*Amendment*

**6 a.** *Calls on Member States and the EU to ban the practice of unpaid or low paid internships and unpaid labour activation schemes which have the effect of depressing wages and reducing the value of people in the labour market, personally, socially, and economically, in particular young people;*

Or. en

**Amendment 162**  
**Rosa D'Amato, Laura Agea, Tiziana Beghin**

**Motion for a resolution**  
**Paragraph 6 a (new)**

*Motion for a resolution*

*Amendment*

**6a.** *Believes that coordinated action is required in order to counter the 'brain drain' by identifying appropriate means of making use of the skills available, with a view to guarding against the loss of human capital by Member States;*

Or. it

**Amendment 163**  
**Nikolaos Chountis, Lynn Boylan**

**Motion for a resolution**  
**Paragraph 6 a (new)**

*Motion for a resolution*

*Amendment*

**6 a.** *Is concerned about the fact that, austerity policies in some Member States as well as the persisting social and*

*economic divergences between Member States, provoke involuntary migration that further exacerbates the effects of the brain-drain;*

Or. en

**Amendment 164**  
**Jean Lambert, Jill Evans**  
on behalf of the Verts/ALE Group

**Motion for a resolution**  
**Paragraph 6 a (new)**

*Motion for a resolution*

*Amendment*

*6 a. Recalls that investing in the capacity of today's education will determine the quality of jobs now and in the future, qualification of workers, social well-being and democratic participation in society;*

Or. en

**Amendment 165**  
**Martina Dlabajová, Ilhan Kyuchyuk**

**Motion for a resolution**  
**Paragraph 6 b (new)**

*Motion for a resolution*

*Amendment*

*6 b. Recognises that the current EU budget dedicated to learning mobility might not be sufficient to achieve the goal of 6% of learning mobility by 2020;*

Or. en

**Amendment 166**  
**Dominique Bilde, Mara Bizzotto, Dominique Martin, Joëlle Mélin**

**Motion for a resolution**  
**Paragraph 7**

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*Motion for a resolution*

7. Insists **that** education is not only a key factor in enhancing employability, but also **in combating social exclusion** and therefore believes that investing in skills and competences is crucial to tackling the high unemployment rate, especially among NEETs; recalls that **a genuine estimation of future skills needs is paramount in this respect**;

*Amendment*

7. Insists **on the need to strike a balance between the central role of parents in bringing up children and, secondly, school education, which** is not only a key factor in enhancing employability, but also **an essential way of enabling every individual to find his or her place within society**, and therefore believes that investing in skills and competences is crucial to tackling the high unemployment rate, especially among NEETs; recalls that **national authorities have to have a long-term vision of education policy and of intrinsic economic and social needs; calls for a genuine estimate to be made to determine future skills needs**;

Or. fr

**Amendment 167**  
**Damian Drăghici**

**Motion for a resolution**  
**Paragraph 7**

*Motion for a resolution*

7. Insists that education is not only a key factor in enhancing employability, but also in **combating social exclusion** and therefore believes that **investing** in skills and competences **is** crucial to tackling the high unemployment rate, especially among NEETs; recalls that a genuine estimation of future skills needs is paramount in this respect;

*Amendment*

7. Insists that education is not only a key factor in enhancing employability, but also in **fostering social inclusion and cohesion, active citizenship** and therefore believes that **equal access to quality education and adequate investment** in skills and competences **are** crucial to tackling the high unemployment rate **and social exclusion**, especially among **the most vulnerable and disadvantaged groups (Roma people, NEETs)**; recalls that a genuine estimation of future skills needs is paramount in this respect;

Or. en

### Amendment 168

**Emilian Pavel, Vilija Blinkevičiūtė, Jutta Steinruck, Brando Benifei, Javi López, Agnes Jongerius, Elena Gentile, Claudiu Ciprian Tănăsescu**

#### Motion for a resolution

##### Paragraph 7

###### *Motion for a resolution*

7. Insists that education is not only a key factor in enhancing employability, but also in combating social exclusion and therefore believes that investing in skills and competences is crucial to tackling the high unemployment *rate*, especially among NEETs; recalls that a genuine estimation of future skills needs is paramount in this respect;

###### *Amendment*

7. Insists that education is not only a key factor in enhancing employability, but also in combating social exclusion and therefore believes that investing in skills and competences is crucial to tackling the high unemployment *rates*, especially among NEETs, *long-term unemployed, the low-skilled, refugees, and people with disabilities*; recalls that a genuine estimation of future skills needs is paramount in this respect;

Or. en

### Amendment 169

**Ilan Kyuchyuk, Yana Toom, Martina Dlabajová, Robert Rochefort**

#### Motion for a resolution

##### Paragraph 7

###### *Motion for a resolution*

7. Insists that education *is* not only a *key factor* in enhancing employability, but also in combating social exclusion and therefore believes that investing in skills and competences is crucial to tackling the high unemployment rate, *especially among NEETs*; recalls that a genuine estimation of future skills needs is paramount in this respect;

###### *Amendment*

7. Insists that education *and training are* not only *key factors* in enhancing employability, but also in combating social exclusion and therefore believes that investing in skills and competences is crucial to tackling the high unemployment rate; recalls that a genuine estimation of future skills needs is paramount in this respect;

Or. en

### Amendment 170

**Lynn Boylan, Nikolaos Chountis**

#### Motion for a resolution

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## Paragraph 7

### *Motion for a resolution*

7. Insists that education is not only a key factor in enhancing employability, but also in combating social exclusion and therefore believes that investing in skills and competences is crucial to tackling the high unemployment rate, especially among NEETs; recalls that a genuine estimation of future skills needs is paramount in this respect;

### *Amendment*

7. Insists that education is not only a key factor in enhancing employability, but also in ***personal development***, combating social exclusion and therefore believes that investing in skills and competences is crucial to tackling the high unemployment rate, especially among NEETs; recalls that a genuine estimation of future skills needs is paramount in this respect;

Or. en

## Amendment 171

Sergio Gutiérrez Prieto, Javi López, Emilian Pavel

### Motion for a resolution

#### Paragraph 7 a (new)

### *Motion for a resolution*

### *Amendment*

***7 a. Stresses, as stated by OECD <sup>1a</sup>, that more educated people contribute to more democratic societies and sustainable economies, and are less dependent on public aid and less vulnerable to economic downturns; therefore points out that investment in quality education and innovation are not only key to fight unemployment, poverty and social exclusion, but also for the EU to compete successfully in the global markets; Calls on the Commission and the Member States, via de European Semester process, to restore public investment to, at least, pre-crisis levels, in early, primary and secondary education for all, and in particular for children from disadvantaged backgrounds;***

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*1a*

***<https://www.oecd.org/education/school/50293148.pdf>***

Or. en

**Amendment 172**  
**Momchil Nekov**

**Motion for a resolution**  
**Paragraph 7 a (new)**

*Motion for a resolution*

*Amendment*

***7 a. Points out that access to learning and training opportunities must be a right for everyone, at every stage of life, to acquire transversal skills such as, numeracy, digital and media literacy, critical thinking, social skills and relevant life skills; it is of the opinion that the Skills Agenda is a step in the right direction encouraging shared commitment toward common vision about the crucial importance of lifelong learning policies;***

Or. en

**Amendment 173**  
**Silvia Costa, Brando Benifei**

**Motion for a resolution**  
**Paragraph 7 a (new)**

*Motion for a resolution*

*Amendment*

***7a. Calls for appropriate steps to recognise the skills of refugees and asylum seekers and to enhance and update those skills by means of training programmes, thus building on action 6 of the Commission's New Skills Agenda, in order to make it easier for refugees and asylum seekers to find employment in their host countries, in keeping with the principle of non-discrimination;***

Or. it

**Amendment 174**

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**Jana Žitňanská, Anthea McIntyre**

**Motion for a resolution  
Paragraph 7 a (new)**

*Motion for a resolution*

*Amendment*

**7 a. Maintains that entrepreneurship is a feasible option to support participation in the labour market for many people with disabilities; points in this regard to a potential of improving digital skills of people with disabilities and the importance of increasing awareness of entrepreneurship as a potential labour market activity;**

Or. en

**Amendment 175  
Nikolaos Chountis, Lynn Boylan**

**Motion for a resolution  
Paragraph 7 a (new)**

*Motion for a resolution*

*Amendment*

**7 a. Is deeply concerned about the fact that between 2010 and 2014 investment in education and training fell by 2.5 % in the EU as a whole<sup>1a</sup>; stresses that in order education to fulfil its role in tackling unemployment, social exclusion and poverty, properly resourced public education systems are essential;**

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<sup>1a</sup> *Education and Training Monitor 2016*

Or. en

**Amendment 176  
Helga Stevens**

**Motion for a resolution  
Paragraph 7 b (new)**

*Motion for a resolution*

*Amendment*

**7 b.** *Maintains that entrepreneurship is a feasible option to support participation in the labour market for many people with disabilities; points in this regard to a potential of improving digital skills of people with disabilities and the importance of increasing awareness of entrepreneurship as a potential labour market activity;*

Or. en

**Amendment 177**  
**Silvia Costa, Luigi Morgano**

**Motion for a resolution**  
**Paragraph 7 b (new)**

*Motion for a resolution*

*Amendment*

**7b.** *Believes it important to promote an understanding of European culture and values among migrants, in order to make it easier for them to integrate, and to foster intercultural dialogue by promoting migrants' cultures of origin and enhancing their core citizenship skills;*

Or. it

**Amendment 178**  
**Momchil Nekov**

**Motion for a resolution**  
**Paragraph 8**

*Motion for a resolution*

*Amendment*

8. Regrets that whilst there is increased recognition of the potential of quality early education and care in reducing early school leaving and in laying a solid foundation for further learning, the Skills Agenda lacks a forward-looking

8. Regrets that whilst there is increased recognition of the potential of quality early **occupational guidance** education and care in reducing early school leaving and in laying a solid foundation for further learning, the Skills Agenda lacks a

regard into the earlier phases of education;

forward-looking regard into the earlier phases of education; *calls on Member States to reform and improve their systems towards the Barcelona objective of having at least 33% of children under 3 participating in early childhood education and care programmes;*

Or. en

## **Amendment 179**

**Julie Ward**

### **Motion for a resolution**

#### **Paragraph 8**

##### *Motion for a resolution*

8. Regrets that whilst there is increased recognition of the potential of quality early education and care in reducing early school leaving and in laying a solid foundation for further learning, the Skills Agenda lacks a forward-looking *regard into* the earlier phases of education;

##### *Amendment*

8. Regrets that whilst there is increased recognition of the potential of quality early education and care in reducing early school leaving and in laying a solid foundation for further learning, the Skills Agenda lacks a forward-looking *vision regarding* the earlier phases of education;

Or. en

## **Amendment 180**

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

### **Motion for a resolution**

#### **Paragraph 8**

##### *Motion for a resolution*

8. *Regrets that whilst there is increased recognition of the potential of quality early education and care in reducing early school leaving and in laying a solid foundation for further learning, the Skills Agenda lacks a forward-looking regard into the earlier phases of education;*

##### *Amendment*

8. *Notes that the family plays an essential and vital educative role, particularly in bringing up young children, thus helping young generations to tackle the many challenges that they are having to and will have to face, especially where early school leaving is concerned; suggests that the Member States ensure that the paramount importance of the family unit is reflected*

*in ambitious family policies;*

Or. fr

**Amendment 181**

**Jean Lambert, Jill Evans**

on behalf of the Verts/ALE Group

**Motion for a resolution**

**Paragraph 8 a (new)**

*Motion for a resolution*

*Amendment*

**8 a.** *Advocates that, in order to boost labour market inclusion, comprehensive lifelong learning strategies are needed; calls on Member States, therefore, to enhance quality and broaden access to Early Childhood Education and Care (ECEC), Vocational Education and Training and Adult Learning and to adopt measures aimed at reducing early school leaving; calls on Member States to endorse the 2014 quality framework on ECEC<sup>20a</sup>; asks Member States to invest in high-quality ECEC and to consider granting free access for families living in poverty and social exclusion<sup>21a</sup>;*

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<sup>20a</sup> *Eurofound (2015), Early childhood care: working conditions, training and quality of services – A systematic review*

<sup>21a</sup> *European Parliament resolution of 13 September 2016 on creating labour market conditions favourable for work-life balance (2016/2017(INI))*

Or. en

**Amendment 182**

**Emilian Pavel, Vilija Blinkevičiūtė, Jutta Steinruck, Brando Benifei, Javi López, Agnes Jongerius, Sergio Gutiérrez Prieto, Elena Gentile, Claudiu Ciprian Tănăsescu**

**Motion for a resolution**

**Paragraph 8 a (new)**



*Motion for a resolution*

*Amendment*

**8 a.** *Considers that completion of secondary education should be obligatory in 21st century Europe and that relevant programmes must be available to give all young people who have dropped out from primary or secondary school a new chance;*

Or. en

**Amendment 183**

**Emilian Pavel, Vilija Blinkevičiūtė, Jutta Steinruck, Brando Benifei, Javi López, Agnes Jongerius, Sergio Gutiérrez Prieto, Elena Gentile, Claudiu Ciprian Tănăsescu**

**Motion for a resolution  
Paragraph 8 b (new)**

*Motion for a resolution*

*Amendment*

**8 b.** *Boosting lifelong learning opportunities <sup>1a</sup>*

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*<sup>1a</sup> This should be a subtitle (such as "The role of education in tackling unemployment, social exclusion and poverty", that should be placed ahead of paragraph 9*

Or. en

**Amendment 184**

**Ilhan Kyuchyuk, Yana Toom, Martina Dlabajová, Robert Rochefort**

**Motion for a resolution  
Paragraph 9**

*Motion for a resolution*

*Amendment*

**9.** *Insists on the need for immediate action to reverse the unacceptable situation of 70 million Europeans lacking basic skills;*

**9.** *Notes with concern the unacceptable situation of 70 million Europeans lacking basic skills; welcomes therefore the establishment of the Upskilling Pathways and insists on its swift implementation and monitoring;*

*calls furthermore on the Commission and Member States to encourage and support flexible re-skilling and up-skilling programmes, tailored to the individual needs of each Member State, for both unemployed individuals and those who are employed;*

Or. en

**Amendment 185**  
**Momchil Nekov**

**Motion for a resolution**  
**Paragraph 9**

*Motion for a resolution*

9. Insists on the need for immediate action to reverse the unacceptable situation of 70 million Europeans lacking basic skills;

*Amendment*

9. Insists on the need for immediate action to reverse the unacceptable situation of 70 million Europeans lacking basic skills *by introducing diverse schemes for enlarged access and motivation;*

Or. en

**Amendment 186**  
**Dominique Bilde, Mara Bizzotto, Dominique Martin, Joëlle Mélin**

**Motion for a resolution**  
**Paragraph 9**

*Motion for a resolution*

9. Insists on the need for immediate action to reverse the unacceptable situation of 70 million Europeans lacking basic skills;

*Amendment*

9. Insists on the need for immediate action to reverse the unacceptable situation of 70 million Europeans lacking basic skills; *encourages Member States to pursue intergovernmental cooperation in this field so as to enable the exchange of information on tried and tested educational methods;*

Or. fr

**Amendment 187**

**Emilian Pavel, Vilija Blinkevičiūtė, Jutta Steinruck, Brando Benifei, Javi López, Agnes Jongerius, Sergio Gutiérrez Prieto, Elena Gentile, Claudiu Ciprian Tănăsescu**

