



2019/2212(INI)

30.1.2020

AMENDMENTS

1 - 54

Draft opinion
Sabine Verheyen
(PE646.848v01-00)

European Semester for economic policy coordination: Employment and Social Aspects in the Annual Growth Survey 2020
(2019/2212(INI))

AM_Com_NonLegOpinion

Amendment 1
Bernard Guetta

Draft opinion
paragraph -1 a (new)

Draft opinion

Amendment

-1a. Considers that the primary objective of education should be to develop the potential of each individual and to provide a solid foundation for the consolidation of a fair, democratic and peaceful society;

Or. en

Amendment 2
Bernard Guetta

Draft opinion
paragraph -1 b (new)

Draft opinion

Amendment

-1b. Notes that income inequality is often linked to unequal opportunities for access to education, training and social protection;

Or. en

Amendment 3
Bernard Guetta

Draft opinion
paragraph -1 c (new)

Draft opinion

Amendment

-1c. Calls the Member States to increase public investment in education and training in order to address the inequalities in access to and quality;

Or. en

Amendment 4
Dace Melbārde

Draft opinion
Paragraph 1

Draft opinion

1. Calls for a ***genuine revision*** of the EU's and the Member States' education, training ***and skills*** policies to deliver education and lifelong learning, addressing, ***in particular***, the ***digital*** skills gap ***and the need for adaptation to the realities of the digitalised economy, and of preparing for the future impact of artificial intelligence on the*** labour market; stresses that ***these*** policies should promote personal and societal development while respecting the goals of the energy transition towards the low-carbon economy;

Amendment

1. Calls for a ***continuous improvement*** of the EU's and the Member States' education and training policies to deliver ***quality*** education and lifelong learning, addressing, the ***growing*** skills gap, ***especially digital competences as well as skills for the digital future such as ability to work in changing environments and adaptability, creative thinking, problem-solving, critical thinking and media literacy***; ***notes that the potential upcoming wave of automation may have a severe impact on a number of professions, industries and the labour market in general***; ***notes, however, that throughout the past automation and technological transformation has both destroyed and created jobs with the net effect being zero or slightly positive, whilst at the same time living standards have improved vastly***; stresses that ***labour*** policies should promote personal and societal development while respecting, ***among other things***, the goals of the energy transition towards the low-carbon economy;

Or. en

Amendment 5
Martina Michels

Draft opinion
Paragraph 1

Draft opinion

1. Calls for a genuine revision of the EU's

Amendment

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and the Member States' education, training and skills policies to deliver education and lifelong learning, addressing, in particular, the digital skills gap and the need for **adaptation to** the realities of the digitalised economy, and of preparing for the future impact of artificial intelligence on the labour market; stresses that these policies should promote personal and societal development while respecting the goals of the energy transition towards the low-carbon economy;

and the Member States' education, training and skills policies to deliver **multilingual** education and **the right for** lifelong learning, addressing, in particular, the digital skills gap and the need for **understanding and shaping of** the realities of the digitalised economy **and society**, and of preparing for the future impact of artificial intelligence on the labour market **and public spheres**; stresses that these policies should promote personal and societal development while respecting the goals of the energy transition towards the low-carbon economy;

Or. en

Amendment 6

Monica Semedo, Irena Joveva, Bernard Guetta, Laurence Farreng

Draft opinion

Paragraph 1

Draft opinion

1. Calls for a genuine revision of the EU's and the Member States' education, training and skills policies to deliver education and lifelong learning, addressing, in particular, the digital skills gap and the need for adaptation to the realities of the digitalised economy, and of preparing for the future impact of artificial intelligence on the labour market; stresses that these policies should promote personal and societal development while respecting the goals of the energy transition towards the low-carbon economy;

Amendment

1. Calls for a genuine revision of the EU's and the Member States' education, training and skills policies to deliver education and lifelong learning **that is accessible to all**, addressing, in particular, the digital skills gap and the need for adaptation to the realities of the digitalised economy, and of preparing for the future impact of artificial intelligence on the labour market; stresses that these policies should promote personal and societal development **as well as new future job opportunities**, while respecting the goals of the energy transition towards the low-carbon economy; quality education, access for all and inclusiveness; **calls on the MSs to accelerate the implementation of Country Specific Recommendations.**

Or. en

Amendment 7

Lara Wolters, Romeo Franz

Draft opinion

Paragraph 1

Draft opinion

1. Calls for a genuine revision of the EU's and the Member States' education, training and skills policies to deliver education and lifelong learning, addressing, in particular, the digital skills gap and the need for adaptation to the realities of the digitalised economy, and of preparing for the future impact of artificial intelligence on the labour market; stresses that these policies should promote personal and societal development while respecting the goals of the energy transition towards the low-carbon economy;

Amendment

1. Calls for a genuine revision of the EU's and the Member States' education, training and skills policies to deliver education and lifelong learning, addressing, in particular, the digital skills gap and the need for adaptation to ***a modern, low-carbon, sustainable economy and*** the realities of the digitalised economy, and of preparing for the future impact of artificial intelligence on the labour market; stresses that these policies should promote personal and societal development while respecting the goals of the energy transition towards the low-carbon economy ***and of the European Green Deal;***

Or. en

Amendment 8

Bernard Guetta

Draft opinion

Paragraph 1

Draft opinion

1. Calls for a genuine revision of the EU's and the Member States' education, training and skills policies to deliver education and lifelong learning, addressing, in particular, the digital skills gap and the need for adaptation to the realities of the digitalised economy, and of preparing for the future impact of artificial intelligence on the labour market; stresses that these policies should promote personal and societal development while respecting the goals of the energy transition towards the low-

