



Plenary sitting

A9-0028/2023

9.2.2023

*****I**
REPORT

on the proposal for a decision of the European Parliament and of the Council
on a European Year of Skills 2023
(COM(2022)0526 – C9-0344/2022 – 2022/0326(COD))

Committee on Employment and Social Affairs

Rapporteur: Loucas Furlas

Symbols for procedures

- * Consultation procedure
- *** Consent procedure
- ***I Ordinary legislative procedure (first reading)
- ***II Ordinary legislative procedure (second reading)
- ***III Ordinary legislative procedure (third reading)

(The type of procedure depends on the legal basis proposed by the draft act.)

Amendments to a draft act

Amendments by Parliament set out in two columns

Deletions are indicated in ***bold italics*** in the left-hand column. Replacements are indicated in ***bold italics*** in both columns. New text is indicated in ***bold italics*** in the right-hand column.

The first and second lines of the header of each amendment identify the relevant part of the draft act under consideration. If an amendment pertains to an existing act that the draft act is seeking to amend, the amendment heading includes a third line identifying the existing act and a fourth line identifying the provision in that act that Parliament wishes to amend.

Amendments by Parliament in the form of a consolidated text

New text is highlighted in ***bold italics***. Deletions are indicated using either the **■** symbol or ~~strikeout~~. Replacements are indicated by highlighting the new text in ***bold italics*** and by deleting or striking out the text that has been replaced.

By way of exception, purely technical changes made by the drafting departments in preparing the final text are not highlighted.

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DRAFT EUROPEAN PARLIAMENT LEGISLATIVE RESOLUTION

**on the proposal for a decision of the European Parliament and of the Council on a European Year of Skills 2023
(COM(2022)0526 – C9-0344/2022 – 2022/0326(COD))**

(Ordinary legislative procedure: first reading)

The European Parliament,

- having regard to the Commission proposal to Parliament and the Council (COM(2022)0526),
 - having regard to Article 294(2) and Article 149 of the Treaty on the Functioning of the European Union, pursuant to which the Commission submitted the proposal to Parliament (C9-0344/2022),
 - having regard to Article 294(3) of the Treaty on the Functioning of the European Union,
 - having regard to the opinion of the European Economic and Social Committee of ... ¹,
 - having regard to the opinion of the Committee of the Regions of ... ²,
 - having regard to Rule 59 of its Rules of Procedure,
 - having regard to the letter from the Committee on Culture and Education,
 - having regard to the report of the Committee on Employment and Social Affairs (A9-0028/2023),
1. Adopts its position at first reading hereinafter set out;
 2. Calls on the Commission to refer the matter to Parliament again if it replaces, substantially amends or intends to substantially amend its proposal;
 3. Instructs its President to forward its position to the Council, the Commission and the national parliaments.

¹ Not yet published in the Official Journal.

² Not yet published in the Official Journal.

Amendment 1
Proposal for a decision
Recital 1

Text proposed by the Commission

(1) A skilled workforce *is* crucial to ensuring socially fair and just green and digital transitions, and to strengthening the Union's sustainable competitiveness and resilience in the face of adverse external shocks such as the COVID-19 pandemic or the fallout of Russia's war of aggression against Ukraine. ***More and better skills open up new opportunities and empower individuals to fully participate in the labour market, society and democracy, to harness and benefit from the opportunities of the green and digital transitions and to exercise their rights.***

Amendment 2
Proposal for a decision
Recital 1 a (new)

Text proposed by the Commission

Amendment 3

Amendment

(1) ***People with skills that allow them to participate in a democratic society and to pursue their personal development, as well as a skilled workforce and the existence of quality jobs, are*** crucial to ensuring socially fair and just green and digital transitions, and to strengthening the Union's sustainable competitiveness and resilience in the face of adverse external shocks such as the COVID-19 pandemic or the fallout of Russia's war of aggression against Ukraine.

Amendment

(1a) Skills mismatches and skills shortages are, inter alia, the main challenges that Union is currently facing. There is a need to offer education and training in areas linked to skills needs that are identified in labour markets and future-oriented sectors to overcome labour shortages in light of the digital and green transitions. More and better skills, hard and soft skills, knowledge and qualifications, whether acquired in formal, non-formal or informal settings, open up new opportunities and empower individuals to participate fully in the labour market, society and democracy, to harness and benefit from the opportunities of the green and digital transitions, and to exercise their rights.

**Proposal for a decision
Recital 1 b (new)**

Text proposed by the Commission

Amendment

(1b) An efficient and comprehensive skills strategy should be combined with the creation of quality jobs and retention policies. Too often, skills mismatches and shortages are in fact the result of unattractive job positions and poor working conditions in some sectors. According to the European skills and job survey of the European Centre for the Development of Vocational Training (CEDEFOP), about 45 % of adult workers in the Union believe that their skills can be either better developed or better utilised at work. At the same time, 70 % of undertakings suffer from skills shortages but few of them link this to obstacles they create to find skilled workers, such as recruitment problem, geographical location of the undertaking, salary level and working conditions. Offering decent wages, stable work contracts, a good work-life balance, regular trainings and attractive career developments are as important as comprehensive skills strategies to provide undertakings in the Union with a skilled workforce.

Amendment 4

**Proposal for a decision
Recital 1 c (new)**

Text proposed by the Commission

Amendment

(1c) A Union action plan on mental health should be developed to address the growing crisis of mental health among the Union population, with specific support for appropriate cross-sector mental health education and training.

Amendment 5

Proposal for a decision Recital 2

Text proposed by the Commission

(2) Across the Union, **companies** report difficulties to find workers with the necessary skills. In 2021, 28 occupations were classified as having shortages, including the healthcare, hospitality, construction and service sectors, in addition to shortages of IT and security specialists, in particular cybersecurity experts, and workers with science, technology, engineering and mathematics background.²² Increasingly, the biggest constraint to a successful digital and green transition is the lack of **workers with the right skills. In many Member States, demographic ageing is expected to accelerate over the coming decade as “baby boom” cohorts retire, reinforcing the need to make use of the full potential of all working-age adults through continuous investments in their skills as well as activating more people, in particular women and young people especially those not in education, employment or training (NEETs).**

Amendment

(2) Across the Union, **undertakings** report difficulties to find workers with the necessary skills **while for many workers it is difficult to find quality jobs which match the level of their skills and qualifications.** In 2021, 28 occupations were classified as having shortages, including the healthcare, hospitality, construction and service sectors, in addition to **there being** shortages of IT and security specialists, in particular cybersecurity experts, and workers with science, technology, engineering and mathematics background **as well as specialists that can support the societal adaptations to the green and digital transitions**²². **Increasing the participation of women in the science, technology, engineering and mathematics sectors as well as in the artificial intelligence sector in order to ensure that more women enter those sectors, while also combatting prevailing stereotypes, recognising women’s entrepreneurial skills and thereby promoting women’s empowerment and economic independence.** Increasingly, the biggest constraint to a successful digital and green **transitions** is the lack of **quality job offers with decent wages and working conditions, which may result, together with other reasons, in the lack of a skilled workforce. According to CEDEFOP, 45 % of workers think that their skills do not fully match the job they do, while 70% of the undertakings suffer from skills shortages but few of them link this to obstacles that they create to find skilled workers, such as recruitment processes, geographical location, salary levels and working conditions.**

²² European Labour Authority, Report on labour shortages and surpluses 2021 and ENISA, Cybersecurity skills development in the EU, March 2020. The ENISA studies identify that there is a gap of 291,000 professionals in cybersecurity.

²² European Labour Authority, Report on labour shortages and surpluses 2021 and ENISA, Cybersecurity skills development in the EU, March 2020. The ENISA studies identify that there is a gap of 291,000 professionals in cybersecurity.

Amendment 6

Proposal for a decision Recital 2 a (new)

Text proposed by the Commission

Amendment

(2a) In many Member States, demographic ageing is expected to accelerate over the coming decade as “baby boom” cohorts retire, which reinforces the need to make use of the full potential of all working age adults through continuous investment in their skills as well as motivating more people in this regard, in particular women, young people, people who are not in education, employment or training (NEETs), persons with disabilities, persons with special needs, persons from disadvantaged backgrounds and persons living in remote areas. In that regard, decent working conditions and access to social security systems, quality social services and an attractive living environment will play an even more prominent role in attracting and retaining skilled workers. Strengthening personal development from an early age and career guidance as well as supporting equal access to information can help people to choose suitable learning and educational pathways leading to quality employment opportunities.

Amendment 7

Proposal for a decision Recital 2 b (new)

(2b) Young people and women have more difficulties in participating in the labour market. The results of the OECD 2018 Programme for International Student Assessment show that more than 20 % of pupils in the Union have insufficient proficiency in three basic skills: literacy, numeracy and scientific thinking. Those trends continue into adulthood. According to data of the OECD's Programme for the International Assessment of Adult Competencies, one in five adults has inadequate literacy and numeracy skills, and two in five have no or very low digital skills. Women's participation in the labour market is affected because of the disproportionate burden on them of household and unpaid care work and because of poor provision of care and support services.

Amendment 8

Proposal for a decision Recital 3

Text proposed by the Commission

Amendment

(3) The availability of skilled staff or experienced managers also remains the most important problem for a quarter of Union's 25 million small and medium-sized enterprises (SMEs)²³, constituting the backbone of Union's economy, representing 99% of all businesses and employing 83 million people. The Commission Communication "An SME strategy for sustainable Europe"²⁴ recognises the essential role of SMEs to Europe's competitiveness and prosperity.

(3) The availability of skilled staff or experienced managers, ***who play an essential role in the Union's sustainable growth***, also remains the most important problem for a quarter of Union's 25 million small and medium-sized enterprises (SMEs)²³, constituting the backbone of Union's economy ***and prosperity***, representing 99 % of all businesses and employing 83 million people. The Commission Communication "An SME strategy for sustainable Europe"²⁴ recognises the essential role of SMEs to Europe's competitiveness and prosperity.

²³ Eurostat, Key Figures on European

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Businesses, 2022 Edition, p. 10.

²⁴ Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the regions “An SME Strategy for a sustainable and digital Europe” (COM/2020/103 final)

Businesses, 2022 Edition, p. 10.