**Motion for a resolution**

**Paragraph 9 a (new)**

*Motion for a resolution*

*Amendment*

**9 a. Considers that, in order to efficiently tackle the high unemployment and skills mismatch and in order to cope with the rapidly changing skills development in a digital era, Member States should have an ongoing approach to up-skilling, re-training and lifelong learning, as well as should ensure a close dialogue with social partners such as trade unions and employers' associations, and other stakeholders;**

Or. en

**Amendment 188**

**Danuta Jazłowiecka**

**Motion for a resolution**

**Paragraph 9 a (new)**

*Motion for a resolution*

*Amendment*

**9 a. Underlines that there is a need to develop complex education and training systems to provide learners with different types of skills: basic skills (literacy, numeracy and digital skills); advanced generic skills (such as problem solving, learning etc.); professional, technical, occupation-specific or sector-specific skills as well as socio-emotional skills;**

Or. en

**Amendment 189**

**Momchil Nekov**

**Motion for a resolution**

**Paragraph 9 a (new)**

*Motion for a resolution*

*Amendment*

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

Or. en

**Amendment 190**

**Jana Žitňanská, Anthea McIntyre**

**Motion for a resolution**

**Paragraph 9 a (new)**

*Motion for a resolution*

*Amendment*

**9 a.** *Calls on the Commission and the Member States for actively inclusive approach in designing policies in education, training, entrepreneurship to help transform the cycles of poverty and marginalization of the people with disabilities.*

Or. en

**Amendment 191**

**Andrea Bocskor**

**Motion for a resolution**

**Paragraph 9 a (new)**

*Motion for a resolution*

*Amendment*

**9 a.** *Points out that education should not only provide skills and competences relevant to job market needs, but should also contribute to the personal development and growth of young people in order to make them proactive and*

*responsible citizens;*

Or. en

**Amendment 192**

**Jean Lambert, Jill Evans**

on behalf of the Verts/ALE Group

**Motion for a resolution**

**Paragraph 9 a (new)**

*Motion for a resolution*

*Amendment*

**9 a. Regrets with concern that investment in education are still lagging behind and that subsequent cuts in education budgets affect the most those students and adults coming from disadvantaged socio-economic background;**

Or. en

**Amendment 193**

**Andrea Bocskor**

**Motion for a resolution**

**Paragraph 9 b (new)**

*Motion for a resolution*

*Amendment*

**9 b. Urges the Member States to provide effective training in the national language, in accordance with the principles of multilingualism and non-discrimination and on the basis of national legislation and European principles, and to increase support for educational institutions that teach in the mother tongue of national or language minorities;**

Or. en

**Amendment 194**

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**EN**

**Danuta Jazłowiecka**

**Motion for a resolution  
Paragraph 9 b (new)**

*Motion for a resolution*

*Amendment*

**9 b.** *Underlines that understanding specific needs of low-skilled adults and providing them with tailor-made training is an essential step in designing more effective training programmes; reminds that responsiveness and adaptability in light of gathered experience and changing circumstances are crucial elements of an effective education process;*

Or. en

**Amendment 195**

**Emilian Pavel, Vilija Blinkevičiūtė, Jutta Steinruck, Brando Benifei, Javi López, Agnes Jongerius, Sergio Gutiérrez Prieto, Elena Gentile, Claudiu Ciprian Tănăsescu**

**Motion for a resolution  
Paragraph 9 b (new)**

*Motion for a resolution*

*Amendment*

**9 b.** *Believes that equipping people with a minimum set of skills is not enough and that it is crucial to ensure that every individual is encouraged to acquire advanced skills and competences in order to better adapt to the future, especially in the case of vulnerable groups who are at risk of precarious employment;*

Or. en

**Amendment 196**

**Emilian Pavel, Vilija Blinkevičiūtė, Jutta Steinruck, Brando Benifei, Javi López, Sergio Gutiérrez Prieto, Elena Gentile, Claudiu Ciprian Tănăsescu**

**Motion for a resolution  
Paragraph 9 c (new)**

*Motion for a resolution*

*Amendment*

**9 c.** *Calls for a real guarantee of skills as a right for everyone, at every stage of life, to acquire fundamental skills for the 21st century, including literacy, numeracy, digital and media literacy, critical thinking, social skills and relevant skills needed for the green and circular economy;*

Or. en

**Amendment 197**

**Emilian Pavel, Vilija Blinkevičiūtė, Jutta Steinruck, Brando Benifei, Javi López, Sergio Gutiérrez Prieto, Elena Gentile, Claudiu Ciprian Tănăsescu**

**Motion for a resolution**

**Paragraph 9 d (new)**

*Motion for a resolution*

*Amendment*

**9 d.** *Considers that the initiative "Upskilling pathways: new opportunities for adults" should involve individualised assessment of learning needs, a quality learning offer and systematic validation of the skills and competences acquired, enabling their easy recognition on the labour market; points to the need to ensure widespread access to broadband in order to enable digital literacy; regrets that the European Parliament was not involved in the shaping of the initiative;*

Or. en

**Amendment 198**

**Emilian Pavel, Vilija Blinkevičiūtė, Jutta Steinruck, Brando Benifei, Javi López, Sergio Gutiérrez Prieto, Elena Gentile, Claudiu Ciprian Tănăsescu**

**Motion for a resolution**

**Paragraph 9 e (new)**

*Motion for a resolution*

*Amendment*

**9 e.** *Is of the opinion that the proposed*

*'upskilling pathways' will make a tangible difference only if lessons are learned from the implementation of the Youth Guarantee, in particular, it should aspire to ensure faster implementation, have an integrated approach with accompanying social services, and foster better cooperation with social partners, such as trade unions and employers' association, and other stakeholders;*

Or. en

**Amendment 199**

**Emilian Pavel, Vilija Blinkevičiūtė, Jutta Steinruck, Brando Benifei, Javi López, Sergio Gutiérrez Prieto, Elena Gentile, Claudiu Ciprian Tănăsescu**

**Motion for a resolution  
Paragraph 9 f (new)**

*Motion for a resolution*

*Amendment*

*9 f. Insists that the outreach and guidance to people in disadvantaged situations, including those with disabilities, long-term unemployed people and underrepresented groups, that may not be aware of the benefits of raising their skills levels or of opportunities for re-skilling or up-skilling, is of key importance to the success of such an initiative;*

Or. en

**Amendment 200**

**Emilian Pavel, Vilija Blinkevičiūtė, Jutta Steinruck, Brando Benifei, Javi López, Sergio Gutiérrez Prieto, Elena Gentile, Claudiu Ciprian Tănăsescu**

**Motion for a resolution  
Paragraph 9 g (new)**

*Motion for a resolution*

*Amendment*

*9 g. Calls for a strong involvement and dialogue of all relevant stakeholders not only on national and European level, but*



*also the local and regional in order to meet the real labour market situations and needs;*

Or. en

**Amendment 201**  
**Lynn Boylan, Nikolaos Chountis**

**Motion for a resolution**  
**Paragraph 10**

*Motion for a resolution*

10. Stresses the need to strive for a more flexible and individual approach to career development and lifelong education and training across one's personal career path, ***and recognises the role that both public and private parties can play in providing this***, while recognising that guidance and counselling which address individual needs and focus on the evaluation and expansion of individual skills must be a core element of education and skills policies from an early stage;

*Amendment*

10. Stresses the need to strive for a more flexible and individual approach to career development and lifelong education and training across one's personal career path, while recognising that guidance and counselling which address individual needs and focus on the evaluation and expansion of individual skills must be a core element of education and skills policies from an early stage;

Or. en

**Amendment 202**  
**Nikolaos Chountis, Lynn Boylan**

**Motion for a resolution**  
**Paragraph 10**

*Motion for a resolution*

10. Stresses the need to strive for a more flexible and individual approach to career development and lifelong education and training across one's personal career path, ***and recognises the role that both public and private parties can play in providing this***, while recognising that guidance and counselling which address individual needs and focus on the evaluation and expansion of individual

*Amendment*

10. Stresses the need to strive for a more flexible and individual approach to career development and lifelong education and training across one's personal career path, while recognising that guidance and counselling which address individual ***and social*** needs and focus on the evaluation and expansion of individual skills must be a core element of education and skills policies from an early stage;

skills must be a core element of education and skills policies from an early stage;

Or. en

### **Amendment 203**

**Jean Lambert, Jill Evans**

on behalf of the Verts/ALE Group

#### **Motion for a resolution**

##### **Paragraph 10**

###### *Motion for a resolution*

10. Stresses the need to strive for a more flexible and **individual** approach to career development and lifelong education and training across one's personal career path, and recognises the role that **both** public **and** private parties can play in providing this, while recognising that guidance and counselling which address individual needs and focus on the evaluation and expansion of individual skills must be a core element of education and skills policies from an early stage;

###### *Amendment*

10. Stresses the need to strive for a more flexible and **personalised** approach to career development and lifelong education and training across one's personal career path, and recognises the role that **primarily** public **but also** private parties can play in providing this, while recognising that guidance and counselling which address individual needs **and preferences** and focus on the evaluation and expansion of individual skills must be a core element of education and skills policies from an early stage;

Or. en

### **Amendment 204**

**Sergio Gutiérrez Prieto, Javi López**

#### **Motion for a resolution**

##### **Paragraph 10**

###### *Motion for a resolution*

10. Stresses the need to strive for a more flexible **and individual** approach to career development and lifelong education and training across one's personal career path, and recognises the role that **both** public **and** private parties can play in providing this, while recognising that guidance and counselling which address individual needs and focus on the

###### *Amendment*

10. Stresses the need to strive for a more flexible, **individual and learner-centred** approach to career development and lifelong education and training across one's personal career path, and recognises the role that **primarily** public **but also** private parties can play in providing this, while recognising that guidance and counselling which address individual needs

evaluation and expansion of individual skills must be a core element of education and skills policies from an early stage;

and focus on the evaluation and expansion of individual skills must be a core element of education and skills policies from an early stage;

Or. en

**Amendment 205**  
**Damian Drăghici**

**Motion for a resolution**  
**Paragraph 10**

*Motion for a resolution*

10. Stresses the need to strive for a more flexible and **individual** approach to **career development and** lifelong education and training across one's personal career path, and recognises the role that **both** public **and** private parties can play in providing this, while recognising that guidance and counselling which address individual needs and focus on the evaluation and expansion of individual skills must be a core element of education and skills policies from an early stage;

*Amendment*

10. Stresses the need to strive for a more **inclusive**, flexible and **learner-centred** approach to lifelong education and training **process** across one's personal **development and** career path, and recognises the role that **primarily** public, **but also** private, parties can play in providing this, while recognising that guidance and counselling which address individual needs and focus on the evaluation and expansion of individual skills must be a core element of education and skills policies from an early stage;

Or. en

**Amendment 206**  
**Emilian Pavel, Vilija Blinkevičiūtė, Jutta Steinruck, Brando Benifei, Javi López, Agnes Jongerius, Elena Gentile, Claudiu Ciprian Tănăsescu**

**Motion for a resolution**  
**Paragraph 10**

*Motion for a resolution*

10. Stresses the need to strive for a more flexible and **individual** approach to career development and lifelong education and training across one's personal career path, and recognises the role that **both** public **and** private parties can play in providing this, while recognising that

*Amendment*

10. Stresses the need to strive for a more flexible and **learner-focused** approach to career development and lifelong education and training across one's personal career path, and recognises the role that **mainly** public, **but also** private parties, can play in providing this, while

guidance and counselling which address individual needs and focus on the evaluation and expansion of individual skills must be a core element of education and skills policies from an early stage;

recognising that guidance and counselling which address individual needs and focus on the evaluation and expansion of individual skills must be a core element of education and skills policies from an early stage;

Or. en

### **Amendment 207**

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

#### **Motion for a resolution**

##### **Paragraph 10**

###### *Motion for a resolution*

10. Stresses the need to strive for a more *flexible and* individual approach to career development *and* lifelong education and training across one's personal career path, and recognises the role that both public and private parties can play in providing this, while recognising that guidance and counselling which address individual needs and focus on the evaluation and expansion of individual skills must be a core element of education and skills policies from an early stage;

###### *Amendment*

10. Stresses the need to strive for a more individual approach to career development, *while safeguarding against any form of job instability, for* lifelong education and training across one's personal career path, and recognises the role that both public and private parties can play in providing this, while recognising that guidance and counselling which address individual needs and focus on the evaluation and expansion of individual skills must be a core element of education and skills policies from an early stage;

Or. fr

### **Amendment 208**

**Julie Ward**

#### **Motion for a resolution**

##### **Paragraph 10**

###### *Motion for a resolution*

10. Stresses the need to strive for a more flexible and individual approach to career development and lifelong education and training across one's personal career path, and recognises the role that both public and private parties can play in

###### *Amendment*

10. Stresses the need to strive for a more flexible and individual approach to career development and lifelong education and training across one's personal career path, and recognises the role that both public and private parties can play in

providing this, while recognising that guidance and counselling which address individual needs and focus on the evaluation and expansion of individual skills must be a core element of education and skills policies from an early stage;

providing this, *especially youth and community organisations*, while recognising that guidance and counselling which address individual needs and focus on the evaluation and expansion of individual skills must be a core element of education and skills policies from an early stage;

Or. en

#### **Amendment 209**

**Emilian Pavel, Vilija Blinkevičiūtė, Jutta Steinruck, Brando Benifei, Javi López, Agnes Jongerius, Sergio Gutiérrez Prieto, Elena Gentile, Claudiu Ciprian Tănăsescu**

**Motion for a resolution  
Paragraph 10 a (new)**

*Motion for a resolution*

*Amendment*

**10 a. Calls on the Member States together with the social partners to develop and put in place policies that provide for educational and training leave, as well as in-work training; calls on them to make learning inside and outside work, including paid training leave, accessible to all workers and in particular to those in disadvantaged situations, and with an emphasis on women employees;**

Or. en

**Amendment 210  
Krzysztof Hetman**

**Motion for a resolution  
Paragraph 10 a (new)**

*Motion for a resolution*

*Amendment*

**10 a. Underlines that any skills policies should take into consideration not only the currently on-going transformations on the labour market but also ensure that they are universal enough to develop workers learning agility and to**

*facilitate their adaptation to the challenges in future;*

Or. en

**Amendment 211**  
**Sven Schulze, David Casa**

**Motion for a resolution**  
**Paragraph 11**

*Motion for a resolution*

11. Stresses that skills development must be a shared responsibility between education providers and employers; insists that the industry/employers should be involved in providing and training people with the necessary skills in order for businesses to be competitive and at the same time boost people's self-confidence;

*Amendment*

11. Stresses that *responsibility for providing primary or basic education lies with the State and that this type of education must be organised in such a way as to allow scope for 'second chances' and to ensure that all educational needs are catered for*; stresses that skills development must be a shared responsibility between education providers and employers; insists that the industry/employers should be involved in providing and training people with the necessary skills in order for businesses to be competitive and at the same time boost people's self-confidence;

Or. de

**Amendment 212**  
**Jean Lambert, Jill Evans**  
on behalf of the Verts/ALE Group

**Motion for a resolution**  
**Paragraph 11**

*Motion for a resolution*

11. Stresses that skills development must be a shared responsibility between education providers and employers; insists that the industry/employers should be involved in providing and training people with the necessary skills in order for businesses to be competitive and at the

