



2017/2002(INI)

12.5.2017

OPINION

of the Committee on the Internal Market and Consumer Protection

for the Committee on Employment and Social Affairs and the Committee on Culture and Education

on a new skills agenda for Europe
(2017/2002(INI))

Rapporteur: Maria Grapini

PA_NonLeg

SUGGESTIONS

The Committee on the Internal Market and Consumer Protection calls on the Committee on Employment and Social Affairs and the Committee on Culture and Education, as the committees responsible, to incorporate the following suggestions into their motion for a resolution:

1. Welcomes the Commission proposals for actions on skills development to reduce disparity in education and disadvantages throughout the lifetime of a person, thereby enabling European citizens to fight effectively against unemployment and ensure competitiveness and innovation in Europe, but draws attention to a number of administrative obstacles which are slowing progress in attaining those objectives in relation to the mobility of professionals, recognition of qualifications and the teaching of professional qualifications;
2. Calls, to that end, for Member States to ensure that the Internal Market Information System (IMI) functions properly, facilitates better exchanges of data and enhances better administrative cooperation without creating unnecessary administrative burdens, to introduce simpler and faster procedures for the recognition of professional qualifications and continuous professional development requirements of qualified professionals planning to work in another Member State, and to prevent discrimination of all kinds; calls on the Commission and the Member States, in particular, to facilitate access to skills development for vulnerable citizens by assessing the need to establish specific tools, such as local EU information centres and specific indicators within the Key Competences Framework to take account of the needs of disadvantaged groups;
3. Recalls that closing the skills gap and mismatches in the labour market and promoting opportunities for social mobility, including for vocational training and apprenticeships, is essential to promote sustainable growth, social cohesion, jobs creation, innovation and entrepreneurship, in particular for SMEs and crafts; encourages the Member States, therefore, to promote professional learning in accordance with economic demands;
4. Recalls the importance of further prioritising professional, vocational, apprenticeship and education (VET) programmes and of involving entrepreneurs, in particular SMEs, when designing training programmes; recalls the European Pact for Youth project for boosting the partnership between business and education;
5. Calls on the Commission to analyse the national qualification schemes and suggests adjusting them to match the changing needs of the new emerging professions; underlines the need for Member States to support the teaching profession by facilitating access to information on state-of-the-art technologies and recalls, to that end, the eTwinning platform developed by the Commission;
6. Urges the Commission and the Member States to explore ways, including via the development of sector-specific platforms, to exchange best practices in the field of education;
7. Calls on the Member States to include entrepreneurial skills as well as management, finance and the use of communication technologies in their education programmes to develop engaged, active citizens; underlines that volunteering, internships and training are key to shaping new innovative sectors in increasingly interconnected and culturally

diverse economies;

8. Considers that, in order to achieve positive results in terms of professional skills, it is vital that the social partners communicate efficiently with local, regional and national authorities to better match the jobs on offer with the demand for professional skills;
9. Calls on the Commission to provide appropriate support and funding to foster entrepreneurship and innovation ventures aimed at providing inclusive education for all;
10. Recalls that Europe is at the forefront of knowledge, innovation and competitiveness and is among the best in the world at striking a balance between employment, social security and business, but recognises that there is still significant room for improvement; underlines that the development of science, technology, engineering, art and mathematics (STEAM) and STEM skills should be enhanced in primary schools and at an earlier stage, where relevant;
11. Calls on the Commission to provide significant support for the development of digital abilities, functional literacy and global competency in all age groups to take full advantage of the opportunities in the digital single market, in particular in the fields of cloud computing, platforms, big data, the collaborative economy, irrespective of employment status and the opportunities and challenges arising from increased automation, as a first step towards the better alignment of labour market shortages and demand and to face unemployment; encourages the Commission, to that end, to increase the funding under the European Framework Programmes, as well as the European Fund for Strategic Investments (EFSI), fostering inclusive, innovative and reflective European societies to get all citizens, in particular those with precarious socio-economic backgrounds or living in remote areas, persons with disabilities, the elderly and the unemployed, to fully participate in society and the labour market;
12. Welcomes the Commission's proposal to urge Member States to draw up comprehensive national strategies for digital skills and asks the Commission to come forward with a methodology for the recognition and assessment of the new digital professions and to review appropriate funding arrangements for the new educational framework for digital skills;
13. Agrees with the Blueprint for Sectoral Cooperation on Skills provided by the Commission in the framework of the pilot programme for six sectors and encourages its continuation.

INFORMATION ON ADOPTION IN COMMITTEE ASKED FOR OPINION

Date adopted	11.5.2017						
Result of final vote	<table style="width: 100%; border: none;"> <tr> <td style="width: 60%;">+:</td> <td style="text-align: right;">30</td> </tr> <tr> <td>-:</td> <td style="text-align: right;">4</td> </tr> <tr> <td>0:</td> <td style="text-align: right;">3</td> </tr> </table>	+:	30	-:	4	0:	3
+:	30						
-:	4						
0:	3						
Members present for the final vote	Dita Charanzová, Carlos Coelho, Anna Maria Corazza Bildt, Daniel Dalton, Nicola Danti, Dennis de Jong, Pascal Durand, Ildikó Gáll-Pelcz, Evelyne Gebhardt, Sergio Gutiérrez Prieto, Robert Jarosław Iwaszkiewicz, Antonio López-Istúriz White, Eva Maydell, Jiří Pospíšil, Virginie Rozière, Christel Schaldemose, Andreas Schwab, Olga Sehnalová, Jasenko Selimovic, Ivan Štefanec, Catherine Stihler, Róza Gräfin von Thun und Hohenstein, Mylène Troszczynski, Anneleen Van Bossuyt, Marco Zullo						
Substitutes present for the final vote	Lucy Anderson, Pascal Arimont, Birgit Collin-Langen, Edward Czesak, Lidia Joanna Geringer de Oedenberg, Kaja Kallas, Arndt Kohn, Julia Reda, Adam Szejnfeld, Marc Tarabella, Ulrike Trebesius						
Substitutes under Rule 200(2) present for the final vote	Anne-Marie Mineur						

FINAL VOTE BY ROLL CALL IN COMMITTEE ASKED FOR OPINION

30	+
ALDE	Dita Charanzová, Kaja Kallas, Jasenko Selimovic
ECR	Anneleen Van Bossuyt
EFDD	Marco Zullo
PPE	Pascal Arimont, Carlos Coelho, Birgit Collin-Langen, Anna Maria Corazza Bildt, Ildikó Gáll-Pelcz, Antonio López-Istúriz White, Eva Maydell, Jiří Pospíšil, Andreas Schwab, Adam Szejnfeld, Róza Gräfin von Thun und Hohenstein, Ivan Štefanec
S&D	Lucy Anderson, Nicola Danti, Evelyne Gebhardt, Lidia Joanna Geringer de Oedenberg, Sergio Gutiérrez Prieto, Arndt Kohn, Virginie Rozière, Christel Schaldemose, Olga Sehnalová, Catherine Stihler, Marc Tarabella
VERTS/ALE	Pascal Durand, Julia Reda

4	-
ECR	Edward Czesak, Daniel Dalton, Ulrike Trebesius
ENF	Mylène Troszczynski

3	0
EFDD	Robert Jarosław Iwaszkiewicz
GUE	Anne-Marie Mineur, Dennis de Jong

Key to symbols:

+ : in favour

- : against

0 : abstention