



**2018/2034(INI)**

12.6.2018

# **AMENDMENTS**

## **1 - 43**

**Draft opinion**  
**Nikolaos Chountis**  
(PE620.972v01-00)

Employment and social policies of the euro area  
(2018/2034(INI))



**Amendment 1**  
**Dominique Bilde**

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

*Draft opinion*

1. Notes with concern the ***persistent*** socio-economic disparities in the euro area; believes that equal access to ***inclusive and*** quality education and lifelong learning opportunities ***for everyone is a*** precondition for socio-economic convergence; points, in this regard, to the ***persistent*** disparities ***across*** Member States ***and*** social groups with respect to the EU's headline education indicators;

*Amendment*

1. Notes with concern the socio-economic disparities in the euro area ***caused by the imbalances created by the single currency***; believes that equal access to quality education and lifelong learning opportunities ***which are accessible to everyone and prepare people for the world of work is a necessary, but not sufficient,*** precondition for socio-economic convergence; points, in this regard, to the ***persistence or even widening of*** disparities ***between*** Member States ***in the South and North and between*** social groups ***within the same Member States*** with respect to the EU's headline education indicators, ***but also in terms of living standards***;

Or. fr

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

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

*Draft opinion*

1. Notes with concern the persistent socio-economic disparities in the euro area; believes that equal access to inclusive and quality education and lifelong learning opportunities for everyone is a precondition for socio-economic ***convergence***; points, in this regard, to the persistent disparities across Member States and social groups with respect to the EU's headline education indicators;

*Amendment*

1. Notes with concern the persistent socio-economic disparities in the euro area, ***especially in Southern Europe***; believes that equal access to inclusive and quality education and lifelong learning opportunities for everyone is a precondition for socio-economic ***prosperity***; points, in this regard, to the persistent disparities across Member States and social groups with respect to the EU's

headline education indicators;

Or. en

**Amendment 3**  
**Isabella Adinolfi**

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

*Draft opinion*

*Amendment*

***1a. Is deeply concerned that youth unemployment rates remain dramatically high, especially in Southern Europe, and that the increased number of jobs created across the EU often masks under-employment and precarious employment; stresses in this regard, that the long-term goal of European and national employment policies should be to create stable and quality jobs;***

Or. en

**Amendment 4**  
**Dominique Bilde**

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

*Draft opinion*

*Amendment*

2. Is deeply concerned that, in the EU28, the average rate of general government expenditure on education as a percentage of GDP fell year-on-year from 2009 to 2016<sup>1</sup>; regrets that the education sector has been severely hit by austerity **and** stresses that well-resourced public education systems are vital **for** equality and social inclusion; calls, therefore, for a shift in the euro area's macroeconomic policy mix **towards increased** public spending on

2. Is deeply concerned that, in the EU28, the average rate of general government expenditure on education as a percentage of GDP fell year-on-year from 2009 to 2016<sup>1</sup>, **particularly in certain Member States which had already been undermined by budgetary austerity, such as Italy, Greece or Portugal**; regrets that the education sector has been severely hit by austerity, **but notes that increases in public expenditure do not automatically**

education and training;

*improve academic performance, which largely depends on social cohesion in the State concerned, parental involvement in the education and training of children and therefore the predominant family model and the quality and appropriateness of the teaching methods applied in the State in question*; stresses that well-resourced, *optimally managed*, public education systems are vital *in order to improve the performance of European education systems and achieve* equality and social inclusion; calls, therefore, for a shift in the euro area's macroeconomic policy mix *in order to allow Member States to take sovereign decisions on their fiscal policies, including as regards increasing* public spending on education and training;

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<sup>1</sup> Eurostat data.

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<sup>1</sup> Eurostat data.