*Amendment*

11. Stresses that *sectoral and specific* skills development must be a shared responsibility between education providers and employers; insists that the industry/employers should be involved in providing and training people with the necessary skills in order for businesses to

same time boost *people's self-confidence*;

be competitive and at the same time boost *personal development, quality jobs and career perspectives and development*;

Or. en

### **Amendment 213**

**Lynn Boylan, Nikolaos Chountis**

#### **Motion for a resolution**

##### **Paragraph 11**

###### *Motion for a resolution*

11. Stresses that skills development must be a shared responsibility between education providers and employers; insists that *the industry/employers should be involved in providing and training people with the necessary skills in order for businesses to be competitive and at the same time boost people's self-confidence*;

###### *Amendment*

11. Stresses that skills development must be a shared responsibility between education providers and employers; *however*, insists that *education systems should not be subjugated to serve the demands of employers and industry*;

Or. en

### **Amendment 214**

**Julie Ward**

#### **Motion for a resolution**

##### **Paragraph 11**

###### *Motion for a resolution*

11. Stresses that skills development must be a shared responsibility between education providers *and employers*; insists that the industry/employers should be involved in providing and training people with the necessary skills in order for businesses to be competitive and at the same time boost people's self-confidence;

###### *Amendment*

11. Stresses that skills development must be a shared responsibility between education providers, *employers and trade unions*; insists that the industry/employers should be involved in providing and training people with the necessary skills in order for businesses to be competitive and at the same time boost people's self-confidence *and well-being*;

Or. en

**Amendment 215**  
**Siôn Simon**

**Motion for a resolution**  
**Paragraph 11**

*Motion for a resolution*

11. Stresses that skills development must be a shared responsibility between education providers and employers; insists that **the industry/employers** should be involved in providing and training people with the necessary skills in order for businesses to be competitive and at the same time boost people's self-confidence;

*Amendment*

11. Stresses that skills development must be a shared responsibility between education providers, **trade unions** and employers; insists that **all actors of the labour market** should be involved in providing and training people with the necessary skills in order for businesses to be competitive and at the same time boost people's self-confidence;

Or. en

**Amendment 216**  
**Momchil Nekov**

**Motion for a resolution**  
**Paragraph 11**

*Motion for a resolution*

11. Stresses that skills development must be a shared responsibility between education providers and employers; insists that the industry/employers should be involved in **providing and training** people with the necessary skills in order for businesses to be competitive and at the same time boost people's self-confidence;

*Amendment*

11. Stresses that skills development must be a shared responsibility between education providers and employers; insists that the industry/employers should be involved in **the training process, design and delivery in order to equip** people with the necessary skills in order for businesses to be competitive and at the same time boost people's self-confidence;

Or. en

**Amendment 217**  
**Anne Sander, Jérôme Lavrilleux, Elisabeth Morin-Chartier**

**Motion for a resolution**  
**Paragraph 11**



*Motion for a resolution*

11. Stresses that skills development must be a shared responsibility between education providers and employers; insists that the industry/employers should be involved in providing and training people with the necessary skills in order for businesses to be competitive and at the same time boost people's self-confidence;

*Amendment*

11. Stresses that skills development must be a shared responsibility between education providers and employers; insists that the industry/employers should be involved in providing and training people with the necessary skills, ***throughout their careers***, in order for businesses to be competitive and at the same time boost people's self-confidence;

Or. fr

**Amendment 218**

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

**Motion for a resolution**

**Paragraph 11**

*Motion for a resolution*

11. Stresses that skills development must be a shared responsibility between education providers and employers; insists that the industry/employers should be involved in providing and training people with the necessary skills in order for businesses to be competitive and at the same time boost people's self-confidence;

*Amendment*

11. Stresses that skills development must be a shared responsibility between ***the competent national authorities***, education providers and employers; insists that the industry/employers should be involved in providing and training people with the necessary skills in order for businesses to be competitive and at the same time boost people's self-confidence ***and their self-sufficiency at work***;

Or. fr

**Amendment 219**

**Jean Lambert, Jill Evans**

on behalf of the Verts/ALE Group

**Motion for a resolution**

**Paragraph 11 a (new)**

*Motion for a resolution*

*Amendment*

***11 a. Reiterates that to enhance employability, innovation and active citizenship, including eco-citizenship,***

*basic skills must go hand in hand with other key competences and attitudes: creativity, nature-awareness, sense of initiative, foreign language competences, critical thinking including through e-literacy and media literacy, and skills reflecting growing sectors, such as the low carbon and circular economy;*

Or. en

**Amendment 220**  
**Dominique Bilde**

**Motion for a resolution**  
**Paragraph 12**

*Motion for a resolution*

12. Recognises the importance of fostering work-based learning apprenticeships as one of the tools to further facilitate the integration of *individuals into* the labour market;

*Amendment*

12. Recognises the importance of fostering work-based learning apprenticeships as one of the tools to further facilitate the *priority* integration of *EU Member State citizens who are increasingly threatened by instability on* the labour market;

Or. fr

**Amendment 221**  
**Krzysztof Hetman**

**Motion for a resolution**  
**Paragraph 12**

*Motion for a resolution*

12. Recognises the importance of fostering work-based learning apprenticeships as one of the tools to further facilitate the integration of individuals into the labour market;

*Amendment*

12. Recognises the importance of fostering work-based learning apprenticeships *and internships* as one of the tools to further facilitate the integration of individuals into the labour market;

Or. en

**Amendment 222**

**Momchil Nekov**

**Motion for a resolution**

**Paragraph 12**

*Motion for a resolution*

12. Recognises the importance of fostering work-based learning apprenticeships as one of the tools to further facilitate the integration of individuals into the labour market;

*Amendment*

12. Recognises the importance of fostering work-based learning apprenticeships as one of the tools to further facilitate the integration of individuals into the labour market *i.e. by establishing bridges / competence exchange between generations;*

Or. en

**Amendment 223**

**Lynn Boylan, Nikolaos Chountis**

**Motion for a resolution**

**Paragraph 12 a (new)**

*Motion for a resolution*

*Amendment*

*12 a. notes apprenticeships, traineeships and specific skills training are considered to be the most effective types of training in terms of preventing young people from returning to NEET status; notes that it has been highlighted that having a dual system of vocational and academic education and training reduces the NEET group by enabling more young people to be retained in education/training and helping to make them more employable and more likely to progress more smoothly into employment/a career, macro-economic analysis reports that a combination of a dual education and training system and active labour market policies get the best results; however, regrets that in spite of this evidence some Member States have introduced apprenticeship fees;*

Or. en

**Amendment 224**

**Momchil Nekov**

**Motion for a resolution**

**Paragraph 12 a (new)**

*Motion for a resolution*

*Amendment*

***12 a. Stresses the need to implement tailor-made support for on-the-job learners, apprentices and employees to ensure the inclusion of all individuals in the labour market;***

Or. en

**Amendment 225**

**Jana Žitňanská, Anthea McIntyre**

**Motion for a resolution**

**Paragraph 12 a (new)**

*Motion for a resolution*

*Amendment*

***12 a. Calls on the Member States to provide support for work-based, inter-company training and skill development for SMEs;***

Or. en

**Amendment 226**

**Jean Lambert, Jill Evans**

on behalf of the Verts/ALE Group

**Motion for a resolution**

**Paragraph 13**

*Motion for a resolution*

*Amendment*

13. Asks for concrete measures to be put in place in order to facilitate the transition of young people from education to work by ensuring quality internships and apprenticeships, giving young people the

13. Asks for concrete measures to be put in place in order to facilitate the transition of young people from education to work by ensuring quality internships and apprenticeships, giving young people the

possibility of putting their talents into practice and have a set of rights and access to social protection;

possibility of putting their talents into practice and have a set of rights and access to *adequate employment and* social protection; *calls to this end on Member States to establish national legal quality frameworks on internships and apprenticeships, ensuring in particular employment protection and adequate social security coverage; points out that an understanding of core Health and Safety standards and rights in the workplace are also important in developing quality employment and preventing exploitation;*

Or. en

**Amendment 227**  
**Danuta Jazłowiecka**

**Motion for a resolution**  
**Paragraph 13**

*Motion for a resolution*

13. Asks for concrete measures to be put in place in order to facilitate the transition of young people from education to work by ensuring quality internships and apprenticeships, giving young people the possibility of putting their talents into practice and have a set of rights and access to social protection;

*Amendment*

13. Asks for concrete measures to be put in place in order to facilitate the transition of young people from education to work by ensuring quality internships and apprenticeships, *providing them with practical on-the-spot training*, giving young people the possibility of putting their talents into practice and have a set of rights and access to social protection;

Or. en

**Amendment 228**  
**Siôn Simon**

**Motion for a resolution**  
**Paragraph 13**

*Motion for a resolution*

13. Asks for concrete measures to be put in place in order to facilitate the

*Amendment*

13. Asks for concrete measures to be put in place in order to facilitate the

transition of young people from education to work by ensuring quality internships and apprenticeships, giving young people the possibility of putting their talents into practice and have a set of rights and access to social protection;

transition of young people from education to work by ensuring quality **and paid** internships and apprenticeships, giving young people the possibility of putting their talents into practice and have a set of rights and access to social protection;

Or. en

### **Amendment 229**

**Anne Sander, Jérôme Lavrilleux, Elisabeth Morin-Chartier**

#### **Motion for a resolution**

##### **Paragraph 13**

###### *Motion for a resolution*

13. Asks for concrete measures to be put in place in order to facilitate the transition of young people from education to work by ensuring quality internships and apprenticeships, giving young people the possibility of putting their talents into practice and **have** a set of rights and access to social protection;

###### *Amendment*

13. Asks for concrete measures to be put in place in order to facilitate the transition of young people from education to work by ensuring quality internships and apprenticeships **as well as cross-border exchange programmes such as Erasmus for Young Entrepreneurs**, giving young people the possibility of putting their talents into practice and **having** a set of rights and access to social protection; **calls on Member States to provide special support to SMEs so that they too are able to take on interns and work-study (alternance) trainees;**

Or. fr

### **Amendment 230**

**Momchil Nekov**

#### **Motion for a resolution**

##### **Paragraph 13**

###### *Motion for a resolution*

13. Asks for concrete measures to be put in place in order to facilitate the transition of young people from education to work by ensuring quality internships and apprenticeships, giving young people the

###### *Amendment*

13. Asks for concrete measures to be put in place in order to facilitate the transition of young people from education to work by ensuring quality internships and apprenticeships, giving young people the

possibility of putting their talents into practice and *have a set of* rights *and* access to social protection;

possibility of putting their talents into practice and *having clearly defined* rights *that include* access to social protection, *written and binding contracts and fair remuneration in order to ensure that they are not discriminated when it comes to accessing the world of work*;

Or. en

### **Amendment 231**

**Emilian Pavel, Vilija Blinkevičiūtė, Jutta Steinruck, Brando Benifei, Javi López, Agnes Jongerius, Sergio Gutiérrez Prieto, Elena Gentile, Claudiu Ciprian Tănăsescu**

#### **Motion for a resolution**

##### **Paragraph 13**

###### *Motion for a resolution*

13. Asks for concrete measures to be put in place in order to facilitate the transition of young people from education to work by ensuring quality internships and apprenticeships, giving young people the possibility of putting their talents into practice and have a set of rights and access to social protection;

###### *Amendment*

13. Asks for concrete measures to be put in place in order to facilitate the transition of young people from education to work by ensuring quality internships and apprenticeships, giving young people the possibility of putting their talents into practice and have a set of *social and economic* rights and access to social protection *equal to adult workers*; *calls on Member States to ensure a quality framework that does not allow internships and apprenticeships to be used as a cheap or free labour*;

Or. en

### **Amendment 232**

**Lynn Boylan, Nikolaos Chountis**

#### **Motion for a resolution**

##### **Paragraph 13**

###### *Motion for a resolution*

13. Asks for concrete measures to be put in place in order to facilitate the transition of young people from education to work by ensuring quality *internships*

###### *Amendment*

13. Asks for concrete measures to be put in place in order to facilitate the transition of young people from education to work by ensuring quality

*and* apprenticeships, giving young people the possibility of putting their talents into practice and have a set of rights and access to social protection;

apprenticeships, giving young people the possibility of putting their talents into practice and have a set of rights and *equal* access to social protection; *also calls for non-exploitative contracts*;

Or. en

### **Amendment 233**

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

#### **Motion for a resolution**

##### **Paragraph 13**

###### *Motion for a resolution*

13. Asks for concrete measures to be put in place in order to facilitate the transition of young people from education to work by ensuring quality internships and apprenticeships, giving young people the possibility of putting their talents into practice and have a set of rights and access to social protection;

###### *Amendment*

13. Asks for concrete measures to be put in place in order to facilitate the transition of young people from education to work by ensuring quality internships and apprenticeships, giving young people the possibility of putting their talents into practice and have a set of rights and access to social protection; *makes quite clear that these traineeships and apprenticeships should not become a back-door means of keeping young people in unstable employment*;

Or. fr

### **Amendment 234**

**Martina Dlabajová, Ilhan Kyuchyuk**

#### **Motion for a resolution**

##### **Paragraph 13**

###### *Motion for a resolution*

13. Asks for concrete measures to be put in place in order to facilitate the transition of young people from education to work by ensuring quality internships and apprenticeships, giving young people the possibility of putting their talents into practice and have *a* set of rights and access to social protection;

###### *Amendment*

13. Asks for concrete measures to be put in place in order to facilitate the transition of young people from education to work by ensuring quality internships and apprenticeships, giving young people the possibility of putting their talents into practice and have *an adequate* set of rights and access to social protection *as defined*



*by national legislation and practice;*

Or. en

**Amendment 235**

**Damian Drăghici**

**Motion for a resolution**

**Paragraph 13**

*Motion for a resolution*

13. Asks for concrete measures to be put in place in order to facilitate the transition of young people from education to work by ensuring quality internships and apprenticeships, giving young people the possibility of putting their talents into practice and have a set of rights and access to social protection;

*Amendment*

13. Asks for concrete measures to be put in place in order to facilitate the transition of young people from education to work by ensuring quality internships and apprenticeships, giving young people the possibility of putting their **knowledge and talents** into practice and have a set of **social and economic** rights and access to social protection;

Or. en

**Amendment 236**

**Julie Ward**

**Motion for a resolution**

**Paragraph 13**

*Motion for a resolution*

13. Asks for concrete measures to be put in place in order to facilitate the transition of young people from education to work by ensuring quality internships and apprenticeships, giving young people the **possibility of putting their talents into practice and have a set of** rights and access to social protection;

*Amendment*

13. Asks for concrete measures to be put in place in order to facilitate the transition of young people from education to work by ensuring quality internships and apprenticeships, giving young people the **opportunities to develop their ideas and talents, and safeguard and promote** rights and access to social protection;

Or. en

**Amendment 237**

**Sergio Gutiérrez Prieto, Javi López, Emilian Pavel**

**Motion for a resolution**  
**Paragraph 13 a (new)**

*Motion for a resolution*

*Amendment*

***13 a. Stresses that traineeships and internships should not be used as a replacement for jobs and trainees and interns should not be used as a cheap or even unpaid labour force; reiterates its call<sup>1a</sup> on proper learning and training content and decent working conditions for internships, traineeships and apprenticeships in order to ensure that they serve as genuine stepping stones in the transition from education to professional life, as provided for in the Council Recommendation on a Quality Framework for Traineeships, and that they are limited in time and do not replace employment for young people; remuneration should be commensurate with the work provided, the skills and experience of the person and the need to enable interns, trainees and apprentices on the labour market outside educational curricula to make ends meet;***