²⁴ Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the regions “An SME Strategy for a sustainable and digital Europe” (COM/2020/103 final)

Amendment 9

Proposal for a decision

Recital 4

Text proposed by the Commission

(4) **Low skills** of working-age adults **remain** a significant challenge for the Union, **pointing** to considerable untapped potential of upskilling and reskilling to help mitigate increasing labour shortages in sectors such as manufacturing and services, and in particular in economic activities related to hospitality and manufacturing of computer and electronic equipment, and the care sector.²⁵ However, participation in adult learning in the Union has stagnated over the last decade and 21 Member States fell short of the 2020 EU-level target. For many adults, such as those in atypical forms of work, employees of small and medium-sized enterprises, the unemployed, the inactive and the low-qualified, skills development opportunities are too often out of reach. Increasing the upskilling and reskilling opportunities for these groups, and all working-age adults, also contributes to reaching the EU employment target of 78%, with employment rate in the EU in 2021 being at 73.1%.²⁶

Amendment

(4) **The lack of an adequately skilled workforce and the low participation in training activities** of working-age adults **reduce their opportunities in the labour market, which result in social and economic inequalities that represent** a significant challenge for the Union. **They also point** to considerable untapped potential of upskilling and reskilling to help mitigate increasing labour shortages in sectors such as manufacturing and services, and in particular in economic activities related to hospitality and manufacturing of computer and electronic equipment, and the care sector.²⁵ However, participation in adult learning in the Union has stagnated over the last decade and 21 Member States fell short of the 2020 EU-level target. For many adults, such as those in atypical forms of work, employees of small and medium-sized enterprises, the unemployed, the inactive and the low-qualified, skills development opportunities are too often out of reach. Increasing the upskilling and reskilling opportunities for these groups, and all working-age adults, also contributes to reaching the EU employment target of 78 %, with employment rate in the EU in 2021 being at 73,1 %.²⁶ **Further efforts are needed to provide effective support to low-skilled and low qualified workers and the unemployed in line with the Council**

recommendations of 19 December 2016 on Upskilling Pathways: New Opportunities for Adults and of 15 February 2016 on the integration of the long-term unemployed into the labour market.

²⁵ European Commission, 2021 Labour Market and Wage Developments in Europe, p. 26

²⁶ Eurostat, Employment (as % of the population aged 20 to 64), (LFSI_EMP_A)

²⁵ European Commission, 2021 Labour Market and Wage Developments in Europe, p. 26

²⁶ Eurostat, Employment (as % of the population aged 20 to 64), (LFSI_EMP_A)

Amendment 10

Proposal for a decision Recital 6

Text proposed by the Commission

(6) Principle 3 of the European Pillar of Social Rights underlines that regardless of gender, racial or ethnic origin, religion or belief, disability, age or sexual orientation, everyone has the right to equal treatment and opportunities, and this includes employment *and* education. The European Year of Skills should be carried out in a way that is inclusive and actively promotes equality for all. The European Pillar of Social Rights Action Plan²⁹ points out that by increasing participation of groups which are currently under-presented in the labour market, *we can* achieve a more inclusive employment growth.

²⁹ The European Pillar of Social Rights Action Plan (europa.eu)

Amendment 11

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Amendment

(6) Principle 3 of the European Pillar of Social Rights underlines that regardless of gender, racial or ethnic origin, religion or belief, disability, age or sexual orientation, everyone has the right to equal treatment and opportunities, and this includes employment, education *and training*. The European Year of Skills should be carried out in a way that is inclusive and actively promotes equality for all. The European Pillar of Social Rights Action Plan²⁹ *sets a target of at least 60 % of all adults participating in training every year by 2030 and* points out that by increasing participation of groups which are currently under-presented in the labour market *it is possible to* achieve a more inclusive employment growth *and promote gender-sensitive initiatives and policies*.

²⁹ The European Pillar of Social Rights Action Plan (europa.eu)

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Proposal for a decision

Recital 7

Text proposed by the Commission

(7) The European Skills Agenda³⁰, adopted in July 2020, calls for a skills revolution to ensure the recovery of our economy, strengthen Europe's global competitiveness and turn the green and digital transitions into opportunities for all. It aims to foster collective action on skills, **ensure that** training content **is aligned** with the evolving labour market needs, and better match training opportunities with people's aspirations to incentivise their uptake across the working-age population. The European Parliament welcomed the objectives and actions of the European Skills Agenda in its Resolution of 11 February 2021.³¹

³⁰ Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions - European Skills Agenda for sustainable competitiveness, social fairness and resilience (COM(2021)274 final)

³¹ European Parliament, European Parliament resolution of 11 February 2021 on the Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions European Skills Agenda for sustainable competitiveness, social fairness and resilience (2020/2818(RSP))

Amendment

(7) The European Skills Agenda³⁰, adopted in July 2020, calls for a skills revolution to ensure the recovery of our economy, strengthen Europe's global competitiveness and **social fairness and** turn the green and digital transitions into opportunities for all. It aims to foster collective action on skills, **to improve the overall qualifications of people for the purpose of a more active and engaged citizenship, to increase the alignment of** training content with the evolving labour market needs, and better match training opportunities with people's aspirations to incentivise their uptake across the working-age population. **Member States should promote training schemes through which young people can discover their vocation and talents.** The European Parliament welcomed the objectives and actions of the European Skills Agenda in its Resolution of 11 February 2021.³¹

³⁰ Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions - European Skills Agenda for sustainable competitiveness, social fairness and resilience (COM(2021)274 final)

³¹ European Parliament, European Parliament resolution of 11 February 2021 on the Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions European Skills Agenda for sustainable competitiveness, social fairness and resilience (2020/2818(RSP))

Amendment 12

Proposal for a decision Recital 9 – paragraph 1

Text proposed by the Commission

On 14 September 2022, President von der Leyen announced in her State of the European Union³³ Address that the European Commission would propose to make 2023 the European Year of Skills. The President pointed to the problem of labour shortages in certain sectors and underlined the importance of investments in professional education and upskilling. She also underlined that attracting the right skills to Europe has to be part of the solution, supported by speeding up and facilitating the recognition of qualification also of third country nationals. In bringing the European Year of Skills to life, the Commission seeks to increase momentum and foster implementation of the many actions it has already taken to strengthen reskilling and upskilling in the Union to address labour market shortages and support the sustainable growth of the EU social market economy.

³³ State of the Union Address 2022, online at: https://state-of-the-union.ec.europa.eu/index_en

Amendment 13

Proposal for a decision Recital 9 – paragraph 1 a (new)

Text proposed by the Commission

Amendment

On 14 September 2022, President von der Leyen announced in her State of the European Union³³ Address that the European Commission would propose to make 2023 the European Year of Skills. The President pointed to the problem of labour shortages in certain sectors and underlined the importance of investments in professional education and upskilling. She also underlined that attracting the right skills to Europe has to be part of the solution, supported by speeding up and facilitating the recognition of qualification also of third country nationals. In bringing the European Year of Skills to life, the Commission seeks to increase momentum and foster implementation of the many actions it has already taken to strengthen reskilling and upskilling in the Union to address labour market shortages and support the sustainable growth of the EU social market economy, ***by ensuring high quality jobs that are fairly and adequately payed.***

³³ State of the Union Address 2022, online at: https://state-of-the-union.ec.europa.eu/index_en

In some Member States, traineeships have been unduly extended to workers who are not carrying out their first work experience and who are being used as a

device to reduce labour costs, distorting the purpose of traineeships to equip young people with the right set of skills needed in the labour market and allowing unfair competition. Therefore, it is important to ensure at Union level a legislative framework that guarantees, through traineeships for young people, genuine learning opportunities of limited duration, linked to their studies or as a first working experience.

Amendment 14

Proposal for a decision Recital 9 – paragraph 3

Text proposed by the Commission

The Year of Skills follows the 2022 European Year of Youth which sought to empower, honour, support and engage with young people, including those with fewer opportunities, in a post-COVID-19 pandemic perspective with a view to having a long-term positive impact for young people. The European Year of Youth already emphasised the importance of skills to find good quality employment for young people.

Amendment

The Year of Skills follows the 2022 European Year of Youth which sought to empower, honour, support and engage with young people, including those with fewer opportunities, in a post-COVID-19 pandemic perspective with a view to having a long-term positive impact for young people. The European Year of Youth already emphasised the importance of skills to find good quality employment for young people. ***Young people's smooth integration into the labour market must be guaranteed by providing them with quality jobs and education and training opportunities.***

Amendment 15

Proposal for a decision Recital 10

Text proposed by the Commission

(10) As ***companies*** and other stakeholders know best what skills are needed in their industrial ecosystems, strengthening their collective action on skills development has to be part of the solution. The Pact for Skills brings together

Amendment

(10) As ***undertakings, trade unions, workers, chambers of commerce*** and other stakeholders know best what skills are needed in their industrial ecosystems, strengthening their collective action on skills development has to be part of the

companies, social partners, education and training providers, public employment services and other key skills stakeholders, both private and public. So far, more than 700 organisations have signed up and 12 large scale partnerships in strategic sectors have been set up, with pledges to promote 6 million training opportunities. The regional **dimension** is also important, including in border regions, where finding workers with the right skills requires targeted measures to support effective cross-border labour markets. Similarly, disadvantaged and remote **regions**, including the outermost, face particular challenges as access to the labour market and upskilling and reskilling opportunities are limited.

solution. The Pact for Skills brings together social partners, education and training providers, public employment services and other key skills stakeholders, both private and public. So far, more than 700 organisations have signed up and 12 large scale partnerships in strategic sectors have been set up, with pledges to promote 6 million training opportunities.

Stakeholders, including the social partners who have signed large-scale skills partnerships, should be accompanied in delivering tangible results assuring that the skills dimension stays at the heart of the discussion on the green and digital transitions and of recovery and resilience plans. The regional **and local dimensions** are also important, including in border regions, where finding workers with the right skills requires targeted measures to support effective cross-border labour markets. Similarly, disadvantaged and remote **areas**, including the outermost **regions**, face particular challenges as access to the labour market and upskilling and reskilling opportunities are limited.