Or. fr

## **Amendment 5** **Luigi Morgano, Silvia Costa**

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

#### *Draft opinion*

2. Is deeply concerned that, in the **EU28**, the average rate of general government expenditure on education as a percentage of GDP fell year-on-year from 2009 to 2016<sup>1</sup> ; regrets that the education sector has been severely hit by austerity and stresses that well-resourced public education systems are vital for equality and social inclusion; calls, therefore, for a shift in the euro area's macroeconomic policy **mix** towards increased public spending on education and training;

#### *Amendment*

2. Is deeply concerned that, in the **EU19**, the average rate of general government expenditure on education as a percentage of GDP fell year-on-year from 2009 to 2016<sup>1</sup> ; regrets that the education **and training** sector has been severely hit by austerity **policies** and stresses that well-resourced public education systems are vital for equality and social inclusion; calls, therefore, for a shift in the euro area's macroeconomic policy **priorities** towards increased public spending on education and training; **calls on the Commission to**

*introduce in the Social Scoreboard an indicator on spending (especially public) on education as a share of GDP (or per student), in order to monitor the performance of the Member States;*

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<sup>1</sup> Eurostat data.

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<sup>1</sup> Eurostat data.

Or. en

## **Amendment 6** **Isabella Adinolfi**

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

#### *Draft opinion*

2. Is deeply concerned that, in the EU28, the average rate of general government expenditure on education as a percentage of GDP fell year-on-year from 2009 to 2016<sup>1</sup>; regrets that the education sector has been severely hit by austerity and stresses that well-resourced public education systems are vital for equality and social inclusion; calls, therefore, for a shift in the euro area's macroeconomic policy mix towards increased public spending on education and training;

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<sup>1</sup> Eurostat data.

#### *Amendment*

2. Is deeply concerned that, in the EU28, the average rate of general government expenditure on education as a percentage of GDP fell year-on-year from 2009 to 2016<sup>1</sup>; regrets that the education sector has been severely hit by austerity and stresses that well-resourced public education systems are vital for equality and social inclusion; calls, therefore, for a shift in the euro area's macroeconomic policy mix towards increased public spending on education and training, *as investments with a strong multiplier effect*;

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<sup>1</sup> Eurostat data.

Or. en

## **Amendment 7** **Yana Toom**

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

*Draft opinion*

2. Is deeply concerned that, in the EU28, the average rate of general government expenditure on education as a percentage of GDP fell year-on-year from 2009 to 2016<sup>1</sup> ; ***regrets that the education sector has been severely hit by austerity and stresses that well-resourced public*** education systems are vital for equality and social inclusion; calls, therefore, for a shift in the euro area's macroeconomic policy mix towards increased public spending on education and training;

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<sup>1</sup> Eurostat data.

*Amendment*

2. Is deeply concerned that, in the EU28, the average rate of general government expenditure on education as a percentage of GDP fell year-on-year from 2009 to 2016<sup>1</sup> ; stresses that well-resourced education systems are vital for equality and social inclusion; calls, therefore, for a shift in the euro area's macroeconomic policy mix towards increased public ***and private*** spending on education and training;

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<sup>1</sup> Eurostat data.

Or. en

**Amendment 8**  
**Helga Trüpel**

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

*Draft opinion*

2. Is deeply concerned that, in the EU28, the average rate of general government expenditure on education as a percentage of GDP fell year-on-year from 2009 to 2016<sup>1</sup> ; regrets that the education sector ***has been severely hit by austerity and stresses that*** well-resourced public education systems ***are*** vital for equality and social inclusion; calls, therefore, for a shift in the euro area's macroeconomic policy mix towards increased public ***spending on*** education and training;

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<sup>1</sup> Eurostat data.

*Amendment*

2. Is deeply concerned that, in the EU28, the average rate of general government expenditure on education as a percentage of GDP fell year-on-year from 2009 to 2016<sup>1</sup> ; regrets that the education sector ***is not supported enough through well-resourced public education systems, which prove*** vital for equality and social inclusion; calls, therefore, for a shift in the euro area's macroeconomic policy mix towards increased public ***investment in*** education and training;

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<sup>1</sup> Eurostat data.