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<sup>1a</sup> *European Pillar of Social Rights (A8-0391/2016)*

Or. en

**Amendment 238**  
**Dominique Bilde, Mara Bizzotto, Dominique Martin, Joëlle Mélin**

**Motion for a resolution**  
**Paragraph 14**

*Motion for a resolution*

*Amendment*

14. Believes that, in order to anticipate future skills needs, social partners, ***and*** education and training, ***providers must be strongly involved at all levels***, in particular in designing, implementing and evaluating vocational qualification programmes,

14. Believes that, in order to anticipate future skills needs, ***the competent national authorities should cooperate with the*** social partners, education and training ***providers, chambers of craft industries, chambers of commerce and industry and***

*which provide* an effective transition from formal education to work-based learning;

*all other equivalent organisations*, in particular in designing, implementing and evaluating vocational qualification programmes, *in order to ensure* an effective transition from formal education to work-based learning;

Or. fr

#### **Amendment 239**

**Lynn Boylan, Nikolaos Chountis**

#### **Motion for a resolution**

##### **Paragraph 14**

###### *Motion for a resolution*

14. Believes that, *in order to anticipate future skills needs*, social partners, and education and training, providers must be strongly involved at all levels, in particular in designing, implementing and evaluating vocational qualification programmes, which provide an effective transition from formal education to work-based learning;

###### *Amendment*

14. Believes that social partners, and education and training, providers must be strongly involved at all levels, in particular in designing, implementing and evaluating vocational qualification programmes, which provide an effective transition from formal education to work-based learning;

Or. en

#### **Amendment 240**

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

#### **Motion for a resolution**

##### **Paragraph 14**

###### *Motion for a resolution*

14. Believes that, in order to anticipate future skills needs, social partners, and education and training, providers must be strongly involved at all levels, in particular in designing, implementing and evaluating vocational qualification programmes, which provide *an* effective transition from formal education to work-based learning;

###### *Amendment*

14. Believes that, in order to anticipate future skills needs, social partners, and education and training, providers must be strongly involved at all levels, in particular in designing, implementing and evaluating vocational qualification programmes, which provide *a real and* effective transition from formal education to work-based learning;

Or. it

#### **Amendment 241**

**Emilian Pavel, Vilija Blinkevičiūtė, Jutta Steinruck, Brando Benifei, Javi López, Agnes Jongerius, Sergio Gutiérrez Prieto, Elena Gentile, Claudiu Ciprian Tănăsescu**

#### **Motion for a resolution**

##### **Paragraph 14**

###### *Motion for a resolution*

14. Believes that, in order to anticipate future skills needs, social partners, and education and training, providers must be strongly involved at all levels, in particular in designing, implementing and evaluating vocational qualification programmes, which provide an effective transition from formal education to work-based learning;

###### *Amendment*

14. Believes that, in order to anticipate future skills needs, *civil society*, social partners, and education and training, providers must be strongly involved at all levels, in particular in designing, implementing and evaluating vocational qualification programmes, which provide an effective transition from formal education to work-based learning;

Or. en

#### **Amendment 242**

**Julie Ward**

#### **Motion for a resolution**

##### **Paragraph 14**

###### *Motion for a resolution*

14. Believes that, in order to anticipate future skills needs, social partners, and education and training, providers must be strongly involved at all levels, in particular in designing, implementing and evaluating vocational qualification programmes, which provide an effective transition from formal education to work-based learning;

###### *Amendment*

14. Believes that, in order to anticipate future skills needs, social partners, *trade unions* and education and training, providers must be strongly involved at all levels, in particular in designing, implementing and evaluating vocational qualification programmes, which provide an effective transition from formal education to work-based learning;

Or. en

#### **Amendment 243**

**Damian Drăghici**

#### **Motion for a resolution**

## Paragraph 14

### *Motion for a resolution*

14. Believes that, in order to anticipate future skills needs, social partners, **and** education and training providers must be strongly involved at all levels, in particular in designing, implementing and evaluating vocational qualification programmes, which provide an effective transition from formal education to work-based learning;

### *Amendment*

14. Believes that, in order to anticipate future skills needs, social partners, education and training providers **and civil society organisations** must be strongly involved at all levels, in particular in designing, implementing and evaluating vocational qualification programmes, which provide an effective transition from formal education to work-based learning;

Or. en

## Amendment 244

Momchil Nekov

### Motion for a resolution

#### Paragraph 14

### *Motion for a resolution*

14. Believes that, in order to anticipate future skills needs, social partners, and education and training providers must be strongly involved at all levels, in particular in designing, implementing and evaluating vocational qualification programmes, which provide an effective transition from formal education to work-based learning;

### *Amendment*

14. Believes that, in order to anticipate future skills needs, social partners, and education and training providers, **as well as specialised support services** must be strongly involved at all levels, in particular in designing, implementing and evaluating vocational qualification programmes, which provide an effective transition from formal education to work-based learning **and decent employment**;

Or. en

## Amendment 245

Emilian Pavel, Vilija Blinkevičiūtė, Jutta Steinruck, Brando Benifei, Javi López, Agnes Jongerius, Sergio Gutiérrez Prieto, Elena Gentile, Claudiu Ciprian Tănăsescu

### Motion for a resolution

#### Paragraph 14 a (new)

### *Motion for a resolution*

### *Amendment*

**14 a. States that mobility in the context**

*of education and training is fundamental, as it leads to the development of both specific professional skills, as well as of transversal and transferable sets of skills and competencies like critical thinking and entrepreneurship;*

Or. en

**Amendment 246**

**Jana Žitňanská, Anthea McIntyre**

**Motion for a resolution**

**Paragraph 14 a (new)**

*Motion for a resolution*

*Amendment*

*14 a. Stresses the need to ensure that qualifications are meaningful to employers by involving labour market actors in their design;*

Or. en

**Amendment 247**

**Emilian Pavel, Vilija Blinkevičiūtė, Jutta Steinruck, Brando Benifei, Javi López, Agnes Jongerius, Elena Gentile, Claudiu Ciprian Tănăsescu**

**Motion for a resolution**

**Subheading 4**

*Motion for a resolution*

*Amendment*

The key role of non-formal *learning* and informal *education*

The key role of non-formal and informal *learning*

Or. en

**Amendment 248**

**Momchil Nekov**

**Motion for a resolution**

**Paragraph 15**

*Motion for a resolution*

15. Insists on the importance of validating non-formal and informal learning to reach out and empower learners; recognises that this is particularly evident for disadvantaged groups, such as low-skilled adults who are in need of priority access to validation arrangements;

*Amendment*

15. Insists on the importance of validating non-formal and informal learning to reach out and empower learners; recognises that this is particularly evident for disadvantaged groups, such as low-skilled adults who are in need of priority access to validation arrangements; **welcomes in this regard the progress made in the last few years in the context of the implementation of Council recommendation on validation of non-formal and informal learning by 2018; it is however of the opinion that further efforts are needed in establishing relevant legal frameworks and creating comprehensive validation strategies in order to enable validation;**

Or. en

**Amendment 249**

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

**Motion for a resolution**

**Paragraph 15**

*Motion for a resolution*

15. Insists on the importance of validating non-formal and informal learning to reach out and empower learners; recognises that this is particularly evident for **disadvantaged groups, such as low-skilled adults** who are **in need of priority access to validation arrangements;**

*Amendment*

15. Insists on the importance of **Member States considering the various options for** validating non-formal and informal learning to reach out and empower learners; recognises that this is particularly evident for **young people with no qualifications, the long-term unemployed and low-skilled older people** who are **retraining; also stresses, in this respect, the potential added value of intergenerational knowledge and skills transfer;**

Or. fr

**Amendment 250**

**Jean Lambert, Jill Evans**

on behalf of the Verts/ALE Group

### **Motion for a resolution**

#### **Paragraph 15**

##### *Motion for a resolution*

15. Insists on the importance of validating non-formal and informal learning to reach out and empower learners; recognises that this is particularly evident for disadvantaged **groups**, such as low-skilled adults who are in need of priority access to validation arrangements;

##### *Amendment*

15. Insists on the importance of validating non-formal and informal learning to reach out and empower learners; recognises that this is particularly evident for **people in a vulnerable or disadvantaged situation**, such as low-skilled adults **or refugees** who are in need of priority access to validation arrangements; **calls the Commission and the Member States to raise awareness of validation possibilities**;

Or. en

### **Amendment 251**

**Ilhan Kyuchyuk, Yana Toom, Robert Rochefort**

### **Motion for a resolution**

#### **Paragraph 15**

##### *Motion for a resolution*

15. Insists on the importance of validating non-formal and informal learning to reach out and empower learners; recognises that this is particularly evident for disadvantaged groups, such as low-skilled adults who are in need of priority access to validation arrangements;

##### *Amendment*

15. Insists on the importance of validating non-formal and informal learning to reach out and empower learners; recognises that this is particularly evident for disadvantaged groups, such as **refugees and** low-skilled adults who are in need of priority access to validation arrangements;

Or. en

### **Amendment 252**

**Jana Žitňanská, Anthea McIntyre**

### **Motion for a resolution**

#### **Paragraph 15 a (new)**



**15 a.** *Calls on the Commission and the Member States for a targeted action in re-skilling and validating the skills of parents returning to work after a period taking care of family dependants;*

Or. en

**Amendment 253**

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

**Motion for a resolution**

**Paragraph 16**

*Motion for a resolution*

16. Regrets that employers and formal education providers do not sufficiently recognise the value and relevance of skills, competences and knowledge acquired through non-formal and informal learning;

*Amendment*

16. Regrets that employers and formal education providers do not sufficiently recognise the value and relevance of skills, competences and knowledge acquired through non-formal and informal learning, *such as voluntary or civic service work experience, through which participants acquire a range of cross-cutting skills such as decision-making abilities, group and financial management skills, etc.; suggests that in parallel the Member States consider ways of recognising the experience young people have acquired in serving their country through various activities (charity work, civic service, visiting the elderly, etc.);*

Or. fr

**Amendment 254**

**Momchil Nekov**

**Motion for a resolution**

**Paragraph 16**

*Motion for a resolution*

16. Regrets that employers and formal education providers do not sufficiently

*Amendment*

16. Regrets that employers and formal education providers do not sufficiently

recognise the value and relevance of skills, competences and knowledge acquired through non-formal and informal learning;

recognise the value and relevance of skills, competences and knowledge acquired through non-formal and informal learning; ***stresses in this regard the need to work on overcoming the lack of awareness on validation among all relevant stakeholders;***

Or. en

#### **Amendment 255**

**Anne Sander, Jérôme Lavrilleux, Elisabeth Morin-Chartier**

#### **Motion for a resolution**

##### **Paragraph 16**

###### *Motion for a resolution*

16. ***Regrets that*** employers and formal education providers ***do not sufficiently*** recognise the value and relevance of skills, competences and knowledge acquired through non-formal and informal learning;

###### *Amendment*

16. ***Calls on the Commission and Member States to encourage*** employers and formal education providers ***to*** recognise the value and relevance of skills, competences and knowledge acquired through non-formal and informal learning;

Or. fr

#### **Amendment 256**

**Jean Lambert, Jill Evans**

on behalf of the Verts/ALE Group

#### **Motion for a resolution**

##### **Paragraph 16 a (new)**

###### *Motion for a resolution*

***16 a. Stresses the role of external associations and NGOs to provide children with other skills and social competences, like arts, manual activities, in helping integration, better understanding of their environment, solidarity in learning and living, and easing up the learning competences of whole classes;***

###### *Amendment*

Or. en

**Amendment 257**

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

**Motion for a resolution**

**Paragraph 17**

*Motion for a resolution*

17. Recognises *that* the lack of comparability *and coherence* between the validation approaches of *EU* countries *represents an additional barrier*;

*Amendment*

17. Recognises the lack of comparability between the validation approaches of *different EU Member States*; *considers it necessary to respect the specific characteristics of each education system so that the measures adopted in this field are suited to the different economic circumstances in the countries concerned, and hence that the actions undertaken correspond as closely as possible to the needs of learners on the ground*;

Or. fr

**Amendment 258**

**Ilhan Kyuchyuk, Yana Toom, Martina Dlabajová, Robert Rochefort**

**Motion for a resolution**

**Paragraph 17**

*Motion for a resolution*

17. Recognises that the lack of comparability and coherence between the validation approaches of EU countries represents an additional barrier;

*Amendment*

17. Recognises that the lack of comparability and coherence between the validation approaches of EU countries, *especially for VET*, represents an additional barrier;

Or. en

**Amendment 259**

**Momchil Nekov**

**Motion for a resolution**

**Paragraph 17**

*Motion for a resolution*

17. Recognises that the lack of comparability and coherence between the validation approaches of EU countries represents an additional barrier;

*Amendment*

17. Recognises that the lack of comparability and coherence between the validation approaches of EU countries represents an additional barrier;  
***furthermore, the provision of real access, recognition and financial support remains a real challenge especially for disadvantaged groups, such as low-skilled adults who are in need of priority access to validation;***

Or. en

**Amendment 260**

**Jean Lambert, Jill Evans**

on behalf of the Verts/ALE Group

**Motion for a resolution**

**Paragraph 17 a (new)**

*Motion for a resolution*

*Amendment*

***17 a. Reminds that many existing European transparency tools such as EQF, ECVET etc. have been developed in isolation; in order to allow individuals to better measure their progress and opportunities, and capitalise on the learning outcomes gained in different contexts, they need to be better coordinated and supported by quality assurance systems and embedded in a framework of national qualifications in order to build trust across sectors and actors, including employers;***

Or. en

**Amendment 261**

**Julie Ward, Momchil Nekov, Silvia Costa**

**Motion for a resolution**

**Paragraph 18**

*Motion for a resolution*

18. Insists on the need to refocus on the role of non-formal education, which is key for the empowerment of people and especially those who are low skilled and who have limited opportunities to access formal education;

*Amendment*

18. Insists on the need to refocus on the role of non-formal education, which is key for the empowerment of people and especially ***for the more vulnerable and disadvantaged people, including people with special needs and disabled people***, those who are low skilled and who have limited opportunities to access formal education;

Or. en

**Amendment 262**  
**Momchil Nekov**

**Motion for a resolution**  
**Paragraph 18**

*Motion for a resolution*

18. Insists on the need to refocus on the role of non-formal education, which is key for the empowerment of people and especially those who are low skilled and who have limited opportunities to access formal education;

*Amendment*

18. Insists on the need to refocus on the role of non-formal education, which is key for the empowerment of people and especially those who are low skilled and who have limited opportunities to access formal education; ***believes that non-formal education providers and NGOs are in good position to reach out to the disadvantaged groups who are out of the formal education system and should be better supported in their role, to make sure that those most in need benefit from the Skills agenda;***

Or. en

**Amendment 263**  
**Sergio Gutiérrez Prieto, Javi López, Emilian Pavel**

**Motion for a resolution**  
**Paragraph 18**

*Motion for a resolution*

18. Insists on the need to refocus on the

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*Amendment*

18. Insists on the need to refocus on the

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role of non-formal education, which is key for the empowerment of people and especially those who are low skilled and who have limited opportunities to access formal education;

role of non-formal education, which is key for the empowerment of people and especially those who are low skilled and who have limited opportunities to access formal education; *non-formal education providers and NGOs are in good position to reach out to the disadvantaged groups who are out of the formal education system and should be better supported in their role, to make sure that those most in need benefit from skills agendas;*