Amendment 16

Proposal for a decision Recital 10 a (new)

Text proposed by the Commission

Amendment

(10a) Effective social dialogue and collective bargaining processes are crucial to anticipating the needs of the labour market and the need for skills, as well as to defining strategies at both Union and national level. Member States should promote the role of the social partners and support their activities and prerogatives on issues related to changes to the labour market, to the skills needed and to the update of the curricula of education and training systems.

Amendment 17

Proposal for a decision

Recital 11

Text proposed by the Commission

(11) The Council Recommendations on Individual Learning Accounts³⁴ and Micro-credentials for lifelong learning and employability³⁵ help people to **update or complete** their **skill-sets, also in response to emerging skills needs in the labour market**, in a more flexible and targeted way. The Council Resolution from December 2021 on a new European Agenda for Adult Learning 2021-2030³⁶ promotes **upskilling and reskilling that can in turn reduce skills mismatches and labour shortages**. Skills guidance and skills self-assessment opportunities are among the measures **which** support people **in their up- and reskilling**.

³⁴ Council Recommendation of 16 June 2022 on individual learning accounts (OJ C 243, 27.6.2022, p. 26)

³⁵ Council Recommendation of 16 June 2022 on a European approach to micro-credentials for lifelong learning and employability (OJ C 243, 27.6.2022, p. 10)

³⁶ Council Resolution on a new European agenda for adult learning 2021-2030 (OJ C 504, 14.12.2021, p. 9)

Amendment 18

Proposal for a decision

Recital 12

Amendment

(11) The Council Recommendations on Individual Learning Accounts³⁴ and Micro-credentials for lifelong learning and employability³⁵ help people to **embark on and continue** their **learning pathways** in a more flexible and targeted way. The Council Resolution from December 2021 on a new European Agenda for Adult Learning 2021-2030³⁶ promotes **formal, non-formal and informal learning opportunities capable of providing all the necessary knowledge, skills and competences to create an inclusive, sustainable, socially just and more resilient Union. It emphasises adult learning as an important part of lifelong learning. Learning, quality career** guidance and skills self-assessment opportunities are among the measures **needed to** support people **on their learning pathways**.

³⁴ Council Recommendation of 16 June 2022 on individual learning accounts (OJ C 243, 27.6.2022, p. 26)

³⁵ Council Recommendation of 16 June 2022 on a European approach to micro-credentials for lifelong learning and employability (OJ C 243, 27.6.2022, p. 10)

³⁶ Council Resolution on a new European agenda for adult learning 2021-2030 (OJ C 504, 14.12.2021, p. 9)

Text proposed by the Commission

(12) The strengthened active labour market policies advocated for by the EASE (Effective Active Support to Employment) Commission Recommendation³⁷ aim to support transitions into new employment ***amid the recovery from the COVID-19 crisis*** and the better matching of skills in the labour market, supported by employment services with ***a sufficient administrative*** capacity.

³⁷ Commission Recommendation of 4.3.2021 on an effective active support to employment following the COVID-19 crisis (EASE) (OJ L 80, 8.3.2021, p. 1)

Amendment

(12) The strengthened active labour market policies advocated for by the EASE (Effective Active Support to Employment) Commission Recommendation³⁷ aim to support transitions into new employment and the better matching of skills in the labour market, supported by employment services with capacity ***building activities that not only include the labour market but also teaching and trainer staff levels who teach the right skills and knowledge to the future workforce.***

³⁷ Commission Recommendation of 4.3.2021 on an effective active support to employment following the COVID-19 crisis (EASE) (OJ L 80, 8.3.2021, p. 1)

Amendment 19

Proposal for a decision Recital 13

Text proposed by the Commission

(13) The Council Recommendation on vocational education and training (VET)³⁸ supports modernisation of VET systems to equip young people and adults with the knowledge, skills and competences they need to thrive in the evolving labour market ***and society***, to manage the recovery and the just transitions to the green and digital economy, in times of demographic change and throughout all economic cycles. It promotes VET as a driver for innovation and growth, which is agile in adapting to labour market changes and providing skills for occupations in high demand.

Amendment

(13) ***The adaptation of curricula to the competences and skills needed by the labour market is one of the main challenges for education systems.*** The Council Recommendation on vocational education and training (VET)³⁸ supports modernisation of VET systems to equip young people and adults with the knowledge, skills and competences they need to thrive in ***our society and*** the evolving labour market, to manage the recovery and the just transitions to the green and digital economy, in times of demographic change and throughout all economic cycles. It promotes VET as a ***potential*** driver for innovation and growth, which is agile in adapting to labour market changes and providing skills for occupations in high demand. ***Increasing***

the attractiveness of VET through communication and outreach campaigns, curricula, centres of excellence, special ecosystems for VET in local communities and dual education systems are essential. Further incentives are needed to foster decent working conditions, the quality of apprenticeships and the mobility of apprentices, including long-term mobility programmes.

³⁸ Council Recommendation of 24 November 2020 on vocational education and training (VET) for sustainable competitiveness, social fairness and resilience (OJ C 417 2.12.2020, p. 1)

³⁸ Council Recommendation of 24 November 2020 on vocational education and training (VET) for sustainable competitiveness, social fairness and resilience (OJ C 417 2.12.2020, p. 1)

Amendment 20

Proposal for a decision Recital 13 a (new)

Text proposed by the Commission

Amendment

(13a) The Digital Volunteers Pilot Programme supports Union SMEs in their digital transformation by growing their employees' digital competences, owing to collaboration with skilled mentors from larger businesses and enables young qualified people and experienced older workers to share their digital skills with traditional businesses. With the demographic change, further development of volunteering and mentoring to transfer knowledge between generations in order to counteract social exclusion, allow the sharing of skills and experience, encourage the upgrading of the skills of younger and older workers and preserve traditional crafts as part of the Union's heritage is of utmost importance.

Amendment 21

Proposal for a decision
Recital 14

Text proposed by the Commission

(14) Skills for the green *transition* and the upskilling and reskilling of the workforce will be needed in the context of the shift to a modern, resource-efficient and competitive economy, as laid out under the European Green Deal³⁹ setting the path towards EU climate neutrality by 2050. The Commission Communication “Fit for 55”⁴⁰ recognises that the green transition can only succeed if the Union has the skilled workforce it needs to stay competitive and points to the flagship actions of the Skills Agenda to equip people with the skills that are needed for the green and digital transitions.

³⁹ Communication from the Commission to the European Parliament, the European Council, the Council, the European Economic and Social Committee and the Committee of the Regions - The European Green Deal (COM/2019/640 final)

⁴⁰ Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions – Fit for 55: delivering the EU's 2030 Climate Target on the way to climate neutrality (COM(2021) 550 final)

Amendment 22

Proposal for a decision
Recital 14 a (new)

Text proposed by the Commission

Amendment

(14) Skills for the green *and digital transitions* and the upskilling and reskilling of the workforce will be needed in the context of the shift to a modern, resource-efficient, *circular, inclusive, resilient* and competitive economy, as laid out under the European Green Deal³⁹ setting the path towards EU climate neutrality by 2050. The Commission Communication “Fit for 55”⁴⁰ recognises that the green transition can only succeed if the Union has the skilled workforce it needs to stay competitive and points to the flagship actions of the Skills Agenda to equip people with the skills that are needed for the green and digital transitions.

³⁹ Communication from the Commission to the European Parliament, the European Council, the Council, the European Economic and Social Committee and the Committee of the Regions - The European Green Deal (COM/2019/640 final)

⁴⁰ Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions – Fit for 55: delivering the EU's 2030 Climate Target on the way to climate neutrality (COM(2021) 550 final)

(14a) *The ongoing transition to a European 4.0 industry and related labour market needs require investment in developing strong VET 4.0 systems across the Union, promoting control and*

problem solving competences, high-performance skills in the technologies of the future, such as smart production and machinery, advanced robotics, cloud computing, artificial intelligence, data processing and the Internet of Things.

Amendment 23

Proposal for a decision Recital 15

Text proposed by the Commission

(15) The Digital Decade Policy Programme 2030⁴¹ reiterates the objective of ensuring that at least 80% of the EU population have at least basic digital skills by 2030, and sets the target of 20 million employed ICT specialists, with the aim of achieving gender convergence, by 2030, also by creating a cooperation framework between the Member States and the Commission. The Digital Decade⁴² stresses the lack of capacity of specialised education and training programmes to train additional ICT experts. The Digital Education Action Plan 2021-2027⁴³ emphasises that technological means should be used to ease accessibility and strengthen flexibility of learning opportunities, including upskilling and reskilling.

Amendment

(15) ***In the Union, more than 90 % of professional roles require a basic level of digital knowledge, in the same way as they require basic literacy and numeracy skills. The use of digital tools is spreading across all sectors. However, around 42 % of citizens in the Union, including 37 % of those in the workforce, lack basic digital skills^{40a}.*** The Digital Decade Policy Programme 2030⁴¹ ***highlights the fact that basic and advanced digital skills provide collective resilience for democratic societies.*** ***It*** reiterates the objective of ensuring that at least 80 % of the EU population have at least basic digital skills by 2030, and sets the target of 20 million employed ICT specialists, with the aim of achieving gender convergence, by 2030, also by creating a cooperation framework between the Member States and the Commission. The Digital Decade⁴² stresses the lack of capacity of specialised education and training programmes to train additional ICT experts. The Digital Education Action Plan 2021-2027⁴³ emphasises that technological means should be used to ease accessibility and strengthen flexibility of learning opportunities, including upskilling and reskilling.

^{40a} ***European Commission, Shaping***

⁴¹ Proposal for a Decision of the European Parliament and of the Council establishing the 2030 Policy Programme “Path to the Digital Decade” (COM/2021/574 final)

⁴² Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the regions; 2030 Digital Compass: the European way for the Digital Decade (COM (2021)118 final)

⁴³ Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions on the Digital Education Action Plan (COM/2018/022 final)

Europe’s Digital Future.