Or. en

**Amendment 9**  
**Dominique Bilde**

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

*Draft opinion*

*Amendment*

**2a.** *Recalls that the desire for social inclusion must not result in social policies, particularly on education, which would have the aim or effect of favouring certain groups of people or certain geographical areas to the detriment of other geographical areas or population groups; deplores the fact, in particular, that certain education policies aimed at social inclusion in certain priority education zones in France, mostly located in suburban areas, could reduce the financial resources available to education systems in other parts of the country, particularly rural areas suffering from multiple barriers as regards access to quality education and cultural opportunities; demands the full application of the principle of republican equality in government expenditure;*

Or. fr

**Amendment 10**  
**Dominique Bilde**

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

*Draft opinion*

*Amendment*

**2b.** *Notes with concern that the human resources available in some education systems are inadequate, and in particular that there are therefore too few teachers per pupil; notes, for instance,*

*that the number of pupils per class in France is at a critical level with an average of around 22 pupils, as against an average of between 15 and 17 pupils for OECD countries; deplores the fact that this lack of human and financial resources particularly affects peripheral rural areas suffering from multiple barriers in access to quality cultural and educational opportunities;*

Or. fr

**Amendment 11**  
**Luigi Morgano**

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

*Draft opinion*

3. Stresses that social disadvantage is frequently a predictor of poor educational outcomes and vice versa; insists that a properly funded, quality education and lifelong learning system can help break this vicious circle and promote social inclusion and equal opportunities;

*Amendment*

3. Stresses that social disadvantage is frequently a predictor of poor educational outcomes and vice versa; *stresses, furthermore, that, in the constantly changing knowledge economies, employability, even among students with otherwise similar hard skills, is often dependent to a non-negligible extent on ‘softer’ skills (communication, critical thinking, cooperation, creative innovation, confidence and ‘learning to learn’) beyond reading and mathematical and scientific literacy*; insists that a properly funded, quality education and lifelong learning system can help break this vicious circle and promote social inclusion and equal opportunities;

Or. en

**Amendment 12**  
**Silvia Costa**

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

*Draft opinion*

3. Stresses that social disadvantage is frequently a predictor of poor educational outcomes and vice versa; insists that a properly funded, quality education and lifelong learning system can help break this vicious circle and promote social inclusion and equal opportunities;

*Amendment*

3. Stresses that social disadvantage is frequently a predictor of poor educational outcomes and vice versa; insists that a properly funded, quality education and lifelong learning system ***which genuinely promotes the right to study, with flanking and supporting policies, including an effective system of scholarships***, can help break this vicious circle and promote social inclusion and equal opportunities;

Or. it

**Amendment 13**  
**Theodoros Zagorakis**

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

*Draft opinion*

*Amendment*

***3a. Stresses that, despite the improvement of the economy in the euro area and the creation of new jobs, youth unemployment in some Member States remains unacceptably high and, while rates of youth unemployment have fallen since 2013, they differ widely between Member States;***

Or. el

**Amendment 14**  
**Isabella Adinolfi**

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

*Draft opinion*

*Amendment*

**3a.** *Notes with great concern the still high number of European citizens with poor literacy skills or literacy difficulties, including functional and media illiteracy, which poses serious concerns in terms of meaningful and effective participation in public life and in the labour market;*

Or. en

**Amendment 15**  
**Theodoros Zagorakis**

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

*Draft opinion*

*Amendment*

**3b.** *Encourages the promotion of policies, such as the introduction of dual education systems, linking studies with the requirements of the labour market; stresses that an effective link between education, research and innovation can make a decisive contribution to job creation;*

Or. el

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

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

*Draft opinion*

*Amendment*

**3b.** *Stresses that a safe and adequate learning environment is vital for the well-being of students and teaching staff; calls in this regard, on Member States to make robust investments in the maintenance of public facilities, especially schools, and the elimination of architectural barriers;*