Or. en

**Amendment 264**  
**Michaela Šojdrová**

**Motion for a resolution**  
**Paragraph 18 a (new)**

*Motion for a resolution*

*Amendment*

**18a.** *Calls on the Commission and the Member States to consider introducing common tools for the assessment of skills as part of the Europass scheme;*

Or. cs

**Amendment 265**  
**Momchil Nekov**

**Motion for a resolution**  
**Paragraph 19**

*Motion for a resolution*

*Amendment*

19. Stresses that non-formal learning, including volunteering, has a crucial role to play in stimulating the development of life skills such as team work, creativity and a sense of initiative while reinforcing self-esteem and motivation to learn;

19. Stresses that non-formal learning, including volunteering *and art activities*, has a crucial role to play in stimulating the development of life skills such as team work, creativity and a sense of initiative while reinforcing self-esteem and motivation to learn. *Further emphasizes the importance of informal educational programmes, sports activities and intercultural dialogue, with a view to*

*actively involving citizens in societal and democratic processes and making them less vulnerable to radicalist propaganda;*

Or. en

**Amendment 266**  
**Julie Ward, Silvia Costa**

**Motion for a resolution**  
**Paragraph 19**

*Motion for a resolution*

19. Stresses that non-formal learning, including volunteering, has a crucial role to play in stimulating the development of life skills such as team work, creativity and a sense of initiative while reinforcing self-esteem and motivation to learn;

*Amendment*

19. Stresses that non-formal learning, including volunteering, has a crucial role to play in stimulating the development of ***transferable knowledge, intercultural competences and*** life skills such as team work, creativity and a sense of initiative while reinforcing self-esteem and motivation to learn;

Or. en

**Amendment 267**  
**Anne Sander, Jérôme Lavrilleux, Elisabeth Morin-Chartier**

**Motion for a resolution**  
**Paragraph 19**

*Motion for a resolution*

19. Stresses that non-formal learning, including volunteering, has a crucial role to play in stimulating the development of life skills such as team work, creativity and a sense of initiative while reinforcing self-esteem and motivation to learn;

*Amendment*

19. Stresses that non-formal learning, including volunteering, has a crucial role to play in stimulating the development of life skills such as team work, creativity and a sense of initiative while reinforcing self-esteem and motivation to learn;  
***emphasises in this respect the decisive role of a number of young entrepreneurs' organisations that offer young people the chance to gain entrepreneurial experience and hence to develop an entrepreneurial spirit and acquire the confidence needed to be enterprising;***

**Amendment 268**

**Emilian Pavel, Vilija Blinkevičiūtė, Jutta Steinruck, Brando Benifei, Javi López, Agnes Jongerius, Elena Gentile, Claudiu Ciprian Tănăsescu**

**Motion for a resolution**

**Paragraph 19**

*Motion for a resolution*

19. Stresses that non-formal learning, including volunteering, has a crucial role to play in stimulating the development of life skills such as team work, creativity and a sense of initiative while reinforcing self-esteem and motivation to learn;

*Amendment*

19. Stresses that non-formal learning, including **through** volunteering, has a crucial role to play in stimulating the development of life skills such as team work, creativity and a sense of initiative while reinforcing self-esteem and motivation to learn;

Or. en

**Amendment 269**

**Julie Ward**

**Motion for a resolution**

**Paragraph 19 a (new)**

*Motion for a resolution*

*Amendment*

***19 a. Highlights that informal and non-formal settings, widely used in the context of community education and work with groups underrepresented in mainstream academic and adult education provision, play a key role for the inclusion of marginalised and vulnerable people; in this context, affirms the need to take into account the perspective and needs of women and girls, people with disabilities, LGBTI people, migrants and refugees and people from ethnic minorities;***

Or. en

**Amendment 270**



**Jean Lambert, Jill Evans**  
on behalf of the Verts/ALE Group

**Motion for a resolution**  
**Paragraph 19 a (new)**

*Motion for a resolution*

*Amendment*

**19 a.** *Calls on the Commission and Member States to support the development of skills to understand and esteem the essence of human dignity, freedom, fundamental rights, democracy, tolerance and respect via a greater number of informal educational programmes, volunteering opportunities, sports activities and intercultural dialogue fora, including religious centres, with a view to actively involving people in societal and democratic processes;*

Or. en

**Amendment 271**  
**Silvia Costa, Brando Benifei**

**Motion for a resolution**  
**Paragraph 19 a (new)**

*Motion for a resolution*

*Amendment*

**19a.** *Stresses that informal and non-formal learning play a key role in efforts to include those who have the greatest difficulty in finding work and are therefore vulnerable; believes that action needs to be taken in this connection to involve migrants, refugees, asylum seekers and ethnic minorities and to take account of their specific needs;*

Or. it

**Amendment 272**  
**Momchil Nekov**

**Motion for a resolution**

**Paragraph 19 a (new)**

*Motion for a resolution*

*Amendment*

**19 a. Believes that achieving validation means stimulating lifelong opportunities for all and fostering social inclusion and civic participation in our societies;**

Or. en

**Amendment 273**

**Bogdan Brunon Wenta, Marc Joulaud**

**Motion for a resolution**

**Paragraph 19 a (new)**

*Motion for a resolution*

*Amendment*

**19 a. Recognizes the importance of volunteering as one of the tools to acquire knowledge, experience and skills for enhancing employability and gaining professional qualifications;**

Or. en

**Amendment 274**

**Remo Sernagiotto**

**Motion for a resolution**

**Paragraph 19 a (new)**

*Motion for a resolution*

*Amendment*

**19a. Points to the importance of close links between learning environments and families, with a view to promoting community-based informal and non-formal education;**

Or. it

**Amendment 275**

**Martina Dlabajová, Ilhan Kyuchyuk**

**Motion for a resolution**  
**Paragraph 19 a (new)**

*Motion for a resolution*

*Amendment*

**19 a. Calls on Member States to fully implement Council recommendation of 20 December 2012 on the validation of non-formal and informal learning;**

Or. en

**Amendment 276**  
**Helga Stevens**

**Motion for a resolution**  
**Paragraph 19 a (new)**

*Motion for a resolution*

*Amendment*

**19 a. Notes the need to provide easily accessible information in accessible form on how the adults benefit from improved skills throughout their careers;**

Or. en

**Amendment 277**  
**Julie Ward**

**Motion for a resolution**  
**Paragraph 19 b (new)**

*Motion for a resolution*

*Amendment*

**19 b. Underlines that informal and non-formal settings also provide opportunities for active promotion of common values of freedom, tolerance and non-discrimination, for learning about citizenship, sustainability and Human Rights, including women's and children rights;**

Or. en

**Amendment 278**

**Bogdan Brunon Wenta, Marc Joulaud, Santiago Fisas Ayxelà**

**Motion for a resolution**

**Paragraph 19 b (new)**

*Motion for a resolution*

*Amendment*

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

Or. en

**Amendment 279**

**Emilian Pavel, Vilija Blinkevičiūtė, Jutta Steinruck, Brando Benifei, Javi López, Sergio Gutiérrez Prieto, Elena Gentile, Claudiu Ciprian Tănăsescu**

**Motion for a resolution**

**Paragraph 20**

*Motion for a resolution*

*Amendment*

20. **Asks for validation and recognition arrangements to be put in place by 2018 to ensure that the upskilling pathways are a success<sup>20</sup> ;**

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

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<sup>20</sup> **Council Recommendation of 19 December 2016.**

Or. en

**Amendment 280**

**Michaela Šojdrová**

**Motion for a resolution**

**Paragraph 20**

*Motion for a resolution*

*Amendment*

20. **Asks for validation and**  
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20.  
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**Calls on the Member States to**  
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*recognition arrangements to be put in place by 2018 to ensure that the upskilling pathways are a success<sup>20</sup> ;*

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<sup>20</sup> Council Recommendation of 19 December 2016.

*introduce procedures for the recognition of informal and non-formal education, drawing on the best practices of Member States who have already introduced tools of that kind, to ensure that the upskilling pathways are a success<sup>20</sup>;*

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<sup>20</sup> Council Recommendation of 19 December 2016.

Or. cs

### **Amendment 281**

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

#### **Motion for a resolution Paragraph 20**

*Motion for a resolution*

20. *Asks for validation and recognition arrangements to be put in place by 2018 to ensure that the upskilling pathways are a success<sup>20</sup> ;*

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<sup>20</sup> Council Recommendation of 19 December 2016.

*Amendment*

20. *Suggests that Member States which so wish validate and recognise arrangements to be put in place by 2018 to ensure that the upskilling pathways are a success<sup>20</sup> ;*

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<sup>20</sup> Council Recommendation of 19 December 2016.

Or. fr

### **Amendment 282**

**Momchil Nekov**

#### **Motion for a resolution Paragraph 20**

*Motion for a resolution*

20. *Asks for validation and recognition arrangements to be put in place by 2018 to ensure that the upskilling pathways are a success<sup>20</sup> ;*

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*Amendment*

20. *Asks for accessible validation and recognition arrangements, adapted to the needs of individuals, in particular those of vulnerable groups such as persons with disabilities, to be put in place by 2018 to ensure that the upskilling pathways are a*

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**EN**

success<sup>20</sup>;

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<sup>20</sup> Council Recommendation of 19  
December 2016.

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<sup>20</sup> Council Recommendation of 19  
December 2016.

Or. en

**Amendment 283**  
**Jana Žitňanská, Anthea McIntyre**

**Motion for a resolution**  
**Paragraph 20**

*Motion for a resolution*

20. Asks for validation and recognition arrangements to be put in place by 2018 to ensure that the upskilling pathways are a success<sup>20</sup> ;

---

<sup>20</sup> Council Recommendation of 19  
December 2016.

*Amendment*

20. Asks for validation and recognition arrangements to be put in place by 2018 to ensure that the upskilling pathways are a success<sup>20</sup>; ***notes in this regard the importance of policy response aimed at groups furthest from the labour market***

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<sup>20</sup> Council Recommendation of 19  
December 2016.

Or. en

**Amendment 284**  
**Jana Žitňanská, Anthea McIntyre**

**Motion for a resolution**  
**Paragraph 20 a (new)**

*Motion for a resolution*

***20 a. Stresses the importance of career guidance in supporting low-skilled adults; notes in this regard the importance of capacity and quality of the Member States' public and private employment services;***

Or. en

**Amendment 285**  
**Lynn Boylan, Nikolaos Chountis**

**Motion for a resolution**  
**Paragraph 20 a (new)**

*Motion for a resolution*

*Amendment*

**20 a.** *Feels that commodification of the education system has led to credentialism and educational inflation which in its own way has resulted in a lack of recognition of non-formal and informal education;*

Or. en

**Amendment 286**  
**Emilian Pavel, Vilija Blinkevičiūtė, Jutta Steinruck, Brando Benifei, Javi López, Sergio Gutiérrez Prieto, Elena Gentile, Claudiu Ciprian Tănăsescu**

**Motion for a resolution**  
**Paragraph 20 a (new)**

*Motion for a resolution*

*Amendment*

**20 a.** *Calls on the Commission to present and on Member States to endorse a Quality Framework for Apprenticeships<sup>1d</sup>;*

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*<sup>1d</sup> To be built on the Opinion of the Advisory Committee on Vocational Training on "A Shared Vision for Quality and Effective Apprenticeships and Work-based Learning" adopted on 2 December 2016*

Or. en

**Amendment 287**  
**Jana Žitňanská, Anthea McIntyre**

**Motion for a resolution**  
**Paragraph 20 b (new)**

*Motion for a resolution*

*Amendment*

**20 b.** *Notes the need to provide easily accessible information in accessible form on how the adults benefit from improved skills throughout their careers;*

Or. en

**Amendment 288**

**Jana Žitňanská, Anthea McIntyre**

**Motion for a resolution**

**Paragraph 20 c (new)**

*Motion for a resolution*

*Amendment*

**20 c.** *Calls on Member States to further develop their validation systems and increase awareness of available validation service; encourages them to build more accessible, attractive and open pathways to further education, e.g. continuing VET learning;*

Or. en

**Amendment 289**

**Jana Žitňanská, Anthea McIntyre**

**Motion for a resolution**

**Paragraph 20 d (new)**

*Motion for a resolution*

*Amendment*

**20 d.** *Stresses that more needs to be done to open up validation of skills to labour market and third sector initiatives; encourages other stakeholders to take part in validation activities while ensuring the desired set of quality conditions;*

Or. en

**Amendment 290**

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**Jeroen Lenaers, Tom Vandenkendelaere**

**Motion for a resolution  
Subheading 5**

*Motion for a resolution*

Fostering digital, STEM and entrepreneurial skills

*Amendment*

Fostering digital, STEM, *linguistic* and entrepreneurial skills

Or. nl

**Amendment 291**

**Emilian Pavel, Vilija Blinkevičiūtė, Jutta Steinruck, Brando Benifei, Javi López, Sergio Gutiérrez Prieto, Elena Gentile, Claudiu Ciprian Tănăsescu**

**Motion for a resolution  
Paragraph 21**

*Motion for a resolution*

21. *Insists* on the *need* to incorporate new technologies in the teaching and learning process in order to equip people with the right set of skills, competences and knowledge;

*Amendment*

21. *Calls* on the *Member States to transform their educational systems (eg: teaching methods and curricula), including vocational training programs, in order* to incorporate new technologies in the teaching and learning process, *as well as to facilitate education through hands-on and real-life experiences*, in order to equip people with the right set of skills, competences and knowledge;

Or. en

**Amendment 292**

**Ilhan Kyuchyuk, Yana Toom, Martina Dlabajová, Robert Rochefort**

**Motion for a resolution  
Paragraph 21**

*Motion for a resolution*

21. Insists on the need to incorporate new technologies in the teaching and learning process *in order to equip people with the right set of skills, competences and knowledge*;

*Amendment*

21. Insists on the need to incorporate new technologies in the teaching and learning process *and to ensure the development of the full range of digital skills that individuals and companies*

*across the country need in an increasingly digital economy; furthermore, stresses the need for more collaborative, coordinated and targeted approach for the development and implementation of digital skills' strategies;*

Or. en

### **Amendment 293**

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

#### **Motion for a resolution**

##### **Paragraph 21**

###### *Motion for a resolution*

21. Insists on the need to **incorporate** new technologies **in** the teaching and learning process in order to equip people with the right set of skills, competences and knowledge;

###### *Amendment*

21. Insists on the need to **factor** new technologies **into** the teaching and learning process in order to equip people with the right set of skills, competences and knowledge; **points out, however, that digital changes do not detract from the paramount importance of teaching basic skills, including handwriting, which forms part of the acquisition of an individual's drafting and summarising skills and also constitutes acculturation, or in other words the taking-on by the individual of national cultural characteristics;**

Or. fr

### **Amendment 294**

**Momchil Nekov**

#### **Motion for a resolution**

##### **Paragraph 21**

###### *Motion for a resolution*

21. Insists on the need to incorporate new technologies in the teaching and learning process in order to equip people with the right set of skills, competences and knowledge;