⁴¹ Proposal for a Decision of the European Parliament and of the Council establishing the 2030 Policy Programme “Path to the Digital Decade” (COM/2021/574 final)

⁴² Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the regions; 2030 Digital Compass: the European way for the Digital Decade (COM (2021)118 final)

⁴³ Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions on the Digital Education Action Plan (COM/2018/022 final)

Amendment 24

Proposal for a decision Recital 16

Text proposed by the Commission

(16) The Commission Communication on An Updated Industrial Strategy⁴⁴ calls for decisive action to make lifelong learning a reality for all and ensure that education and training keep pace with and help deliver the digital and green transitions. It underlines that a skilled workforce is key in ensuring successful transitions, supporting the competitiveness of the European industry, its digital and green transition and quality job creation. It also recognises the importance of strong partnerships between the EU, Member States, social partners and other relevant stakeholders and cooperation between and within industrial ecosystems. The social economy can play a decisive role as it is an important proponent of socially fair and inclusive digital and green transitions and a key driver of social innovation, including in the field of reskilling and upskilling.

Amendment

(16) The Commission Communication on An Updated Industrial Strategy⁴⁴ calls for decisive action to make lifelong learning a reality for all and ensure that education and training keep pace with and help deliver the digital and green transitions. It underlines that a skilled workforce is key in ensuring successful ***digital and green*** transitions, supporting the competitiveness of the European industry, its digital and green transition and quality job creation. It also recognises the importance of strong partnerships between the EU, Member States, social partners and other relevant stakeholders and cooperation between and within industrial ecosystems. ***As indicated in the Commission's communication of December 2021 entitled “Building an economy that works for people: an action plan for the social economy”, the social economy can play a***

decisive role as it is an important proponent of socially fair and inclusive digital and green transitions and a key driver of social innovation, including in the field of reskilling and upskilling, ***facilitating, for example, the setting up of a skills partnership for the proximity and social economy industrial ecosystem.***

⁴⁴ Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions - Updating the 2020 New Industrial Strategy: Building a stronger Single Market for Europe's recovery (COM(2021) 350 final)

⁴⁴ Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions - Updating the 2020 New Industrial Strategy: Building a stronger Single Market for Europe's recovery (COM(2021) 350 final)

Amendment 25
Proposal for a decision
Recital 17

Text proposed by the Commission

Amendment

(17) ***Attracting skilled third-country nationals can contribute to tackling the Union's skills and labour shortages.*** In October 2021, the revised EU Blue Card Directive⁴⁵ entered into force, a key achievement for attracting highly skilled talent into the labour market. The New Pact on Migration and Asylum⁴⁶ also ***places a strong emphasis on*** labour migration and on integration of third country nationals. Against this background, the Commission adopted a Skills and Talent Package⁴⁷ in April 2022 to reinforce the legal framework and Union action in this area. Proposals to recast the Long-Term Residents Directive and the Single Permit Directive will allow to simplify the procedures for the admission of workers of all skill levels to the Union. The Commission will also continue to roll out an EU Talent Pool to facilitate labour matching with non-EU nationals. The Commission is also working towards the

(17) ***Access to decent working conditions and social protection is essential to support migrants, asylum seekers and refugees, in order to upskill and reskill them and to ensure that they have access to quality jobs and information.*** In October 2021, the revised EU Blue Card Directive⁴⁵ entered into force, a key achievement for attracting highly skilled talent into the labour market. The New Pact on Migration and Asylum⁴⁶ also ***emphasises*** labour migration and on integration of third country nationals. Against this background, the Commission adopted a Skills and Talent Package⁴⁷ in April 2022 to reinforce the legal framework and Union action in this area. Proposals to recast the Long-Term Residents Directive and the Single Permit Directive will allow to simplify the procedures for the admission of workers of all skill levels to the Union ***and to provide their better protection and rights.*** The

launch of tailor-made Talent Partnerships with specific key partner countries to boost international labour mobility and development of talent in a mutually beneficial and circular way. In addition, the Union continues to be the leading contributor to global funding for education focusing especially on teacher training, girls education and vocational education and training. This work, under the umbrella of the Global Gateway strategy⁴⁸, is complementary to the objectives of this proposal.

Commission will also continue to roll out an EU Talent Pool to facilitate labour matching with non-EU nationals, ***with the involvement of the social partners***. The Commission is also working towards the launch of tailor-made Talent Partnerships with specific key partner countries to boost international labour mobility and development of talent in a mutually beneficial and circular way. ***The social partners should be involved in the development, implementation and monitoring of those partnerships***. In addition, the Union continues to be the leading contributor to global funding for education focusing especially on teacher training ***and mobility***, girls education and vocational education and training. This work, under the umbrella of the Global Gateway strategy⁴⁸, is complementary to the objectives of this proposal. ***It is important that decent working conditions, including minimum wages and social protection, be ensured for all migrant workers in accordance with existing Union and national law.***

⁴⁵ Directive (EU) 2021/1883 of the European Parliament and of the Council of 20 October 2021 on the conditions of entry and residence of third-country nationals for the purpose of highly qualified employment, and repealing Council Directive 2009/50/EC (OJ L 382, 28.10.2021, p. 1)

⁴⁶ Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions on a New Pact on Migration and Asylum (COM/2020/609 final)

⁴⁷ Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions Attracting skills and talent to the EU (COM/2022/657 final)

⁴⁵ Directive (EU) 2021/1883 of the European Parliament and of the Council of 20 October 2021 on the conditions of entry and residence of third-country nationals for the purpose of highly qualified employment, and repealing Council Directive 2009/50/EC (OJ L 382, 28.10.2021, p. 1)

⁴⁶ Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions on a New Pact on Migration and Asylum (COM/2020/609 final)

⁴⁷ Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions Attracting skills and talent to the EU (COM/2022/657 final)

⁴⁸ Joint Communication to the European Parliament, the Council, the European Economic and Social Committee, the Committee of the Regions and the European Investment Bank The Global Gateway (JOIN/2021/30 final)

⁴⁸ Joint Communication to the European Parliament, the Council, the European Economic and Social Committee, the Committee of the Regions and the European Investment Bank The Global Gateway (JOIN/2021/30 final)

Amendment 26

Proposal for a decision

Recital 18

Text proposed by the Commission

(18) Trust in and transparency of qualifications, whether acquired in Europe or beyond, is key in facilitating their recognition. EU **transparency** tools (European Qualifications Framework, Europass, ESCO, EU Skills Profile Tool for third country nationals, European Digital Credentials for Learning) are a starting point to help increase the transparency and comparability of qualifications. For well functioning labour markets, skills must be understood and valued, whether acquired in formal, non-formal or informal settings. Skills identification and documentation, as well as guidance to make skills visible, are crucial steps in this context.

Amendment

(18) Trust in and transparency of qualifications, whether acquired in Europe or beyond, is key in facilitating their recognition. EU tools (European Qualifications Framework, Europass, **EURES**, ESCO, EU Skills Profile Tool for third country nationals, European Digital Credentials for Learning) are a starting point to help increase the transparency and comparability of **skills and** qualifications. For well functioning labour markets, skills must be understood and valued, whether acquired in formal, non-formal or informal settings. Skills identification and documentation, as well as guidance to make skills visible, are crucial steps in this context.

Amendment 27

Proposal for a decision

Recital 18 a (new)

Text proposed by the Commission

Amendment

(18a) Skills are the foundation of modern life and therefore their development has to be further encouraged by the initiatives such as EuroSkills competitions which have an important impact on the positive image of VET systems, promotion of new jobs and new skills, attracting young people to choose the career in VET, changing VET systems into the modern economy and boosting

Amendment 28

Proposal for a decision

Recital 19

Text proposed by the Commission

(19) Overall public and private investments in upskilling and reskilling are insufficient. Most job-related training in the Union is employer-sponsored. However, many *companies*, in particular SMEs, do not provide or fund training for their staff, *and* individuals in atypical work have less or no access to employer-sponsored training. Such inequalities undermine individuals' welfare and health, reduce economic competitiveness, result in missed opportunities and barriers to innovation and risk leaving people behind in the transition to more sustainable economic activities. An enabling framework unlocking and incentivising employers' financial investments in skills and giving visibility to the economic value of upskilling and reskilling is needed.

Amendment

(19) Overall public and private investments in upskilling and reskilling are insufficient. Most job-related training in the Union is employer-sponsored *or trade union-sponsored*. However, many *undertakings*, in particular SMEs, do not *have enough resources to* provide or fund training for their staff, *in particular for low-skilled persons, while* individuals in atypical work have less or no access to employer-sponsored training. Such inequalities undermine individuals' welfare and health, reduce economic competitiveness, result in missed opportunities and barriers to innovation and risk leaving people behind in the transition to more sustainable economic activities. An enabling framework unlocking and incentivising employers' financial investments in skills and giving visibility to the economic value of *education, training*, upskilling and reskilling *during working time or paid leave* is needed. *In addition, decent working conditions are essential to attract and to retain skilled workers. Training provided to workers by their employers should not reduce their remuneration and should include a more general and broad set of skills and competences that can be combined with the specific needs of training of each employer. The SME Relief Package offers support to SMEs for the capacity building and for upskilling their workforce.*

Amendment 29

Proposal for a decision
Recital 19 a (new)

Text proposed by the Commission

Amendment

(19a) Basic digital skills are essential for most employees and employers and their importance is expected to increase further. ICT literacy has become one of the prerequisites for building a knowledge-based society and an essential part of lifelong learning. Enterprises must dedicate a significant proportion of their resources to ensure that their employees are able to work with the latest technologies and in the new organisational environments associated with them. Therefore, the role of workplace education is essential for the future of work.

Amendment 30

Proposal for a decision
Recital 20

Text proposed by the Commission

Amendment

(20) In the past, the Union witnessed significant increases in the public investments in initial education and training. However, so far, this has not been matched with corresponding increases in investments to support continuing skills development throughout the entire working life.⁴⁹ The Council Conclusions of 8 June 2020⁵⁰ invite Member States to “explore possible models for public and private financing of lifelong learning and the development of skills on an individual level”, and call on the Commission to support Member States in these efforts.

(20) In the past, the Union witnessed significant increases in the public investments in initial education and training. However, so far, this has not been matched with corresponding increases in investments ***and the development of systemic approaches*** to support continuing skills development throughout the entire working life.⁴⁹ The Council Conclusions of 8 June 2020⁵⁰ invite Member States to “explore possible models for public and private financing of lifelong learning and the development of skills on an individual level”, and call on the Commission to support Member States in these efforts.