**Amendment 17**  
**Isabella Adinolfi**

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

*Draft opinion*

*Amendment*

**3c. *Calls on the Commission and Member States to develop specific measures within employment, educational and social policies to ensure the effective inclusion of people with disabilities and from disadvantaged backgrounds;***

Or. en

**Amendment 18**  
**Theodoros Zagorakis**

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

*Draft opinion*

*Amendment*

**3c. *Points out the need to plan and promote organised and up-to-date vocational guidance programmes in schools, especially in the countryside and in border, mountainous and island regions;***

Or. el

**Amendment 19**  
**Silvia Costa**

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

*Draft opinion*

4. Supports student and worker mobility in the EU and the euro area; is concerned, however, that substantial differences in living and working standards in the euro area trigger involuntary migration, further exacerbating the effects of the so-called brain drain; calls for future education and employment policies to reverse this phenomenon;

*Amendment*

4. Supports student and worker mobility in the EU and the euro area; is concerned, however, that substantial differences in living and working standards in the euro area trigger involuntary migration, further exacerbating the effects of the so-called brain drain; calls for future education and employment policies to reverse this phenomenon, ***including by means of full development of the European education area; stresses the need to develop a European student card to promote learning mobility and facilitate full implementation of mutual recognition of certificates, diplomas and professional qualifications, reducing administrative burdens and costs for students and education and training institutes;***

Or. it

**Amendment 20**  
**Theodoros Zagorakis**

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

*Draft opinion*

4. Supports ***student and worker mobility*** in the EU and the euro area; is concerned, however, that substantial differences in living and working standards in the euro area trigger involuntary migration, further exacerbating the effects of the so-called brain drain; calls for future education and employment policies to ***reverse*** this phenomenon;

*Amendment*

4. Supports ***the mobility of students, workers, athletes and artists*** in the EU and the euro area; is concerned, however, that substantial differences in living and working standards in the euro area trigger involuntary migration, further exacerbating the effects of the so-called brain drain; ***a key prerequisite for combating the phenomenon of the brain drain is the creation of quality jobs, but also the promotion of effective education, training and career guidance strategies;*** calls for future education and employment policies to ***effectively address*** this phenomenon, ***for example, by encouraging young people to***

*invest in their entrepreneurial skills;*

Or. el

**Amendment 21**  
**Isabella Adinolfi**

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

*Draft opinion*

4. Supports student and worker mobility in the EU and the euro area; is concerned, however, that substantial differences in living and working standards in the euro area trigger involuntary migration, further exacerbating the effects of the so-called brain drain; calls for *future* education and employment policies to reverse this phenomenon;

*Amendment*

4. Supports student and worker mobility in the EU and the euro area; is concerned, however, that substantial differences in living and working standards in the euro area trigger involuntary migration, further exacerbating the effects of the so-called brain drain; calls for *swift and forward-looking* education and employment policies to reverse this phenomenon;

Or. en

**Amendment 22**  
**Yana Toom**

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

*Draft opinion*

4. Supports student and worker mobility in the EU and the euro area; is concerned, however, that substantial differences in living and working standards in the euro area trigger involuntary migration, further exacerbating the effects of the so-called brain drain; calls for future education and employment policies to *reverse* this phenomenon;

*Amendment*

4. Supports student and worker mobility in the EU and the euro area; is concerned, however, that substantial differences in living and working standards in the euro area trigger involuntary migration, further exacerbating the effects of the so-called brain drain; calls for future education and employment policies to *address* this phenomenon;

Or. en

**Amendment 23**  
**Dominique Bilde**

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

*Draft opinion*

*Amendment*

**4a.** *Stresses that the link between student mobility and labour mobility has been demonstrated by numerous studies and, in particular, that study abroad increases the likelihood that people will subsequently be employed outside their country of origin; is concerned that the movement of students within the EU, either for a course of study or under the terms of an exchange programme, particularly Erasmus +, tends to favour some states at the expense, in particular, of certain Southern and Eastern European countries; is alarmed at the risk of a brain drain, which does not incentivise the Member States of departure to invest in improvements to their education systems;*