###### *Amendment*

21. Insists on the need to incorporate new technologies in the teaching and learning process, **while highlighting the need for age-appropriate ICT and media curricula that respect child development**

*and wellbeing and emphasise the importance of both responsible use and critical thinking* in order to equip people with the right set of *advanced knowledge, multidisciplinary* skills, competences and knowledge;

Or. en

**Amendment 295**  
**Martina Dlabajová**

**Motion for a resolution**  
**Paragraph 21**

*Motion for a resolution*

21. Insists on the need to incorporate new technologies in the teaching and learning process in order to equip people with the right set of skills, competences and knowledge;

*Amendment*

21. Insists on the need to incorporate new technologies in the teaching and learning process in order to equip people with the right set of skills, competences and knowledge; *while highlighting the need for age-appropriate ICT and media curricula that respect individual development and well-being and emphasise the importance of both responsible use and critical thinking;*

Or. en

**Amendment 296**  
**Michaela Šojdrová**

**Motion for a resolution**  
**Paragraph 21**

*Motion for a resolution*

21. Insists on the need to incorporate new technologies in the teaching and learning process in order to equip people with the right set of skills, competences and knowledge;

*Amendment*

21. Insists on the need to incorporate new technologies in the teaching and learning process in order to equip people with the right set of skills, competences and knowledge; *stresses that if this training is to be successful, account must be taken of the children's age, and early guidance in responsible ICT use and critical thinking is essential;*

**Amendment 297**

**Claude Rolin**

**Motion for a resolution**

**Paragraph 21**

*Motion for a resolution*

21. Insists on the need to incorporate new technologies in the teaching and learning process in order to equip people with the right set of skills, competences and knowledge;

*Amendment*

21. Insists on the need to incorporate new technologies in the teaching and learning process in order to equip people with the right set of skills, competences and knowledge, ***promoting the responsible use of new tools and fostering the development of a critical spirit;***

Or. fr

**Amendment 298**

**Julie Ward, Momchil Nekov, Silvia Costa**

**Motion for a resolution**

**Paragraph 21**

*Motion for a resolution*

21. Insists on the need to incorporate new technologies in the teaching and learning process in order to equip people with the right set of skills, competences and knowledge;

*Amendment*

21. Insists on the need to incorporate new technologies in the teaching and learning process in order to equip people with the right set of skills, competences and knowledge; ***recalls the need to encourage girls and young women to pursue ICT studies;***

Or. en

**Amendment 299**

**Jean Lambert, Jill Evans**

on behalf of the Verts/ALE Group

**Motion for a resolution**

**Paragraph 21**

*Motion for a resolution*

21. Insists on the need to incorporate new technologies in the teaching and learning process in order to equip people with the right set of skills, competences and knowledge;

*Amendment*

21. Insists on the need to ***finance and*** incorporate new technologies in the teaching and learning process in order to equip people with the right set of skills, competences and knowledge;

Or. en

**Amendment 300**

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

**Motion for a resolution**

**Paragraph 21 a (new)**

*Motion for a resolution*

*Amendment*

***21a. Points to the need to identify the skills required for new-technology jobs and promote the acquisition of the digital skills sought by mid-cap, micro, small and medium-sized businesses; draws attention in particular to the fact that, in the digital era, the acquisition of skills takes place in a context of swift change that can destabilise jobs markets and to the consequent need for lifelong learning to help people adjust to change;***

Or. it

**Amendment 301**

**Martina Dlabajová, Ilhan Kyuchyuk**

**Motion for a resolution**

**Paragraph 21 a (new)**

*Motion for a resolution*

*Amendment*

***21 a. Believes that greater importance should be given to STEM education in view of improving digital learning and teaching;***

Or. en

**Amendment 302**

**Julie Ward**

**Motion for a resolution**

**Paragraph 21 b (new)**

*Motion for a resolution*

*Amendment*

**21 b. Highlights the close link between creativity and innovation, therefore calls for the inclusion of the arts and creative learning in the STEM learning agenda;**

Or. en

**Amendment 303**

**Julie Ward, Momchil Nekov**

**Motion for a resolution**

**Paragraph 21 a (new)**

*Motion for a resolution*

*Amendment*

**21 a. Calls on Member States to encourage girls and young women to study STEM subjects and increase representation of women in STEM areas;**

Or. en

**Amendment 304**

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

**Motion for a resolution**

**Paragraph 22**

*Motion for a resolution*

*Amendment*

**22. Welcomes the Commission's proposal to urge Member States to draw up comprehensive national strategies for digital skills; points out however that in order for these strategies to be effective, there is a need for strong pedagogical leadership from teachers at all levels of**

**22. Suggests that Member States which so wish draw up comprehensive national strategies for digital skills;**

*education;*

Or. fr

**Amendment 305**  
**Martina Dlabajová**

**Motion for a resolution**  
**Paragraph 22**

*Motion for a resolution*

22. Welcomes the Commission's proposal to urge Member States to draw up comprehensive national strategies for digital skills; points out however that in order for these strategies to be effective, there is a need for strong pedagogical leadership from teachers at all levels of education;

*Amendment*

22. Welcomes the Commission's proposal to urge Member States to draw up comprehensive national strategies for digital skills; points out however that in order for these strategies to be effective, there is a need for strong pedagogical leadership **and innovation** from teachers at all levels of education **that is based on a clear vision for an age- and development-appropriate media pedagogy, as well as adequate continuous teacher training; further underlines the need for digital leadership with an understanding of how to create business models and business processes for the digital world;**

Or. en

**Amendment 306**  
**Damian Drăghici**

**Motion for a resolution**  
**Paragraph 22**

*Motion for a resolution*

22. Welcomes the Commission's proposal to urge Member States to draw up comprehensive national strategies for digital skills; points out however that in order for these strategies to be effective, there is a need for **strong pedagogical leadership** from teachers at all levels of education;

*Amendment*

22. Welcomes the Commission's proposal to urge Member States to draw up comprehensive national strategies for digital skills; points out however that in order for these strategies to be effective, there is a need for **innovative pedagogical approaches** from teachers at all levels of education **based on solid knowledge about age- and development-appropriate media**

*pedagogy; stresses the need for adequate initial and continuous teacher training in this regard;*

Or. en

### **Amendment 307**

**Silvia Costa**

#### **Motion for a resolution**

##### **Paragraph 22**

###### *Motion for a resolution*

22. Welcomes the Commission's proposal to urge Member States to draw up comprehensive national strategies for digital skills; points out however that in order for these strategies to be effective, there is a need for strong pedagogical leadership from teachers at all levels of education;

###### *Amendment*

22. Welcomes the Commission's proposal to urge Member States to draw up comprehensive national strategies for digital skills, *with special attention being paid to closing the digital divide, in particular for older persons*; points out however that in order for these strategies to be effective, there is a need for strong pedagogical leadership from teachers at all levels of education;

Or. it

### **Amendment 308**

**Angel Dzhambazki, Remo Sernagiotto, Andrew Lewer, Jana Žitňanská, Emma McClarkin**

#### **Motion for a resolution**

##### **Paragraph 22**

###### *Motion for a resolution*

22. Welcomes the Commission's *proposal* to urge Member States to draw up comprehensive national strategies for digital skills; points out however that in order for these strategies to be effective, there is a need for strong pedagogical leadership from teachers at all levels of education;

###### *Amendment*

22. Welcomes the Commission's *efforts* to urge Member States to draw up comprehensive national strategies for digital skills; points out however that in order for these strategies to be effective, there is a need for strong pedagogical leadership from teachers at all levels of education *and an exchange of best practices*;

Or. en



### **Amendment 309**

**Ilhan Kyuchyuk, Yana Toom, Martina Dlabajová, Robert Rochefort**

#### **Motion for a resolution**

##### **Paragraph 22**

###### *Motion for a resolution*

22. Welcomes the Commission's proposal to urge Member States to draw up comprehensive national strategies for digital skills; points out however that in order for these strategies to be effective, there is a need for strong pedagogical leadership from teachers at all levels of education;

###### *Amendment*

22. Welcomes the Commission's proposal to urge Member States to draw up comprehensive national strategies for digital skills; points out however that in order for these strategies to be effective, there is a need for ***systematic teacher training programmes and*** strong pedagogical leadership from teachers at all levels of education;

Or. en

### **Amendment 310**

**Emilian Pavel, Vilija Blinkevičiūtė, Jutta Steinruck, Brando Benifei, Javi López, Elena Gentile, Claudiu Ciprian Tănăsescu**

#### **Motion for a resolution**

##### **Paragraph 22**

###### *Motion for a resolution*

22. Welcomes the Commission's proposal to urge Member States to draw up comprehensive national strategies for digital skills; points out however that in order for these strategies to be effective, there is a need for strong pedagogical ***leadership*** from teachers at all levels of education;

###### *Amendment*

22. Welcomes the Commission's proposal to urge Member States to draw up comprehensive national strategies for digital skills; points out however that in order for these strategies to be effective, there is a need for strong pedagogical ***innovation*** from teachers at all levels of education ***supported by the ongoing training and skilling of teachers;***

Or. en

### **Amendment 311**

**Jean Lambert, Jill Evans**

on behalf of the Verts/ALE Group

**Motion for a resolution**  
**Paragraph 22**

*Motion for a resolution*

22. Welcomes the Commission's proposal to urge Member States to draw up comprehensive national strategies for digital skills; points out however that in order for these strategies to be effective, there is a need for strong pedagogical leadership from teachers at all levels of education;

*Amendment*

22. Welcomes the Commission's proposal to urge Member States to draw up comprehensive national strategies for digital skills; points out however that in order for these strategies to be effective, there is a need for strong **support to and strong** pedagogical leadership from teachers at all levels of education;

Or. en

**Amendment 312**  
**Sven Schulze, David Casa**

**Motion for a resolution**  
**Paragraph 22**

*Motion for a resolution*

22. Welcomes the Commission's proposal to urge Member States to draw up comprehensive national strategies for digital skills; points out however that in order for these strategies to be effective, there is a need for strong pedagogical leadership from teachers at all levels of education;

*Amendment*

22. Welcomes the Commission's proposal to urge Member States to draw up comprehensive national strategies for digital skills; points out however that in order for these strategies to be effective, there is a need for strong pedagogical leadership from teachers **and for teachers to have advanced digital skills** at all levels of education;

Or. de

**Amendment 313**  
**Momchil Nekov**

**Motion for a resolution**  
**Paragraph 22**

*Motion for a resolution*

22. Welcomes the Commission's proposal to urge Member States to draw up comprehensive national strategies for

*Amendment*

22. Welcomes the Commission's proposal to urge Member States to draw up comprehensive national strategies for

digital skills; points out however that in order for these strategies to be effective, there is a need for strong pedagogical leadership from teachers at all levels of education;

digital skills; points out however that in order for these strategies to be effective, there is a need for strong pedagogical leadership from teachers at all levels of education; ***highlights in this regard the need for lifelong career opportunities for teachers;***

Or. en

**Amendment 314**  
**Claude Rolin**

**Motion for a resolution**  
**Paragraph 22**

*Motion for a resolution*

22. Welcomes the Commission's proposal to urge Member States to draw up comprehensive national strategies for digital skills; points out however that in order for these strategies to be effective, there is a need for ***strong*** pedagogical leadership ***from teachers at all levels*** of education;

*Amendment*

22. Welcomes the Commission's proposal to urge Member States to draw up comprehensive national strategies for digital skills; points out however that in order for these strategies to be effective, there is a need for pedagogical leadership ***tailored to each level*** of education ***and for teachers to receive the appropriate initial and on-going training in order to provide this;***

Or. fr

**Amendment 315**  
**Bogdan Brunon Wenta, Marc Joulaud**

**Motion for a resolution**  
**Paragraph 22 a (new)**

*Motion for a resolution*

***22 a. Calls on the Member States to reinforce their efforts to improve media literacy in school curricula and institutions of cultural education, and to develop initiatives at national, regional or local level covering all levels of formal, informal and non-formal education and training;***

*Amendment*

**Amendment 316**  
**Julie Ward, Silvia Costa**

**Motion for a resolution**  
**Paragraph 22 a (new)**

*Motion for a resolution*

*Amendment*

**22 a. Reiterates that the set of digital skills must include digital and media literacy, as well as critical and creative thinking; in order for learners to become not only users of technologies but active creators, innovators and responsible citizens in a digitised world;**

Or. en

**Amendment 317**  
**Momchil Nekov**

**Motion for a resolution**  
**Paragraph 22 a (new)**

*Motion for a resolution*

*Amendment*

**22 a. Calls on Member states to make available opportunities for ICT training and the development of digital skills and media literacy at all levels of education; in this regard underlines the importance of open educational resources (OER) which ensure access to education for all;**

Or. en

**Amendment 318**  
**Momchil Nekov**

**Motion for a resolution**  
**Paragraph 22 b (new)**

*Motion for a resolution*

*Amendment*

**22 b. Draws the attention to the fact that in today's society, ensuring basic digital skills is an essential prerequisite for personal and professional fulfilment, but it is of the opinion that further efforts are needed in equipping people with more specific digital competences in order to be able to use digital technologies in an innovative and creative way;**

Or. en

**Amendment 319**  
**Bogdan Brunon Wenta, Marc Joulaud**

**Motion for a resolution**  
**Paragraph 22 b (new)**

*Motion for a resolution*

*Amendment*

**22 b. Underlines that media literacy allows citizens to have a critical understanding of different forms of media, thereby increasing and enhancing the resources and opportunities offered by 'digital literacy';**

Or. en

**Amendment 320**  
**Momchil Nekov**

**Motion for a resolution**  
**Paragraph 22 c (new)**

*Motion for a resolution*

*Amendment*

**22 c. Believes that more STEM should be predominantly focused in early childhood and primary education because the earlier people acquire these skills, the better chances they will have to succeed in their education and professional pathways; highlights also the need for education providers and employers to get more visible the concrete employment opportunities related to STEM-related**

*skills;*

Or. en

**Amendment 321**  
**Lynn Boylan, Nikolaos Chountis**

**Motion for a resolution**  
**Paragraph 23**

*Motion for a resolution*

23. Stresses the need to include elements of entrepreneurial learning at all levels of education, *since instilling entrepreneurial spirit among the young at an early stage is an effective way of combating youth unemployment;*

*Amendment*

23. Stresses the need to include elements of entrepreneurial learning at all levels of education;

Or. en

**Amendment 322**  
**Jean Lambert, Jill Evans**  
on behalf of the Verts/ALE Group

**Motion for a resolution**  
**Paragraph 23**

*Motion for a resolution*

23. Stresses the need to include elements of entrepreneurial learning at all levels of education, since instilling entrepreneurial spirit among the young at an early stage *is an effective way of combating* youth unemployment;

*Amendment*

23. Stresses the need to include elements of entrepreneurial learning, *including social entrepreneurship*, at all levels of education, since instilling entrepreneurial spirit among the young at an early stage *will provide young people with more employment opportunities, which can support the fight against* youth unemployment; *points out in this context that becoming an entrepreneur always has to be a genuine choice and not the result of a lack of quality job opportunities;*

Or. en

### **Amendment 323**

**Emilian Pavel, Vilija Blinkevičiūtė, Jutta Steinruck, Brando Benifei, Javi López, Sergio Gutiérrez Prieto, Elena Gentile, Claudiu Ciprian Tănăsescu**