⁴⁹ See for instance the increase in tertiary attainment, cf. Education and Training

⁴⁹ See for instance the increase in tertiary attainment, cf. Education and Training

Monitor 2021

⁵⁰ Council Conclusions of 8 June 2020 on reskilling and upskilling as a basis for increasing sustainability and employability, in the context of supporting economic recovery and social cohesion

Amendment 31

Proposal for a decision

Recital 21

Text proposed by the Commission

(21) Significant EU funding support is available for reskilling and upskilling, for instance through the European Social Fund Plus (ESF+), the Recovery and Resilience Facility (RRF)⁵¹, the European Regional Development Fund (ERDF), the Just Transition Fund (JTF), the InvestEU programme, the Digital Europe Programme, Erasmus+, Horizon Europe, the Programme for Environment and climate action (LIFE), the Modernisation Fund, the Neighbourhood, Development and International Cooperation Instrument (NDICI). The ESF+ remains the main EU funding tool to invest in more and better skills of the workforce, in particular by supporting institutions and services to assess and anticipate skills needs and challenges, supporting reskilling and upskilling opportunities for workers offered by the public and private sectors. Reforms and investments included in Member States' national recovery and resilience plans have a prominent skills dimension, often linked with active labour market policies, in particular youth employment support. In the national recovery and resilience plans endorsed by the Commission and the Council so far, around 20% of the social expenditure is dedicated to "employment and skills"⁵². REACT-EU was the first instrument of NextGenerationEU to make payments for the recovery of Member States. It helped

Monitor 2021

⁵⁰ Council Conclusions of 8 June 2020 on reskilling and upskilling as a basis for increasing sustainability and employability, in the context of supporting economic recovery and social cohesion

Amendment

(21) Significant EU funding support is available for reskilling and upskilling, for instance through the European Social Fund Plus (ESF+), the Recovery and Resilience Facility (RRF)⁵¹, the European Regional Development Fund (ERDF), the Just Transition Fund (JTF), the InvestEU programme, the Digital Europe Programme, Erasmus+, Horizon Europe, the Programme for Environment and climate action (LIFE), the Modernisation Fund, the Neighbourhood, Development and International Cooperation Instrument (NDICI). The ESF+ remains the main EU funding tool to invest in more and better skills of the workforce, in particular by supporting institutions and services to assess and anticipate skills needs and challenges, supporting reskilling and upskilling opportunities for workers offered by the public and private sectors. ***The Reinforced Youth Guarantee should ensure quality and remunerated offers for young people to enter labour market and the Child Guarantee can play an essential role in the early development of core competences and life skills for children.*** Reforms and investments included in Member States' national recovery and resilience plans have a prominent skills dimension, often linked with active labour market policies, in particular youth employment support. In the national recovery and resilience plans endorsed by

create jobs and invest in skills in the regions most in need. Workers that lose their jobs due to large-scale restructuring events, may also benefit from support through the European Globalisation Adjustment Fund for Displaced Workers (EGF) to find new jobs, for instance through further education and training and tailored career guidance and advice.

the Commission and the Council so far, around 20% of the social expenditure is dedicated to “employment and skills”⁵². REACT-EU was the first instrument of NextGenerationEU to make payments for the recovery of Member States. It helped create jobs and invest in skills in the regions most in need. Workers that lose their jobs due to large-scale restructuring events, may also benefit from support through the European Globalisation Adjustment Fund for Displaced Workers (EGF) to find new jobs, for instance through further education and training and tailored career guidance and advice. ***New and innovative forms of financing, such as social impact bonds and social outcome contracts, aiming to upskill and reskill the workforce should be encouraged. Union funds dedicated to upskilling and reskilling should be consistent and easily accessible, in particular to microenterprises and SMEs, which experience more difficulties in training their employees and in finding workers with the right set of skills in the labour market.***

⁵¹ Established by Regulation (EU) 2021/241 of 12 February 2021.

⁵² Social categories are defined and applied based on the methodology adopted by the Commission in consultation with the European Parliament and the Member States in the Delegated Regulation 2021/2105. By 03/10/2022, 25 recovery and resilience plans have been endorsed by the Commission and the Council.

⁵¹ Established by Regulation (EU) 2021/241 of 12 February 2021.

⁵² Social categories are defined and applied based on the methodology adopted by the Commission in consultation with the European Parliament and the Member States in the Delegated Regulation 2021/2105. By 03/10/2022, 25 recovery and resilience plans have been endorsed by the Commission and the Council.

Amendment 32

Proposal for a decision Recital 22

Text proposed by the Commission

Amendment

(22) Regulation (EU) 2021/1056 of the European Parliament and of the Council establishing the Just Transition Fund⁵³ recognises that upskilling and reskilling of workers and jobseekers is an instrument needed to ensure a fair and inclusive green transition and to mitigate adverse consequences. The Council Recommendation on ensuring a fair transition towards climate neutrality⁵⁴ sets out specific guidance to help Member States devise and implement policy packages on relevant employment and social aspects, including upskilling and reskilling policies. Furthermore, the Council Recommendation on learning for the green transition and sustainable development⁵⁵ promotes policies and programmes to ensure that learners of all ages acquire the knowledge and skills to benefit from a changing labour market, live sustainably and take action for a sustainable future.

⁵³ Regulation (EU) 2021/1056 of the European Parliament and of the Council of 24 June 2021 establishing the Just Transition Fund PE/5/2021/REV/1 (OJ L 231, 30.6.2021, p. 1)

⁵⁴ Council Recommendation on ensuring a fair transition towards climate neutrality (OJ C 243, 27.6.2022, p. 35)

⁵⁵ Council Recommendation of 16 June 2022 on learning for the green transition and sustainable development, OJ C 243, 27.6.2022, p. 1.

Amendment 33

(22) Regulation (EU) 2021/1056 of the European Parliament and of the Council establishing the Just Transition Fund⁵³ recognises that upskilling and reskilling of workers and jobseekers is an instrument needed to ensure a fair and inclusive green transition and to mitigate adverse consequences. The Council Recommendation on ensuring a fair transition towards climate neutrality⁵⁴ sets out specific guidance to help Member States devise and implement policy packages on relevant employment and social aspects, including upskilling and reskilling policies. Furthermore, the Council Recommendation on learning for the green transition and sustainable development⁵⁵ promotes policies and programmes to ensure that learners of all ages acquire the knowledge and skills to benefit from a changing labour market, live sustainably and take action for a sustainable future. ***In that context, the European Year of Skills 2023 should pay special attention to the upskilling and reskilling of workers from regions and sectors that will be the most impacted by decarbonisation policies in order to avoid rising inequalities between regions in the Union and to ensure cohesion and upward convergence for a just transition.***

⁵³ Regulation (EU) 2021/1056 of the European Parliament and of the Council of 24 June 2021 establishing the Just Transition Fund PE/5/2021/REV/1 (OJ L 231, 30.6.2021, p. 1)

⁵⁴ Council Recommendation on ensuring a fair transition towards climate neutrality (OJ C 243, 27.6.2022, p. 35)

⁵⁵ Council Recommendation of 16 June 2022 on learning for the green transition and sustainable development, OJ C 243, 27.6.2022, p. 1.

Proposal for a decision
Recital 25

Text proposed by the Commission

(25) The European Strategy for the Rights of Persons with Disabilities 2021-2030⁵⁶ aims to ensure their full participation in society, on an equal basis with others in the Union and beyond. Within the Strategy, the European Commission commits to make sure that persons with disabilities can take part in trainings and learn new skills, as a fundamental requisite for employment and independence.

⁵⁶ Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the regions Union of Equality: Strategy for the Rights of Persons with Disabilities 2021-2030 (COM/2021/101 final)

Amendment 34

Proposal for a decision
Recital 25 a (new)

Text proposed by the Commission

Amendment

(25) The European Strategy for the Rights of Persons with Disabilities 2021-2030⁵⁶ aims to ensure their full participation in society, on an equal basis with others in the Union and beyond. Within the Strategy, the European Commission commits to make sure that persons with disabilities can take part in trainings and learn new skills, as a fundamental requisite for employment and independence. ***In order to achieve improvements in employment and independence of persons with disabilities, it is necessary to step up efforts in order to achieve a barrier-free environment including the built environment for persons with disabilities or functional limitations.***

⁵⁶ Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the regions Union of Equality: Strategy for the Rights of Persons with Disabilities 2021-2030 (COM/2021/101 final)

Amendment

(25a) Following the Declaration of the European Parliament of 14 June 2012 on establishing a European cardiac arrest awareness week^{56a}, it is important to bring to the attention of citizens that sudden cardiac arrest is the third leading cause of death in the Union with nearly 350 000 fatalities every year. Immediate intervention by citizens in the Union

performing the skills of simple chest compressions and if possible, also rescue breathing (CPR – CardioPulmonary Resuscitation), including delivery of defibrillation with an automated external defibrillator (AED), can triple survival, as demonstrated in a nationwide initiative. To increase the number of survivors after sudden cardiac arrest by 100 000 every year in the Union, more persons need to apply those skills to bridge the time until professional emergency medical services arrive. The most efficient and sustainable measure to increase the rate of persons able to perform CPR is to educate schoolchildren in resuscitation as an essential skill from primary to secondary school. This has also been recommended by the World Health Organization since 2015, and it is supported by many national and international organisations and the social partners. Educating schoolchildren in CPR will also increase resilience and positive social behaviour in citizens in the Union. The European Resuscitation Council 2021 guidelines describe the framework to implement those specific skills across the Union.

^{56a} OJ C 332 E, 15.11.2013, p. 104.

Amendment 35

Proposal for a decision Recital 25 b (new)

Text proposed by the Commission

Amendment

(25b) The European Innovation Partnership on Active and Healthy Ageing aims to improve the health and quality of life of the elderly in the Union and emphasises prevention and lifelong learning. The partnership's dissemination of good practices on active ageing focuses on digital reskilling and upskilling, as to ensure that the elderly can fully participate in an increasingly digitalised

society.