Or. fr

**Amendment 24**  
**Luigi Morgano**

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

*Draft opinion*

*Amendment*

**4a.** *Stresses that, according to the Education and Training 2020 (ET 2020) benchmarks, by the year 2020, fewer than 15% of 15-year-olds should be under-skilled in reading, mathematics and science; welcomes the inclusion of ‘underachievement in education’ for 15-*

*year-olds (results for low achievement in mathematics from the Programme for International Student Assessment (PISA) survey) in the new Social Scoreboard; invites, the Commission, however, to include also under-achievement in reading and/or scientific literacy;*

Or. en

**Amendment 25**  
**Luigi Morgano**

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

*Draft opinion*

*Amendment*

*4b. Recalls that, according to the Education and Training 2020 benchmarks(ET 2020), by the year 2020, at least95% of children (from 4 to compulsory school age) should participate in early childhood education; stresses that the area of “early childhood care” in the Social Scoreboard includes only one indicator, for children aged under 3 in formal care; highlights that it lacks information on the coverage of older children below compulsory age, as well as information about the extent of childcare provision as measured by the number of hours provided;*

Or. en

**Amendment 26**  
**Theodoros Zagorakis**

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

*Draft opinion*

*Amendment*

**4b. Takes into account the positive role of open education and open universities in the process of acquiring knowledge and skills, particularly on-line training programmes for employees, as this is a dynamic form of learning that meets the current needs and the interests of the participants;**

Or. el

**Amendment 27**  
**Luigi Morgano, Silvia Costa**

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

*Draft opinion*

*Amendment*

**4c. Considers child poverty to be a major issue on which Europe should ‘act big’; calls for the swift implementation of a Child Guarantee in all Member States, so that every child now living at risk of poverty can have access to free healthcare, free education, free childcare, decent housing and proper nutrition; underlines the importance of pre-natal care and early childhood development; calls for inclusive education systems at all levels, including afterschool care; underlines that implementation of the Child Guarantee will require adequate financing at national and European level; calls, therefore, for an increase in its financing, possibly via the European Social Fund and a new convergence instrument for the Eurozone; requests that national public investments in the Child Guarantee be considered within a ‘silver rule on social investment’ under the Stability and Growth Pact;**

Or. en

**Amendment 28**  
**Luigi Morgano, Theodoros Zagorakis, Silvia Costa**

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

*Draft opinion*

*Amendment*

**4d. Stresses that one of the objectives of the Youth Guarantee is to ensure that all young people under the age of 25 years receive a good-quality offer of employment, continued education, apprenticeship or traineeship within a period of four months of becoming unemployed or leaving formal education; calls, therefore, for full implementation of the Youth Guarantee, with emphasis on quality offers and effective outreach to all NEETs <sup>1a</sup>; highlights that this requires adequate financing in the next Multiannual Financial Framework (MFF post 2020) including an increase of the European Social Fund and an extension of the Youth Employment Initiative to at least € 21 billion; requests that national public investments for the Youth Guarantee and integration of the long-term unemployed be counted within a 'silver rule on social investment' under the Stability and Growth Pact;**

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<sup>1a</sup> NEETs: Young people not in employment, education or training

Or. en

**Amendment 29**  
**Luigi Morgano, Theodoros Zagorakis, Silvia Costa**

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

*Draft opinion*

*Amendment*

***4e. Supports a Skills Guarantee as a new right for everyone to acquire fundamental skills for the 21st century, including digital literacy; considers that the Skills Guarantee should involve individualised assessment of learning needs, a quality learning offer as well as systematic validation of skills and competences acquired, enabling their easy recognition on the labour market; underlines that the Skills Guarantee is an important social investment, requiring adequate financing at national and European level; calls, therefore, for an increase in the financing of the Skills Guarantee, possibly via an increased European Social Fund and a new convergence instrument for the Eurozone; requests that national public investments in the Skills Guarantee be considered within a 'silver rule on social investment' under the Stability and Growth Pact;***