#### **Motion for a resolution**

##### **Paragraph 23**

###### *Motion for a resolution*

23. Stresses the need to include elements of entrepreneurial learning at all levels of education, since *instilling* entrepreneurial spirit among the young at an early stage is an effective way of combating youth unemployment;

###### *Amendment*

23. Stresses the need to include elements of entrepreneurial learning, *including social entrepreneurship*, at all levels of education *and across various subjects*, since *fostering an* entrepreneurial spirit among the young at an early stage is an effective way of combating youth unemployment, *as well as of encouraging creativity, critical thinking and leadership skills contributing to local communities*;

Or. en

### **Amendment 324**

**Momchil Nekov**

#### **Motion for a resolution**

##### **Paragraph 23**

###### *Motion for a resolution*

23. Stresses the need to include elements of entrepreneurial learning at all levels of education, since instilling entrepreneurial spirit among the young at an early stage is an effective way of combating youth unemployment;

###### *Amendment*

23. Stresses the need to include elements of entrepreneurial learning, *including social entrepreneurship*, at all levels of education, since instilling entrepreneurial spirit among the young at an early stage is an effective way of *fostering creativity and leadership skills, useful to set up social projects, contribute to local communities, and also* combating youth unemployment;

Or. en

### **Amendment 325**

**Julie Ward**

#### **Motion for a resolution**

## Paragraph 23

### *Motion for a resolution*

23. Stresses the need to include elements of entrepreneurial learning at all levels of education, since instilling entrepreneurial spirit among the young at an early stage is an effective way of combating youth unemployment;

### *Amendment*

23. Stresses the need to include elements of entrepreneurial learning at all levels of education, ***including social entrepreneurship***, since instilling entrepreneurial spirit among the young at an early stage is an effective way of combating youth unemployment; ***emphasises the importance of learning from experience and the concept of 'positive failures' in this context;***

Or. en

## Amendment 326

**Siôn Simon**

### **Motion for a resolution**

#### **Paragraph 23**

### *Motion for a resolution*

23. Stresses the need to include elements of entrepreneurial learning at all levels of education, since instilling entrepreneurial spirit among the young at an early stage is an effective way of combating youth unemployment;

### *Amendment*

23. Stresses the need to include elements of entrepreneurial learning ***and to encourage women entrepreneurship*** at all levels of education, since instilling entrepreneurial spirit among the young at an early stage is an effective way of combating youth unemployment;

Or. en

## Amendment 327

**Claude Rolin**

### **Motion for a resolution**

#### **Paragraph 23**

### *Motion for a resolution*

23. Stresses the need to include elements of entrepreneurial learning at all levels of education, since instilling entrepreneurial spirit among the young at

### *Amendment*

23. Stresses the need to include elements of entrepreneurial learning, ***including social entrepreneurship***, at all levels of education since instilling



an early stage is an effective way of combating youth unemployment;

entrepreneurial spirit among the young at an early stage is an effective way of combating youth unemployment;

Or. fr

**Amendment 328**  
**Damian Drăghici**

**Motion for a resolution**  
**Paragraph 23**

*Motion for a resolution*

23. Stresses the need to include elements of entrepreneurial learning at all levels of education, since instilling entrepreneurial spirit among the young at an early stage is an effective way of combating youth unemployment;

*Amendment*

23. Stresses the need to include elements of entrepreneurial learning, ***including social entrepreneurship***, at all levels of education, since instilling entrepreneurial spirit among the young at an early stage is an effective way ***of developing creativity, teamwork and leadership skills and also*** of combating youth unemployment;

Or. en

**Amendment 329**  
**Anne Sander, Jérôme Lavrilleux, Elisabeth Morin-Chartier**

**Motion for a resolution**  
**Paragraph 23**

*Motion for a resolution*

23. Stresses the need to include elements of entrepreneurial learning at all levels of education, since instilling entrepreneurial spirit among the young at an early stage is an effective way of combating youth unemployment;

*Amendment*

23. Stresses the need to include elements of entrepreneurial learning, ***including internships and traineeships***, at all levels of education, since instilling entrepreneurial spirit among the young at an early stage is an effective way of combating youth unemployment ***and developing entrepreneurship among young people***;

Or. fr

**Amendment 330**  
**Martina Dlabajová, Ilhan Kyuchyuk**

**Motion for a resolution**  
**Paragraph 23**

*Motion for a resolution*

23. Stresses the need to include elements of entrepreneurial learning at all levels of education, since instilling entrepreneurial spirit among the young at an early stage is an effective way of combating youth unemployment;

*Amendment*

23. Stresses the need to include elements of entrepreneurial learning at all levels of education, since instilling entrepreneurial spirit among the young at an early stage is an effective way of ***promoting creativity and leadership skills, as well as*** combating youth unemployment;

Or. en

**Amendment 331**  
**Dominique Bilde, Mara Bizzotto, Dominique Martin, Joëlle Mélin**

**Motion for a resolution**  
**Paragraph 23**

*Motion for a resolution*

23. Stresses the need to include elements of entrepreneurial learning at all levels of education, since instilling entrepreneurial spirit among the young at an early stage is an effective way of combating youth unemployment;

*Amendment*

23. Stresses the need to include elements of entrepreneurial learning at all levels of education, since instilling entrepreneurial spirit among the young at an early stage is an effective way of combating youth unemployment; ***points out that in order to do this the national authorities have the chance to cooperate closely with chambers of craft industries, chambers of commerce and industry and all other organisations of that type, so as to ensure that the apprenticeships tally both with the needs of the apprentices and with those of the enterprises and economic sectors concerned;***

Or. fr

**Amendment 332**  
**Julie Ward**

**Motion for a resolution**  
**Paragraph 23 a (new)**

*Motion for a resolution*

*Amendment*

**23 a.** *Considers that entrepreneurship education should include a social dimension since it boosts the economy whilst simultaneously alleviating deprivation, social exclusion and other societal problems, and address such subjects as fair trade, social enterprise, and alternative business models, such as co-operatives, in order to strive towards a more social, inclusive and sustainable economy;*

Or. en

**Amendment 333**

**Ilhan Kyuchyuk, Yana Toom, Martina Dlabajová, Robert Rochefort**

**Motion for a resolution**  
**Paragraph 23 a (new)**

*Motion for a resolution*

*Amendment*

**23 a.** *Reiterates that knowledge and skills related to science, technology, engineering and maths (STEM), especially in combination with creativity, are crucial in responding to the economic challenges we are facing and that developments in these fields underpin advances in scientific research across all disciplines and drive innovation and job creation across various sectors of EU's economy;*

Or. en

**Amendment 334**

**Emilian Pavel, Vilija Blinkevičiūtė, Jutta Steinruck, Brando Benifei, Javi López, Sergio Gutiérrez Prieto, Elena Gentile, Claudiu Ciprian Tănăsescu**

**Motion for a resolution**  
**Paragraph 23 a (new)**

*Motion for a resolution*

*Amendment*

**23 a.** *Considers that STEM-related skills, if taught in a creative and learner-focused way, can foster a structured way of thinking that expands beyond the STEM subjects, ensuring better prospects in education, training and future career;*

Or. en

**Amendment 335**

**Jeroen Lenaers, Tom Vandenkendelaere**

**Motion for a resolution**

**Paragraph 23 a (new)**

*Motion for a resolution*

*Amendment*

**23a.** *Encourages Member States to include in the curriculum the learning of at least one foreign language, on the basis of local, regional and sectoral needs;*

Or. nl

**Amendment 336**

**Siôn Simon**

**Motion for a resolution**

**Paragraph 23 a (new)**

*Motion for a resolution*

*Amendment*

**23 a.** *Stresses the need to foster the involvement of women in STEM studies by tackling gender stereotypes from an early age;*

Or. en

**Amendment 337**

**Ilhan Kyuchyuk, Yana Toom, Martina Dlabajová, Robert Rochefort**

**Motion for a resolution**  
**Paragraph 23 b (new)**

*Motion for a resolution*

*Amendment*

**23 b.** *Calls on the Commission and the Member States to encourage and better support the interaction between education and training institutions, national authorities, businesses and other relevant stakeholders in order to identify and exchange views on how STEM and ICT skills shortages can be tackled in a structural way with long-term impact;*

Or. en

**Amendment 338**  
**Julie Ward**

**Motion for a resolution**  
**Paragraph 23 b (new)**

*Motion for a resolution*

*Amendment*

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

Or. en

**Amendment 339**  
**Jeroen Lenaers, Tom Vandenkendelaere**

**Motion for a resolution**  
**Paragraph 23 b (new)**

*Motion for a resolution*

*Amendment*

**23b.** *Calls on the Commission to promote and further expand Erasmus+, with extra emphasis on developing foreign*

*languages skills; 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 340**

**Emilian Pavel, Vilija Blinkevičiūtė, Jutta Steinruck, Brando Benifei, Javi López, Sergio Gutiérrez Prieto, Elena Gentile, Claudiu Ciprian Tănăsescu**

**Motion for a resolution**

**Paragraph 23 b (new)**

*Motion for a resolution*

*Amendment*

*23 b. Calls on the Commission and the Member States to examine factors which discourage women from taking up an entrepreneurial, STEM or technology career path and to ensure that educational systems as well as related measures and activities actively strive for gender equality;*

Or. en

**Amendment 341**

**Ilhan Kyuchyuk, Yana Toom, Robert Rochefort**

**Motion for a resolution**

**Paragraph 23 c (new)**

*Motion for a resolution*

*Amendment*

*23 c. Encourages Member States to establish, swiftly implement and regularly update national STEM strategy, fitting to each Member State's specific needs, applying bottom-up approach with triple helix cooperation;*

Or. en

**Amendment 342**

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

**Motion for a resolution**

**Paragraph 24**

*Motion for a resolution*

24. Urges active dialogue and cooperation between the university community and the world of work aimed at developing educational programmes which equip young people with the requisite skills and competences;

*Amendment*

24. Urges active dialogue and cooperation between the university community and the world of work **(especially in the form of cooperation between large companies and SMEs, which is key to combating unemployment)** aimed at developing educational programmes which equip young people with the requisite skills and competences;

Or. fr

**Amendment 343**

**Emilian Pavel, Vilija Blinkevičiūtė, Jutta Steinruck, Brando Benifei, Javi López, Sergio Gutiérrez Prieto, Elena Gentile, Claudiu Ciprian Tănăsescu**

**Motion for a resolution**

**Paragraph 24**

*Motion for a resolution*

24. Urges active dialogue and cooperation between the **university** community and the world of work aimed at developing educational programmes which equip young people with the requisite skills and competences;

*Amendment*

24. Urges active dialogue and cooperation between the **academic** community, **other educational and training institutions or actors**, and the world of work, aimed at developing educational programmes which equip young people with the requisite skills and competences;

Or. en

**Amendment 344**

**Lynn Boylan, Nikolaos Chountis**

**Motion for a resolution**

**Paragraph 24**

*Motion for a resolution*

24. Urges active dialogue and cooperation between the university community and ***the world of work aimed at developing*** educational programmes which equip young people with the requisite skills and competences;

*Amendment*

24. Urges active dialogue and cooperation between the university community and ***society at large in order to develop*** educational programmes which equip young people with the requisite skills and competences, ***for personal and professional advancement***;

Or. en

**Amendment 345**  
**Martina Dlabajová**

**Motion for a resolution**  
**Paragraph 24**

*Motion for a resolution*

24. Urges active dialogue and cooperation between the university community and the world of work aimed at developing educational programmes which equip young people with the requisite skills and competences;

*Amendment*

24. Urges active dialogue and cooperation between the university community, ***other educational actors and sectors*** and the world of work aimed at developing educational programmes which equip young people with the requisite skills and competences;

Or. en

**Amendment 346**  
**Momchil Nekov**

**Motion for a resolution**  
**Paragraph 24**

*Motion for a resolution*

24. Urges active dialogue and cooperation between the university community and the world of work aimed at developing educational programmes which equip young people with the requisite skills and competences;

*Amendment*

24. Urges active dialogue and cooperation between the university community, ***other educational actors and sectors, social partners*** and the world of work aimed at developing educational programmes which equip young people with the requisite skills and competences ***and knowledge***;



**Amendment 347**  
**Krzysztof Hetman**

**Motion for a resolution**  
**Paragraph 24**

*Motion for a resolution*

24. Urges active dialogue and cooperation between the university community and the world of work aimed at developing educational programmes which equip young people with the requisite skills and competences;

*Amendment*

24. Urges active dialogue, ***data-sharing*** and cooperation between the university community and the world of work aimed at developing educational programmes which equip young people with the requisite skills and competences;

Or. en

**Amendment 348**  
**Jeroen Lenaers, Tom Vandenkendelaere**

**Motion for a resolution**  
**Paragraph 24**

*Motion for a resolution*

24. Urges active dialogue and cooperation between the university community and the world of work ***aimed at developing*** educational programmes which equip young people with the requisite skills and competences;

*Amendment*

24. Urges active dialogue and cooperation between the university community and the world of work, ***and encourages universities to include traineeships in the curriculum and to develop*** educational programmes which equip young people with the requisite skills and competences;

Or. nl

**Amendment 349**  
**Jean Lambert, Jill Evans**  
on behalf of the Verts/ALE Group

**Motion for a resolution**  
**Paragraph 24**

*Motion for a resolution*

24. Urges active dialogue and cooperation between the university community and the world of work aimed at developing educational programmes which equip young people with the requisite skills and competences;

*Amendment*

24. Urges active dialogue and cooperation between the university community, ***other educational actors and sectors*** and the world of work aimed at developing educational programmes which equip young people with the requisite skills and competences;

Or. en

**Amendment 350**

**Lynn Boylan, Nikolaos Chountis**

**Motion for a resolution**

**Paragraph 24 a (new)**

*Motion for a resolution*

*Amendment*

***24 a. The importance of traditional education and training***

***Deplores the commodification of education, in particular the submissive adaptation of education to the labour market;***

***Deplores that there has been continuing attacks waged on the arts and humanities and the idea of a liberal education in general;***

***Believes that newly needed skillsets and educational training should work in tandem with traditional educational methods which have for many years striven to create critical, analytical, and independent people;***

***Sees as extremely worrying the rise in anti-intellectualism and the descent to nihilism in the modern world; believes that education and training systems which have at their heart traditional arts and humanities are the best way to combat this and to protect human dignity and enlightenment;***

Or. en

**Amendment 351**  
**Sven Schulze, David Casa**

**Motion for a resolution**  
**Paragraph 24 a (new)**

*Motion for a resolution*

*Amendment*

**24a.** *Calls on the Member States to organise their education systems in such a way that the needs of the labour market are not disregarded and, in so doing, to foster interest in MINT subjects in all educational establishments and create incentives for women to work in the ICT sphere; calls on the Member States to develop EU-wide best practices as regards digital skills, job profiles and training;*

Or. de

**Amendment 352**  
**Momchil Nekov**

**Motion for a resolution**  
**Paragraph 24 a (new)**

*Motion for a resolution*

*Amendment*

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

Or. en

**Amendment 353**  
**Danuta Jazłowiecka**

**Motion for a resolution**  
**Paragraph 24 a (new)**

*Motion for a resolution*

*Amendment*

**24 a.** *Underlines the importance of investing in teachers and equipping them with new skills and teaching techniques in line with technological and societal developments; underlines the role of teachers as mentors, who should be able to teach students and future employees how to look for reliable information, how to analyze it and use it for specific purpose;*