Amendment 36

Proposal for a decision Recital 26

Text proposed by the Commission

(26) At Union level, the necessary financial allocation for the implementation of this Decision would be identified within the budget of the contributing programmes in accordance with the Multiannual Financial Frameworks 2014-2020 and 2021-2027. Without prejudice to the powers of the budgetary authority, the aim should be to provide funding for the implementation of this Decision of at least 9.3 **EUR** million for operational expenses.

Amendment

(26) At Union level, the necessary financial allocation for the implementation of this Decision would be identified within the budget of the contributing programmes in accordance with the Multiannual Financial Frameworks 2014-2020 and 2021-2027. Without prejudice to the powers of the budgetary authority, the aim should be to provide funding for the implementation of this Decision of at least **EUR** 9,3 million for operational expenses, **and to secure a long-lasting legacy for the European Year of Skills, beyond 2023.**

Amendment 37

Proposal for a decision Recital 28 a (new)

Text proposed by the Commission

Amendment

(28a) The European Year of Skills 2023 should start on 9 May 2023, which is a symbolic date for the Union.

Amendment 38

Proposal for a decision Article 1 – paragraph 1

Text proposed by the Commission

The year **2023** shall be designated as the ‘European Year of Skills **2023**’ (hereinafter referred to as the ‘European Year’).

Amendment

The year **starting from 9 May 2023 until 8 May 2024** shall be designated as the ‘European Year of Skills’ (hereinafter referred to as the ‘European Year’).

Amendment 39

Proposal for a decision

Article 2 – paragraph 1 – introductory part

Text proposed by the Commission

In line with principles 1, 4 and 5 of the European Pillar of Social Rights, contributing to the objectives set out in the 2020 European Skills Agenda and the EU headline targets set by the European Pillar of Social Rights Action Plan, the overall objective of the European Year shall be to further promote a mindset of reskilling and upskilling thereby boosting competitiveness of European *companies*, in particular small and medium-sized enterprises, realising the full potential of the digital and green transitions in a socially fair, inclusive and just manner. More specifically, the activities of the Year will promote skills policies and investments to ensure that nobody is left behind in the twin transition and the economic recovery, and to notably address labour shortages *for a better skilled* workforce in the Union that *is* able to seize the opportunities of this process, by:

Amendment

In line with principles 1, 4 and 5 of the European Pillar of Social Rights, contributing to the objectives set out in the 2020 European Skills Agenda and the EU headline targets set by the European Pillar of Social Rights Action Plan, the overall objective of the European Year shall be to *enhance continuous learning, employability and career progression, and to provide sustainable, lifelong learning systems. The European Year initiative shall* further promote a mindset of reskilling and upskilling, thereby boosting competitiveness of European *undertakings*, in particular small and medium-sized enterprises, *and empowering people to fully participate in society*, realising the full potential of the digital and green transitions in a socially fair, inclusive and just manner, *and shall also promote access to decent wages that ensure a decent standard of living.* More specifically, the activities of the *European* Year will promote *quality jobs as the best way to attract and retain a skilled workforce and encourage* skills policies and investments to ensure that nobody is left behind in *democratic processes*, the twin transition and the economic recovery and to notably address labour shortages, *by reducing skills shortages and skills mismatches for an empowered* workforce *and people* in the Union that *are* able to seize the opportunities of this process, by:

Amendment 40

Proposal for a decision

Article 2 – paragraph 1 – point -1 (new)

Text proposed by the Commission

Amendment

-1. Promoting the creation of quality jobs and retention strategies as the best way to attract and retain a skilled workforce and provide incentives for employers to invest in the development of their workers' skills.

Amendment 41

Proposal for a decision

Article 2 – paragraph 1 – point 1

Text proposed by the Commission

1. Promoting increased, more effective and inclusive investment *into* training and upskilling to harness the full potential of the European current and future workforce *and* to support people in managing job-to-job transitions, active ageing, *and benefiting* from the new opportunities brought by the ongoing economic *transformation*.

Amendment

1. Promoting increased, more effective and inclusive investment *by public authorities and employers, in particular small and medium sized enterprises, into lifelong learning, training, reskilling* and upskilling, *in order* to harness the full potential of the European current and future workforce, *to facilitate young workers' integration into the labour market, to encourage personal development*, to support people in managing job-to-job transitions, active ageing *and remaining in employment until retirement, to enhance work-life balance and the wellbeing of workers, and to benefit* from the new opportunities brought by the ongoing economic *and societal transformations. The reduction of inequalities shall be a cross-cutting objective, including a focus on gender equality, the needs of persons with disabilities and low-skilled people.*

Amendment 42

Proposal for a decision

Article 2 – paragraph 1 – point 2

Text proposed by the Commission

2. Strengthening **skills relevance** by closely cooperating with social partners, public and private employment services, **companies**, education and training providers **and** developing joined-up approaches with all branches of governments.

Amendment

2. Strengthening **skill provision and access to upskilling and reskilling** by closely cooperating with, **and promoting cooperation among, the** social partners, **civil society**, public and private employment services, **not-for-profit social service providers, employers and** education and training providers **operating in formal, informal, non-formal learning environments, and by** developing joined-up approaches with all branches of governments **operating at Union, national, regional and local level and among the different Union bodies and agencies, taking into account the transversal nature of skills.**

Amendment 43

Proposal for a decision

Article 2 – paragraph 1 – point 2 a (new)

Text proposed by the Commission

Amendment

2a. Reinforcing the recognition of skills and competences, in particular from informal and non-formal education, while furthering common frameworks across Member States, in particular on a common recognition of soft cross-cutting skills such as language skills, critical thinking, entrepreneurship, creativity, intercultural competences, team work and media literacy. That reinforcement is important for sustainable growth, productivity, adaptation to the transformations of the labour market, investment and innovation, and is therefore a key factor in ensuring both the competitiveness of businesses and the wellbeing of workers.

Amendment 44

Proposal for a decision
Article 2 – paragraph 1 – point 3

Text proposed by the Commission

3. Matching people’s aspirations and skills-set with labour market opportunities especially those offered by the green and digital transitions and the core sectors in need of recovery from the pandemic. A special focus will be given to activate more people for the labour market, in particular **women and young people especially** those not in education, employment or training (NEETs).

Amendment

3. Matching people’s aspirations and skills-set with labour market opportunities especially those offered by the green and digital transitions and **emerging new sectors, and with quality jobs, learning rich workplaces, and with labour market opportunities offered by** the core sectors in need of recovery from the pandemic. A special focus will be given to activate more people for the labour market, in particular those not in education, employment or training (NEETs), **and provide incentives and better quality job-matching for women and young people, as well as persons with low skills, persons with disabilities, people with a migrant background and people living in remote areas and in the outermost regions.**

Amendment 45

Proposal for a decision
Article 2 – paragraph 1 – point 3 a (new)

Text proposed by the Commission

Amendment

3a. Promoting the increased mobility of the workers in the Union under the Erasmus+ and European Solidarity Corps programmes for students, apprentices, teachers and trainers, while aiming for the better recognition of the skills and competences acquired during periods of mobility.

Amendment 46

Proposal for a decision
Article 2 – paragraph 1 – point 3 b (new)

Text proposed by the Commission

Amendment

3b. Promoting paid traineeships, internships and apprenticeships, when not related to the acquisition of educational qualifications in order to avoid exploitative practices and a violation of rights, while ensuring that young people receive quality first work experiences, on the basis of decent working conditions, opportunities for upskilling and new qualifications or credentials.

Amendment 47

Proposal for a decision

Article 2 – paragraph 1 – point 4

Text proposed by the Commission

Amendment

4. Attracting people from third countries with the skills needed by the Union, including by strengthening learning opportunities **and mobility**, and by facilitating the recognition of qualifications.

4. Attracting people from third countries with the skills needed by the Union **and promoting intra-Union mobility**, including by strengthening learning opportunities, **reskilling and upskilling**, and by facilitating the recognition of qualifications.

Amendment 48

Proposal for a decision

Article 2 – paragraph 1 – point 4 a (new)

Text proposed by the Commission

Amendment

4a. Promoting decent working conditions at company level to attract and retain skilled workers.

Amendment 49

Proposal for a decision

Article 2 – paragraph 1 – point 4 b (new)

Text proposed by the Commission

Amendment

4b. Promoting support and solutions for people who are not able to reskill or upskill in order to ensure that no one is left behind.

Amendment 50

Proposal for a decision

Article 3 – paragraph 1 – introductory part

Text proposed by the Commission

1. The measures **to be taken** to achieve the objectives set out in Article 2 shall **include** the following activities at European, national, regional or local level, and, where relevant, in cooperation with third countries, linked to the objectives of the European Year:

Amendment

1. The measures to achieve the objectives set out in Article 2 shall **be implemented through** the following activities at European, national, regional or local level, and, where relevant, in cooperation with third countries, linked to the objectives of the European Year:

Amendment 51

Proposal for a decision

Article 3 – paragraph 1 – point a

Text proposed by the Commission

(a) conferences, forum discussions and further events to promote debate on the role and contribution of skills policies to achieve competitive, sustainable **and fair** economic growth in light of the demographic change and to mobilise relevant stakeholders to ensure access to training is a reality on the ground;

Amendment

(a) **online and in person** conferences, forum discussions and further events to promote debate on the role and contribution of skills policies to achieve **an active citizenship for resilient democracies as well as** competitive **and** sustainable economic growth in light of the demographic change **and active ageing based on decent working conditions, mental wellbeing and inclusion**, and to mobilise relevant stakeholders to ensure access to training, **education and learning opportunities** is a reality on the ground;

Amendment 52

Proposal for a decision

Article 3 – paragraph 1 – point c

Text proposed by the Commission

(c) initiatives **targetting** inter alia individuals, **companies**, chambers of commerce and industry, social partners, public authorities, education and training providers to promote the provision, financing and uptake of upskilling and reskilling opportunities;

Amendment

(c) initiatives **targeting** inter alia individuals, **employers, in particular SMEs**, chambers of commerce and industry, social partners, public authorities **at all levels as well as** education and training providers to promote the provision, financing and uptake of upskilling and reskilling opportunities **and to maximise the benefits and potential of a skilled workforce**;