Or. en

**Amendment 30**  
**Luigi Morgano, Theodoros Zagorakis, Silvia Costa**

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

*Draft opinion*

*Amendment*

***4f. Reiterates the European Parliament's call for the Erasmus+ envelope to be at least tripled in the next MFF with the aim of reaching many more young people, youth organisations and secondary school pupils and apprentices across Europe; calls for particular attention to be paid to people coming from a disadvantaged socio-economic background so as to enable them to participate in the programme, as well as to people with disabilities, in line with the***

***EU's and the Member States' obligations under the UN Convention on the Rights of Persons with Disabilities (CRPD);***

Or. en

**Amendment 31**  
**Luigi Morgano, Theodoros Zagorakis, Silvia Costa**

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

*Draft opinion*

*Amendment*

***4g. Calls for a 'silver rule' on social investment to be applied when implementing the Stability and Growth Pact, namely to consider certain public social investments having a clear positive impact on economic growth (e.g. the Child Guarantee, the Youth Guarantee and the Skills Guarantee) as being eligible for favourable treatment when assessing government deficits and compliance with the 1/20 debt rule; highlights that fiscal consolidation should not undermine national co-financing of European funding for social investment;***

Or. en

**Amendment 32**  
**Luigi Morgano, Silvia Costa**

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

*Draft opinion*

*Amendment*

***4h. Calls for adequate financing under the next MFF in order to cope with increased needs; calls, in particular, for:***  
***(a) the strengthening of the Youth Employment Initiative, with at least €3***

*billion per year in funding, available in a dedicated budget line;*

*(b) a substantial increase of the financing envelope of the European Social Fund;*

*(c) establishing a new instrument, which will support the implementation of the Child Guarantee and which would be financed from the EU revenue arising, for instance, from the enforcement of EU competition law;*

Or. en

**Amendment 33**  
**Luigi Morgano, Silvia Costa**

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

*Draft opinion*

*Amendment*

*4i. Recalls the strategic potential of the cultural and creative sector (CCS) as a generator of jobs and wealth in the EU; stresses that cultural and creative industries (CCIs) constitute 11.2 % of all private enterprises and 7.5% of all persons employed in the total EU economy and generate 5.3 % of the total European gross value added (GVA); underlines the CCIs' role in preserving and promoting European cultural and linguistic diversity and their contribution to economic growth, innovation and employment, especially youth employment;*

Or. en

**Amendment 34**  
**Luigi Morgano, Silvia Costa**

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

*Draft opinion*

*Amendment*

**4j.** *Calls on the Commission to fully exploit potential synergies existing between EU policies, so as to effectively use the funding available under EU programmes – such as Horizon 2020, the Connecting Europe Facility, Erasmus +, Employment and Social Innovation (EaSI), Creative Europe and COSME – and the European Structural and Investment Funds (ESIFs) to support more projects in the field of CCIs; notes that, particularly in the case of Creative Europe, Horizon 2020 and the Structural Funds (ERDF and ESF), the role and impact of CCIs on growth, employment and territorial cohesion should be specifically evaluated and further promoted; stresses that this process should provide a solid and coherent basis for the revision of the MFF and the future EU programme architecture post-2020;*

Or. en

**Amendment 35**  
**Dominique Bilde**

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

*Draft opinion*

*Amendment*

5. Calls for a genuine revision of EU and Member States' education, training and skills policies to **deliver** education and lifelong learning **for inclusion; highlights** that these policies should promote personal and societal development in a holistic manner **and not simply be designed to meet labour market demands.**