Or. en

**Amendment 354**  
**Julie Ward, Momchil Nekov, Silvia Costa**

**Motion for a resolution**  
**Paragraph 24 a (new)**

*Motion for a resolution*

*Amendment*

**24 a.** *Recalls the need to provide support and training for the trainers and educators in a fast changing world; in this respect calls the Commission and Member States to support, including financially, exchange of best practices and peer-learning;*

Or. en

**Amendment 355**  
**Andrea Bocskor**

**Motion for a resolution**  
**Paragraph 24 a (new)**

*Motion for a resolution*

*Amendment*

**24 a.** *Highlights the importance of teaching and learning general basic skills such as ICT, maths, critical thinking,*

*foreign languages, mobility etc., which will enable young people to easily adapt to the changing social and economic environment;*

Or. en

**Amendment 356**

**Emilian Pavel, Vilija Blinkevičiūtė, Jutta Steinruck, Brando Benifei, Javi López, Sergio Gutiérrez Prieto, Elena Gentile, Claudiu Ciprian Tănăsescu**

**Motion for a resolution**

**Paragraph 24 a (new)**

*Motion for a resolution*

*Amendment*

*24 a. Calls for an increased involvement of civil society and social partners in the Digital Skills and Jobs Coalition;*

Or. en

**Amendment 357**

**Jean Lambert, Jill Evans**  
on behalf of the Verts/ALE Group

**Motion for a resolution**

**Paragraph 24 a (new)**

*Motion for a resolution*

*Amendment*

*24 a. Stresses the importance of STEM skills and again regrets the gender imbalance in this area;*

Or. en

**Amendment 358**

**Andrea Bocskor**

**Motion for a resolution**

**Paragraph 24 b (new)**

*Motion for a resolution*

*Amendment*

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

Or. en

### **Amendment 359**

**Emilian Pavel, Vilija Blinkevičiūtė, Jutta Steinruck, Brando Benifei, Javi López, Agnes Jongerius, Sergio Gutiérrez Prieto, Elena Gentile, Claudiu Ciprian Tănăsescu**

#### **Motion for a resolution**

##### **Paragraph 25**

###### *Motion for a resolution*

25. Reiterates the importance of vocational education and training (VET) *for* enhancing employability and clearing the pathway to professional qualifications *for young people*; calls on the Commission and the Member States to ensure *that VET is made* more relevant *and is tailored* to labour market needs by making *them* an integral part of the education system, and to guarantee high qualification standards and quality assurance in this regard;

###### *Amendment*

25. Reiterates the importance of vocational education and training (VET), *as a relevant type of education not only to* enhancing employability and clearing the pathway to professional qualifications, *but also leading to equal opportunities for all citizens, including from socially vulnerable and disadvantaged groups*; calls on the Commission and the Member States to ensure *adequate investment in VET, to guarantee that it is* more relevant *to learners, employers and society in a holistic and participatory educational approach, and to tailor it* to labour market needs by making *it* an integral part of the education system, and to guarantee high qualification standards and quality assurance in this regard;

Or. en

### **Amendment 360**

**Lynn Boylan, Nikolaos Chountis**

#### **Motion for a resolution**

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## Paragraph 25

### *Motion for a resolution*

25. Reiterates the importance of vocational education and training (VET) for **enhancing** employability and **clearing** the pathway to professional qualifications for young people; calls on **the Commission and** the Member States to ensure that VET is made more relevant and is tailored **to labour market** needs by making them an integral part of the education system, and to guarantee high qualification standards and quality assurance in this regard;

### *Amendment*

25. Reiterates the importance of vocational education and training (VET) for **helping people reach their full potential personally and professionally, sees this as a way of training that enhances** employability and **clears** the pathway to professional qualifications for young people; calls on the Member States to ensure that VET is made more relevant and is tailored **first and foremost to the needs of individuals** by making them an integral part of the education system, and to guarantee high qualification standards and quality assurance in this regard;

Or. en

## Amendment 361

**Martina Dlabajová, Ilhan Kyuchyuk**

### **Motion for a resolution**

#### **Paragraph 25**

### *Motion for a resolution*

25. Reiterates the importance of vocational education and training (VET) for enhancing employability and clearing the pathway to professional qualifications for young people; calls on the Commission and the Member States to ensure that **VET** is made more relevant **and** is tailored to labour market needs by making them an integral part of the education system, and to guarantee high qualification standards and quality assurance in this regard;

### *Amendment*

25. Reiterates the importance of vocational education and training (VET) **as a valuable and relevant education not only** for enhancing employability and clearing the pathway to professional qualifications for young people **but also for enabling accessible education for all and to allow learners to acquire the knowledge they want**; calls on the Commission and the Member States to ensure that **there is adequate investment in VET and that it** is made more relevant **for employers, learners and society and that it** is tailored to labour market needs by making them an integral part of the education system, **employing a holistic and participatory educational approach**, and to guarantee high qualification standards and quality assurance in this regard;

**Amendment 362**

**Jean Lambert, Jill Evans**

on behalf of the Verts/ALE Group

**Motion for a resolution**

**Paragraph 25**

*Motion for a resolution*

25. Reiterates the importance of vocational education and training (VET) for enhancing employability and clearing the pathway to professional qualifications for young people; calls on the Commission and the Member States to ensure that VET is made more relevant and is tailored to labour market needs by making them an integral part of the education system, and to guarantee high qualification standards and quality assurance in this regard;

*Amendment*

25. Reiterates the importance of vocational education and training (VET) *as a valuable and relevant education not only* for enhancing employability and clearing the pathway to professional qualifications for young people *but also for enabling access to quality education for all*; calls on the Commission and the Member States to ensure *there is adequate investment in VET and* that VET is made more relevant *for employers, learners and society* and is tailored to labour market needs by making them an integral part of the education system, and to guarantee high qualification standards and quality assurance in this regard;

**Amendment 363**

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

**Motion for a resolution**

**Paragraph 25**

*Motion for a resolution*

25. Reiterates the importance of vocational education and training (VET) for enhancing employability and clearing the pathway to professional qualifications for young people; calls on the Commission and the Member States to ensure that VET is made more relevant and is tailored to labour market needs by making them an integral part of the education system, and

*Amendment*

25. Reiterates the importance of vocational education and training (VET) for enhancing employability and clearing the pathway to professional qualifications for young people; calls on the Commission and the Member States to ensure that VET is made more relevant and is tailored to labour market needs *(with these being regularly re-assessed in the form of a*



to guarantee high qualification standards and quality assurance in this regard;

*dialogue between enterprises, and particularly SMEs, and the competent authorities in the Member States)* by making them an integral part of the education system, and to guarantee high qualification standards and quality assurance in this regard;

Or. fr

**Amendment 364**  
**Claude Rolin**

**Motion for a resolution**  
**Paragraph 25**

*Motion for a resolution*

25. Reiterates the importance of vocational education and training (VET) for enhancing employability and clearing the pathway to professional qualifications for young people; calls on the Commission and the Member States to ensure that VET is made more relevant and is tailored to labour market needs by making them an integral part of the education system, and to guarantee high qualification standards and quality *assurance in this regard*;

*Amendment*

25. Reiterates the importance of vocational education and training (VET) for enhancing employability and clearing the pathway to professional qualifications for young people; calls on the Commission and the Member States to ensure that VET is made more relevant and is tailored to labour market needs by making them an integral part of the education system *via a participatory, integrated and coordinated approach*, and to guarantee high qualification standards and quality;

Or. fr

**Amendment 365**  
**Silvia Costa, Brando Benifei**

**Motion for a resolution**  
**Paragraph 25**

*Motion for a resolution*

25. Reiterates the importance of vocational education and training (VET) for enhancing employability and clearing the pathway to professional qualifications for young people; calls on the Commission and the Member States to ensure that VET

*Amendment*

25. Reiterates the importance of vocational education and training (VET) for enhancing employability and clearing the pathway to professional qualifications for young people, *as well as for smoothing the integration of refugees and asylum*

is made more relevant and is tailored to labour market needs by making them an integral part of the education system, and to guarantee high qualification standards and quality assurance in this regard;

*seekers*; calls on the Commission and the Member States to ensure that VET is made more relevant and is tailored to labour market needs by making them an integral part of the education system, and to guarantee high qualification standards and quality assurance in this regard;

Or. it

**Amendment 366**  
**Momchil Nekov**

**Motion for a resolution**  
**Paragraph 25**

*Motion for a resolution*

25. Reiterates the importance of vocational education and training (VET) for enhancing employability and clearing the pathway to professional qualifications for young people; calls on the Commission and the Member States to ensure that VET is made more relevant and is tailored to labour market needs by making them an integral part of the education system, and to guarantee high qualification standards and quality assurance in this regard;

*Amendment*

25. Reiterates the importance of vocational education and training (VET) for enhancing employability and clearing the pathway to professional qualifications for young people; calls on the Commission and the Member States to ensure that VET is made more relevant and is tailored to labour market needs by making them an integral part of the education system, and to guarantee high qualification standards and quality assurance in this regard;  
***Underlines the need for closer collaboration between VET and higher education providers in order to ensure successful transition of VET graduates to higher education;***

Or. en

**Amendment 367**  
**Rosa D'Amato, Laura Agea, Tiziana Beghin**

**Motion for a resolution**  
**Paragraph 25**

*Motion for a resolution*

25. Reiterates the importance of vocational education and training (VET)

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25. Reiterates the importance of vocational education and training (VET)

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for enhancing employability and clearing the pathway to professional qualifications for young people; calls on the Commission and the Member States to ensure that VET is made more relevant and is tailored to labour market needs by making them an integral part of the education system, and to guarantee high qualification standards and quality assurance in this regard;

for enhancing employability and clearing the pathway to professional qualifications for young people; calls on the Commission and the Member States to ensure that VET is made more relevant and is tailored to labour market needs by making them an integral part of the education system, and to guarantee high qualification standards and quality assurance in this regard ***and thus avoid the sort of distortions that have occurred in connection with the Youth Guarantee scheme;***

Or. it

**Amendment 368**  
**Momchil Nekov**

**Motion for a resolution**  
**Paragraph 25 a (new)**

*Motion for a resolution*

*Amendment*

***25 a. Underlines the need to strengthen the vocational and career guidance practices both in the education system and the adult education towards skills and competences needed within countries perspective branches and sectors with high added value and investment potential;***

Or. en

**Amendment 369**  
**Dominique Bilde, Mara Bizzotto, Dominique Martin, Joëlle Mélin**

**Motion for a resolution**  
**Paragraph 26**

*Motion for a resolution*

*Amendment*

***26. Highlights the need to investigate the possibility for inter-sectorial mobility not only in the VET teacher profession but also among schools as a whole;***

***deleted***

**Amendment 370**

**Jeroen Lenaers, Tom Vandenkendelaere**

**Motion for a resolution**

**Paragraph 26**

*Motion for a resolution*

26. ***Highlights the need to investigate*** the possibility for inter-sectorial mobility not only in the VET teacher profession but also among schools as a whole;

*Amendment*

26. ***Encourages the Member States to further develop*** the possibility for inter-sectorial mobility not only in the VET teacher profession but also among schools as a whole;

**Amendment 371**

**Sergio Gutiérrez Prieto, Javi López, Emilian Pavel**

**Motion for a resolution**

**Paragraph 26**

*Motion for a resolution*

26. Highlights the need to investigate the possibility for inter-sectorial mobility not only in the VET teacher profession but also among schools as a whole;

*Amendment*

26. Highlights the need to investigate the possibility for inter-sectorial mobility not only in the VET teacher profession but also among schools ***and educational institutions*** as a whole; ***stresses however that the VET learning mobility needs increased support and promotion as its targets are still far from being achieved;***

**Amendment 372**

**Martina Dlabajová, Ilhan Kyuchyuk**

**Motion for a resolution**

**Paragraph 26**

*Motion for a resolution*

26. Highlights the need to investigate  
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*Amendment*

26. Highlights the need to investigate  
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the possibility for inter-sectorial mobility not only in the VET teacher profession but also among schools as a whole;

the possibility for inter-sectorial mobility not only in the VET teacher profession but also among schools *and educational institutions* as a whole; *reminds that the target for learning mobility in the VET sector in the Erasmus+ programme is far from being achieved and further attention should be given to it;*

Or. en

**Amendment 373**  
**Claude Rolin**

**Motion for a resolution**  
**Paragraph 26**

*Motion for a resolution*

26. Highlights the need to investigate the possibility for *inter-sectorial* mobility not only in the VET teacher profession but also among schools as a whole;

*Amendment*

26. Highlights the need to investigate the possibility for *inter-sectorial* mobility not only in the VET teacher profession but also among schools as a whole; *points out that the objective of learning mobility in the VET sector by means of the Erasmus+ Programme is far from being achieved, and that special attention should be focused on this;*

Or. fr

**Amendment 374**  
**Momchil Nekov**

**Motion for a resolution**  
**Paragraph 26**

*Motion for a resolution*

26. Highlights the need to investigate the possibility for inter-sectorial mobility not only in the VET teacher profession but also among schools as a whole;

*Amendment*

26. Highlights the need to investigate the possibility for inter-sectorial mobility not only in the VET teacher profession but also among schools as a whole; *reminds in this regard that the target for learning mobility in the VET sector in the Erasmus+ programme is far from being achieved and further attention should be*

*given to it;*

Or. en

**Amendment 375**

**Jana Žitňanská, Anthea McIntyre**

**Motion for a resolution**

**Paragraph 26 a (new)**

*Motion for a resolution*

*Amendment*

**26 a. Stresses the need to develop VET teachers' competences to deliver entrepreneurial skills to students in close cooperation with the SMEs; stresses in this regard the promotion of flexible recruitment practices (e.g. teachers with industry experience);**

Or. en

**Amendment 376**

**Jean Lambert, Jill Evans**

on behalf of the Verts/ALE Group

**Motion for a resolution**

**Paragraph 26 a (new)**

*Motion for a resolution*

*Amendment*

**26 a. Recalls that more support for learners' and teachers' mobility is needed; calls, therefore, Member States to include mobility support in their national programmes to assist a large share of young people to benefit from an experience abroad;**

Or. en

**Amendment 377**

**Martina Dlabajová, Ilhan Kyuchyuk**

**Motion for a resolution**

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**Paragraph 26 a (new)**

*Motion for a resolution*

*Amendment*

**26 a.** *Calls on Member States rebrand VET, with adequate investment and qualified staff, reinforcing the link to the labour market, employers and creating the awareness of VET as valuable education and career path;*

Or. en

**Amendment 378**

**Silvia Costa, Brando Benifei**

**Motion for a resolution**

**Paragraph 26 a (new)**

*Motion for a resolution*

*Amendment*

**26a.** *Calls for language learning schemes for migrants to be introduced in connection with professional training efforts;*

Or. it

**Amendment 379**

**Sven Schulze, David Casa**

**Motion for a resolution**

**Paragraph 26 a (new)**

*Motion for a resolution*

*Amendment*

**26a.** *Regards efforts to ease the transition between academic and vocational education as essential;*

Or. de

**Amendment 380**

**Jana Žitňanská, Anthea McIntyre**

**Motion for a resolution**  
**Paragraph 26 b (new)**

*Motion for a resolution*

*Amendment*

***26 b. Calls on the Member States to reflect the growing need of support teaching personnel, such as classroom assistants and special needs learning support assistants;***

Or. en