Amendment 53

Proposal for a decision

Article 3 – paragraph 1 – point d

Text proposed by the Commission

(d) information, communication and awareness-raising campaigns on EU initiatives for upskilling and reskilling, promoting their implementation and delivery on the ground and also their uptake by potential beneficiaries;

Amendment

(d) information, **comprehensive** communication and awareness-raising campaigns **with the active involvement of people** on EU initiatives for **lifelong learning**, upskilling and reskilling, promoting their implementation and delivery on the ground and also their uptake by potential beneficiaries;

Amendment 54

Proposal for a decision

Article 3 – paragraph 1 – point e

Text proposed by the Commission

(e) increasing dialogue **in** existing stakeholder groups and networks, also via established online platforms;

Amendment

(e) increasing dialogue **with the European social partners**, existing stakeholder groups and networks, **including Union sectoral social dialogue committees and the tripartite advisory committees**, also via established online platforms, **at national, regional and local level, and promoting cooperation between cross-sectoral and sectoral social**

partners;

Amendment 55

Proposal for a decision

Article 3 – paragraph 1 – point e a (new)

Text proposed by the Commission

Amendment

(ea) boosting, in the context of the European Year, in particular the development of stakeholder fora connected to the flagship events linked to the European Year, to ensure that education and training stakeholders can meaningfully contribute to policy-making considering their expertise on the ground, their capacity to express learners' needs and their close connection with different national and regional authorities responsible for the implementation of the education and training recommendations;

Amendment 56

Proposal for a decision

Article 3 – paragraph 1 – point e b (new)

Text proposed by the Commission

Amendment

(eb) supporting social dialogue, collective bargaining and the role of the social partners in designing national, sectoral and company-specific skills strategies and training;

Amendment 57

Proposal for a decision

Article 3 – paragraph 1 – point f

Text proposed by the Commission

Amendment

(f) implementing and as necessary developing further skills intelligence tools, while promoting and disseminating their

(f) implementing and as necessary developing further skills intelligence tools, while promoting and disseminating their

application in identifying current and future skills needs, particularly linked to the **green and digital transitions**, the core sectors in need of recovery from the pandemic, energy crisis and the impact of Russia's war of aggression in Ukraine;

application in identifying current and future skills needs, particularly linked to the **just transition**, the core sectors in need of recovery from the pandemic, energy crisis and the impact of Russia's war of aggression in Ukraine;

Amendment 58

Proposal for a decision

Article 3 – paragraph 1 – point g

Text proposed by the Commission

(g) promoting tools and instruments for increased transparency of qualifications, including qualifications awarded outside the Union;

Amendment

(g) promoting **and further implementing** tools and instruments for increased transparency of qualifications, including qualifications awarded outside the Union, **including the improvement of the validation systems and the automatic mutual recognition, validation, and certification of those qualifications, and of skills acquired in non-formal or informal settings**;

Amendment 59

Proposal for a decision

Article 3 – paragraph 1 – point g a (new)

Text proposed by the Commission

Amendment

(ga) favouring policy making on skills to achieve concrete impact on the lives of young and older people, thereby allowing them to better recognise themselves in a Union taking care of their future during the European Year.

Amendment 60

Proposal for a decision

Article 3 – paragraph 1 – point h

Text proposed by the Commission

(h) promoting programmes, funding

Amendment

(h) promoting programmes, funding

opportunities, projects, actions and networks of relevance to public, private and non-governmental stakeholders, involved in the design, dissemination and implementation of upskilling and reskilling opportunities and vocational training;

opportunities, projects, actions and networks of relevance to public, private and non-governmental stakeholders, involved in the design, dissemination and implementation of upskilling and reskilling opportunities, **learning and education** and vocational training;

Amendment 61

Proposal for a decision

Article 3 – paragraph 1 – point h a (new)

Text proposed by the Commission

Amendment

(ha) following up on the social targets for 2030 agreed at the Porto Summit to analyse how the European Year can contribute to achieving those targets;

Amendment 62

Proposal for a decision

Article 3 – paragraph 1 – point h b (new)

Text proposed by the Commission

Amendment

(hb) developing a toolbox in order to support disadvantaged groups, in particular persons with disabilities, persons with a migrant background and people living in remote areas and in the outermost regions;

Amendment 63

Proposal for a decision

Article 3 – paragraph 1 – point h c (new)

Text proposed by the Commission

Amendment

(hc) enabling everyone to acquire and perform the skills of immediate intervention and simple chest compressions and if possible, also rescue breathing (CPR – CardioPulmonary Resuscitation) after sudden cardiac arrest,

to enable more people to apply those skills to bridge the time until professional emergency medical services arrive in light of the fact that educating school children in resuscitation as an essential skill from primary to secondary school is recommended by the World Health Organization, supported by many national and international organisations and the social partners and that educating school children in CPR will also increase resilience and positive social behaviour of the citizens in the Union.

Amendment 64

Proposal for a decision
Article 3 – paragraph 1 – point h d (new)

Text proposed by the Commission

Amendment

(hd) establishing a common legal framework to ensure remuneration for traineeships and apprenticeships and to avoid exploitative practices.

Amendment 65

Proposal for a decision
Article 4 – title

Text proposed by the Commission

Amendment

Coordination *at national level*

Coordination *in the Member States*

Amendment 66

Proposal for a decision
Article 4 – paragraph 1

Text proposed by the Commission

Amendment

The organisation of participation in the European Year at national and regional level shall be a responsibility of the

The organisation of participation in the European Year at national and regional level shall be a responsibility of the

Member States. To that end, each Member State shall appoint a national coordinator that can represent the different branches of government in a holistic manner. The national coordinators shall ensure the coordination of relevant activities at national and regional *level*.

Member States. To that end, each Member State shall appoint a national coordinator that can represent the different branches of government in a holistic manner. The national coordinators shall ensure the coordination of relevant activities at national, *regional and local level. In that context, Member States shall ensure the involvement of the social partners, civil society, learning and education providers, national and regional parliaments, as well as other relevant stakeholders, including from remote areas and from the outermost regions.*

Amendment 67

Proposal for a decision Article 5 – paragraph 2

Text proposed by the Commission

2. The Commission shall rely on the expertise and assistance of relevant Union Agencies in implementing the European Year.

Amendment

2. The Commission shall rely on the expertise and assistance of relevant Union agencies in implementing the European Year, *in particular the European Foundation for the Improvement of Living and Working Conditions (Eurofound), CEDEFOP, the European Training Foundation (ETF) and the European Union Agency for Cybersecurity (ENISA).*

Amendment 68

Proposal for a decision Article 5 – paragraph 3

Text proposed by the Commission

3. The Commission shall convene meetings of the national coordinators in order to coordinate the activities referred to in Article 3. These meetings shall also serve as opportunities to exchange information regarding the implementation

Amendment

3. The Commission shall convene meetings of the national coordinators *in the course of the European Year*, in order to coordinate the activities referred to in Article 3. These meetings shall also serve as opportunities to exchange information

of the European Year at national and Union level. Representatives of the European Parliament **and** relevant Union Agencies may participate in those meetings as observers.

regarding the implementation of the European Year at national and Union level. Representatives of the European Parliament, relevant Union agencies **and the European social partners** may participate in those meetings as observers.

Amendment 69

Proposal for a decision Article 5 – paragraph 4

Text proposed by the Commission

4. The Commission shall engage with social partners, labour market bodies and representatives of organisations or bodies active in the field of skills, to assist in implementing the European Year at Union level.

Amendment

4. The Commission shall **closely** engage with **the** social partners, **civil society, learning and education providers**, labour market bodies, **learners**, and representatives of organisations or bodies active in the field of skills, **education, training and lifelong learning** to assist in implementing the European Year at Union level.

Amendment 70

Proposal for a decision Article 6 – paragraph 1

Text proposed by the Commission

For the purpose of the European Year, where necessary, the Commission shall cooperate with third countries and competent international organisations, in particular with the OECD, Unesco **and** the ILO, while ensuring the visibility of the Union's participation.

Amendment

For the purpose of the European Year, where necessary, the Commission shall cooperate with third countries and competent international organisations, in particular with the OECD, Unesco, the ILO **and global social partner organisations**, while ensuring the visibility of the Union's participation.

Amendment 71

Proposal for a decision Article 7 – paragraph 1

Text proposed by the Commission

By 31 **December 2024**, the Commission shall present a report to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions on the implementation, results and overall assessment of the initiatives provided for in this Decision.

Amendment

By 31 **May 2025**, the Commission shall present a report to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions on the implementation, results and overall assessment of the initiatives provided for in this Decision.

EXPLANATORY STATEMENT

Following the announcement by President von der Leyen in her State of the European Union Address on 14 September 2022, the European Commission has adopted its proposal to make 2023 the European Year of Skills. In view of the challenges that Europe is facing today, such as Russia's war of aggression against Ukraine and the COVID-19 pandemic, a skilled workforce is of utmost importance in boosting Europe's recovery, while ensuring fair transition and strengthening Union's competitiveness in the world. Having the relevant skills, both hard and soft, people will be able to fully engage in the labour market. At the same time, active citizenship will be strengthened. Ensuring a just transition, where nobody is left behind is of crucial importance.

The Rapporteur considers that the EU funding and technical support available to support Member States' investment in upskilling and reskilling is significant. The Member States are encouraged to allocate sufficient funds from the ESF+, the Recovery and Resilience Facility, the Digital Europe Programmes, Horizon Europe, Erasmus+ and other programmes that can support skills development.

Moreover, the European Year of Skills aspires to increase momentum towards inspiring Universities to align their curricula with the needs of the labour market in order to address labour market shortage and support sustainable growth. Across the Union, enterprises report difficulties to find employers with the necessary skills. Demographic ageing is expected to accelerate over the coming decade, highlighting the need to utilise in full all working-age adults. This can be achieved by investing in life-long learning and activating more people, in particular women and young people.

At the same time, the European Parliament underlines the importance of digital skills and investing in the promotion of digital skills, especially for group of people that are more digitally excluded, such as people of low socio-economic status and limited educational background, older people and people living in remote areas.

For the coordination of the European Year of Skills 2023 at Union level, synergies between the Commission and the competent EU Agencies, mainly CEDEFOP, ENISA and ETF are of utmost importance.