5. Calls for a genuine revision of EU and Member States' education, training and skills policies to **improve the performance of the** education and lifelong learning **systems; insists** that these policies should, **to the extent possible**, promote personal and societal development in a holistic manner, **but also meet labour**

*market demands, which is crucial in the light of the persistently high unemployment among people aged under twenty-five in the EU, in addition to the problems associated with over-qualification and the mismatch between the skills of jobseekers and the requirements of employers;*

Or. fr

**Amendment 36**  
**Silvia Costa**

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

*Draft opinion*

5. Calls for a genuine revision of EU and Member States' education, training and skills policies to deliver education and lifelong learning for inclusion; highlights that these policies should promote personal and societal development in a holistic manner and not simply be designed to meet labour market demands.

*Amendment*

5. Calls for a genuine revision of EU and Member States' education, training and skills policies *in order to combat the phenomenon of school drop-out and the increasing number of young people not in education, employment or training (NEETs) and thus* to deliver education and lifelong learning for inclusion; highlights that these policies should promote personal and societal development in a holistic manner and not simply be designed to meet labour market demands.

Or. it

**Amendment 37**  
**Helga Trüpel**

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

*Draft opinion*

5. Calls for a *genuine revision* of EU and Member States' *education, training*

*Amendment*

5. Calls for a *strong focus* of EU and Member States' policies *for* education and

*and skills* policies *to deliver* education and *lifelong learning for inclusion*; highlights that these policies should promote personal and societal development in a holistic manner and not *simply* be designed to meet labour market demands.

*training on inclusiveness and participation of young persons with fewer opportunities*; highlights that these policies *towards young people, which should also target lifelong learning*, should promote personal and societal development in a holistic manner and not be *merely* designed to meet labour market demands.

Or. en

**Amendment 38**  
**Yana Toom**

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

*Draft opinion*

5. Calls for a genuine revision of EU and Member States' education, training and skills policies to deliver education and lifelong learning for inclusion; highlights that these policies should *promote* personal and societal development in a holistic manner *and not simply be designed to meet labour market demands*.

*Amendment*

5. Calls for a genuine revision of EU and Member States' education, training and skills policies to deliver education and lifelong learning for inclusion; highlights that these policies should *be designed to meet labour market demands and to improve employability while promoting* personal and societal development in a holistic manner.

Or. en

**Amendment 39**  
**Yana Toom**

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

*Draft opinion*

**5a. Highlights that adequate investment and planning in the field of education, particularly in digital skills and programming, is essential to secure the Union's competitive position, the**

*Amendment*

*availability of a skilled workforce and the employability of the workforce;*

Or. en

**Amendment 40**  
**Theodoros Zagorakis**

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

*Draft opinion*

*Amendment*

*5a. Calls on the Commission to provide incentives and technical assistance to young people to set up their businesses and to propose measures to promote entrepreneurship through school curricula in the Member States;*

Or. el

**Amendment 41**  
**Theodoros Zagorakis**

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

*Draft opinion*

*Amendment*

*5b. Calls on the national authorities to consider granting tax relief or incentives for social contributions to companies investing in training their employees and recruiting new graduates;*

Or. el

**Amendment 42**  
**Yana Toom**

**Draft opinion**

**Paragraph 5 b (new)**

*Draft opinion*

*Amendment*

***5b. Takes the view that better matching of skills and jobs and improved mutual recognition of qualifications are necessary to address skills shortages and mismatches in the Union;***

Or. en

**Amendment 43  
Theodoros Zagorakis**

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

*Draft opinion*

*Amendment*

***5c. Recognises and condemns the abusive employment conditions often experienced by professional athletes, such as bogus self-employment, the non-payment of wages, inadequate health, insurance and retirement pension standards, and points to the need to change the existing regulatory framework; calls upon the Commission to present a comprehensive action plan for the promotion of minimum employment standards for professional athletes, starting with the euro area countries covering all the social partners in the sports sector.***

Or. el