The Rapporteur welcomes the proposal of the Commission to make the 2023 the European Year of Skills, in order to strengthen the competitiveness of the Union and its enterprises, boost Europe's investments, promote people's aspirations as well as attract talents to our continent. The impact and legacy of all activities and engagement opportunities related to the European Year of Skills shall leave a long-lasting legacy beyond 2024.

6.12.2022

LETTER OF THE COMMITTEE ON CULTURE AND EDUCATION

Mr Dragoş Pîslaru
Chair
Committee on Employment and Social Affairs
BRUSSELS

Subject: Opinion on proposal for a decision of the European Parliament and of the Council on a European Year of Skills 2023 (COM(2022)0526 – C9-03442022 – 2022/0326(COD))

Dear Mr Chair,

Under the procedure referred to above, the Committee on Culture and Education has been accorded to submit an opinion to your committee. At their meeting of 1 December 2022, the coordinators decided to send the opinion in the form of a letter. They considered the matter and endorsed the opinion at that meeting.

The Cult Committee has adopted the set of amendments below so that the activities related to the European Year of Skills will serve to underscore a wider range of skills reflecting our constituents' needs as workers and citizens. This would secure a more holistic approach to lifelong learning, beneficial to the resilience of our societies, and consequently to a favourable environment for the labour markets. I hope that they will meet the favour of your Committee.

Yours sincerely,

Sabine Verheyen

Amendment 1

Proposal for a decision Article 1

Text proposed by the Commission

The year 2023 shall be designated as the ‘European Year of Skills 2023’ (hereinafter referred to as the ‘European Year’).

Amendment

The year 2023 shall be designated as the ‘European Year of Skills 2023’ ***starting on 9 May 2023*** (hereinafter referred to as the ‘European Year’).

Justification

This reiterates CULT request regarding the start and end date of European Years.

Amendment 2

Proposal for a decision Article 2 – introductory part

Text proposed by the Commission

In line with principles 1, 4 and 5 of the European Pillar of Social Rights, contributing to the objectives set out in the 2020 European Skills Agenda and the EU headline targets set by the European Pillar of Social Rights Action Plan, the overall objective of the European Year shall be to further promote a mindset of ***reskilling and upskilling*** thereby boosting competitiveness of European companies, in particular small and medium-sized enterprises, realising the full potential of the digital and green transitions in a socially fair, inclusive and just manner. More specifically, the activities of the Year will promote skills policies and investments to ensure that nobody is left behind in the twin transition and the economic recovery, and to notably address labour shortages for a better skilled workforce in ***the*** Union that is able to seize the opportunities of ***this process***, by:

Amendment

In line with principles 1, 4 and 5 of the European Pillar of Social Rights, contributing to the objectives set out in the 2020 European Skills Agenda and the EU headline targets set by the European Pillar of Social Rights Action Plan, the overall objective of the European Year shall be to further promote a mindset of ***lifelong learning*** thereby ***promoting opportunities for personal development***, boosting ***the resilience of European societies and the*** competitiveness of European companies, in particular small and medium-sized enterprises, realising the full potential of the digital and green transitions in a socially fair, inclusive and just manner. More specifically, the activities of the Year will promote skills policies and investments to ensure that ***everyone can participate in social and political life and that*** nobody is left behind in the twin transition and the economic recovery, and to notably address labour shortages for a

better skilled workforce **and gaps in the skills and competences needed for citizens to be empowered** in a Union that is able to seize the opportunities of **these processes**, by:

Justification

This broadens the target audience and the range of skills that become the focus of activities during the European Year of skills.

Amendment 3

Proposal for a decision Article 2 – paragraph 1

Text proposed by the Commission

1. Promoting increased, more effective and inclusive investment into training and upskilling to harness the full potential of the European current and future **workforce** and to support people in managing job-to-job transitions, active ageing, and benefiting from the new opportunities brought by the ongoing economic transformation.

Amendment

1. Promoting increased, more effective and inclusive investment into **lifelong learning including** training and upskilling to harness the full potential of the European current and future **citizens** and to support people in managing job-to-job transitions, active ageing, **the pursuit of personal development and social advancement** and benefiting from the new opportunities brought by the ongoing economic **and societal** transformation. **Particular focus should go to the most disadvantaged.**

Justification

This broadens the target audience and the skills that become the focus of activities during the European Year of skills.

Amendment 4

Proposal for a decision Article 2 – paragraph 2

Text proposed by the Commission

2. Strengthening skills relevance by closely cooperating with social partners, public and private employment services, companies, education and training providers and developing joined-up approaches with all branches of governments.

Amendment

2. Strengthening skills relevance by closely cooperating with social partners, ***other civil society organisations***, public and private employment services, companies, education and training providers and developing joined-up approaches with all branches of governments.

Justification

This broadens the stakeholders who define relevance of skills that become the focus of activities during the European Year of skills.

Amendment 5

Proposal for a decision

Article 3 – paragraph 1 – point a

Text proposed by the Commission

(a) conferences, forum discussions and further events to promote debate on the role and contribution of skills policies to achieve competitive, sustainable and fair economic growth in light of the demographic change and to mobilise relevant stakeholders to ensure access to training is a reality on the ground;

Amendment

(a) conferences, forum discussions and further events to promote debate on the role and contribution of skills policies ***to retain skilled workers in the EU***, to achieve ***proficiency in basic skills, active citizenship for resilient democracies and*** competitive, sustainable and fair economic growth in light of ***major challenges such as*** the demographic change and to mobilise relevant stakeholders to ensure access to training is a reality on the ground;

Justification

This broadens the scope of the skills that become the focus of activities during the European Year of skills and addresses the issue of braindrain.

Amendment 6

Proposal for a decision

Article 3 – paragraph 1 – point g

Text proposed by the Commission

(g) promoting tools and instruments for increased transparency of qualifications, including qualifications awarded outside the Union;

Amendment

(g) ***achieving automatic mutual recognition of qualifications acquired within the EU by 2025 and*** promoting tools and instruments for increased transparency of qualifications, including qualifications awarded outside the Union;

Amendment 7

Proposal for a decision

Article 3 – paragraph 1 – point h

Text proposed by the Commission

(h) promoting programmes, funding opportunities, projects, actions and networks of relevance to public, private and non-governmental stakeholders, involved in the design, dissemination and implementation of upskilling and reskilling opportunities and vocational training;

Amendment

(h) promoting programmes, funding opportunities, projects, actions and networks of relevance to public, private and non-governmental stakeholders, involved in the design, dissemination and implementation of upskilling and reskilling opportunities, ***education*** and vocational training;

Justification

This broadens the scope of the skills that become the focus of activities during the European Year of skills.

Amendment 8

Proposal for a decision

Article 5 – paragraph 4

Text proposed by the Commission

4. The Commission shall engage with social partners, labour market bodies and

Amendment

4. The Commission shall engage with social partners, ***other civil society***

representatives of organisations or bodies active in the field of skills, to assist in implementing the European Year at Union level.

organisations, labour market bodies, **formal and non-formal educational providers** and representatives of organisations or bodies active in the field of skills, to assist in implementing the European Year at Union level.

Justification

This broadens the spectrum of those with whom the Commission engages in the implementation of activities during the European Year of skills.

PROCEDURE – COMMITTEE RESPONSIBLE

Title	European Year of Skills 2023	
References	COM(2022)0526 – C9-0344/2022 – 2022/0326(COD)	
Date submitted to Parliament	13.10.2022	
Committee responsible Date announced in plenary	EMPL 20.10.2022	
Committees asked for opinions Date announced in plenary	CULT 20.10.2022	
Rapporteurs Date appointed	Loucas Fourlas 9.11.2022	
Discussed in committee	12.1.2023	24.1.2023
Date adopted	6.2.2023	
Result of final vote	+: 36	–: 2
	0: 0	
Members present for the final vote	João Albuquerque, Atidzhe Alieva-Veli, Marc Angel, Dominique Bilde, Gabriele Bischoff, Milan Brglez, Leila Chaibi, Ilan De Basso, Jarosław Duda, Estrella Durá Ferrandis, Lucia Ďuriš Nicholsonová, Loucas Fourlas, Cindy Franssen, Helmut Geuking, Elisabetta Gualmini, Alicia Homs Ginel, Agnes Jongerius, Irena Joveva, Radan Kanev, Stelios Kypouropoulos, Sara Matthieu, Max Orville, Kira Marie Peter-Hansen, Dragoş Pîslaru, Dennis Radtke, Elżbieta Rafalska, Guido Reil, Daniela Rondinelli, Mounir Satouri, Nikolaj Villumsen, Marianne Vind	
Substitutes present for the final vote	Carmen Avram, Samira Rafaela, Evelyn Regner, Véronique Trillet-Lenoir, Kim Van Sparrentak	
Substitutes under Rule 209(7) present for the final vote	Franc Bogovič, Vlad Gheorghe	
Date tabled	9.2.2023	

FINAL VOTE BY ROLL CALL IN COMMITTEE RESPONSIBLE

36	+
ECR	Elzbieta Rafalska
PPE	Franc Bogovič, Jarosław Duda, Loucas Fourlas, Cindy Franssen, Helmut Geuking, Radan Kanev, Stelios Kypouropoulos, Dennis Radtke
Renew	Atidzhe Alieva-Veli, Lucia Ďuriš Nicholsonová, Vlad Gheorghe, Irena Joveva, Max Orville, Dragoș Pîslaru, Samira Rafaela, Véronique Trillet-Lenoir
S&D	João Albuquerque, Marc Angel, Carmen Avram, Gabriele Bischoff, Milan Brglez, Ilan De Basso, Estrella Durá Ferrandis, Elisabetta Gualmini, Alicia Homs Ginel, Agnes Jongerius, Evelyn Regner, Daniela Rondinelli, Marianne Vind
The Left	Leila Chaibi, Nikolaj Villumsen
Verts/ALE	Sara Matthieu, Kira Marie Peter-Hansen, Mounir Satouri, Kim Van Sparrentak
2	-
ID	Dominique Bilde, Guido Reil
0	0

Key to symbols:

+ : in favour

- : against

0 : abstention