Amendment

1. Calls for a genuine revision of the EU's and the Member States' education, training and skills policies to deliver education and lifelong learning, addressing, in particular, the digital skills gap and the need for adaptation to the realities of the digitalised economy, and of preparing for the future impact of artificial intelligence on the labour market; stresses that these policies should promote personal and societal development while respecting the goals of ***sustainable development,*** energy transition towards the low-carbon

carbon economy;

economy;

Or. en

Amendment 9
Bernard Guetta

Draft opinion
Paragraph 2

Draft opinion

2. ***Points out that socio-economic disadvantage is frequently a predictor of poor educational outcomes and vice versa***; insists that a properly funded, quality education and lifelong learning system can help break this vicious circle and promote social inclusion and equal opportunities; supports the plans to make the European Education Area a reality in the foreseeable future with the aim of allowing everyone access to a quality education; calls on the Commission to assist the Member States in reforming and modernising their education systems, including digital learning;

Amendment

2. Insists that a properly funded, quality education and lifelong learning system can help break this vicious circle and promote social inclusion and equal opportunities; supports the plans to make the European Education Area a reality in the foreseeable future with the aim of allowing everyone access to a quality education; calls on the Commission to assist the Member States in reforming and modernising their education systems, including digital learning;

Or. en

Amendment 10
Dace Melbārde

Draft opinion
Paragraph 2

Draft opinion

2. Points out that socio-economic disadvantage ***is frequently a predictor of*** poor educational outcomes and vice versa; insists that a ***properly*** funded, quality education and lifelong learning system can help break this vicious circle and promote social inclusion and equal opportunities;

Amendment

2. Points out that socio-economic disadvantage ***can often lead to*** poor educational outcomes and vice versa; insists that a ***adequately*** funded, quality education and lifelong learning system can help break this vicious circle and promote social inclusion and equal opportunities;

supports the plans to make the European Education Area a reality in the foreseeable future with the aim of allowing everyone access to a quality education; calls on the Commission to *assist* the Member States in reforming and modernising their education systems, including digital learning;

supports the plans to make the European Education Area a reality in the foreseeable future with the aim of allowing everyone access to a quality *future-proof* education *including gaining of transferable core skills required to succeed in the future; highlights the importance of mutual recognition of education qualifications across the Member States*; calls on the Commission to *contribute where necessary* the Member States in reforming and modernising their education systems, including digital learning; *notes, however, that education and the organisation of education systems is the responsibility of the Member States*;

Or. en

Amendment 11

Monica Semedo, Irena Joveva, Bernard Guetta, Laurence Farreng

Draft opinion

Paragraph 2

Draft opinion

2. Points out that socio-economic disadvantage is frequently a predictor of poor educational outcomes and vice versa; insists that a properly funded, quality education and lifelong learning system can help break this vicious circle and promote social inclusion and equal opportunities; supports the plans to make the European Education Area a reality in the foreseeable future with the aim of allowing everyone access to a quality education; calls on the Commission to assist the Member States in reforming and modernising their education systems, including digital learning;

Amendment

2. Points out that socio-economic disadvantage is frequently a predictor of poor educational outcomes and vice versa; insists that a properly funded, quality education and lifelong learning system can help break this vicious circle and promote social inclusion and equal opportunities, *particularity gender equality*; supports the plans to make the European Education Area a reality in the foreseeable future with the aim of allowing everyone access to a quality education, *including disadvantaged groups, people with a migrant background and people with disabilities*; calls on the Commission to assist the Member States in reforming and modernising their education systems, including digital learning, *and to foster the exchange of best practices within the*

Amendment 12

Lara Wolters, Romeo Franz

Draft opinion

Paragraph 2

Draft opinion

2. Points out that socio-economic disadvantage is frequently a predictor of poor educational outcomes and vice versa; insists that a properly funded, quality education and lifelong learning system can help break this vicious circle and promote social inclusion and equal opportunities; supports the plans to make the European Education Area a reality in the foreseeable future with the aim of allowing everyone access to a quality education; calls on the Commission to assist the Member States in reforming and modernising their education systems, including digital learning;

Amendment

2. Points out that socio-economic disadvantage is frequently a predictor of poor educational outcomes and vice versa; insists that a properly funded, quality education and lifelong learning system can help break this vicious circle and promote social inclusion and equal opportunities; ***recalls in this respect principles one, three four, and eleven of the European Pillar of Social Rights and the Sustainable Development Goals and recognises the contribution of education and culture to the wellbeing of individuals and societies;*** supports the plans to make the European Education Area a reality in the foreseeable future with the aim of allowing everyone access to a quality education; calls on the Commission to assist the Member States in reforming and modernising their education systems, including digital learning;

Amendment 13

Peter Pollák

Draft opinion

Paragraph 2

Draft opinion

2. Points out that socio-economic disadvantage is frequently a predictor of

Amendment

2. Points out that socio-economic disadvantage is frequently a predictor of

poor educational outcomes and vice versa; insists that a properly funded, quality education and lifelong learning system can help break this vicious circle and promote social inclusion and equal opportunities; supports the plans to make the European Education Area a reality in the foreseeable future with the aim of allowing everyone access to a quality education; calls on the Commission to assist the Member States in reforming and modernising their education systems, including digital learning;

poor educational outcomes and vice versa; insists that a properly funded, quality **and inclusive** education and lifelong learning systems can help break this vicious circle, promote social inclusion and equal opportunities **and thus unlock human potential of those concerned**; supports the plans to make the European Education Area a reality in the foreseeable future with the aim of allowing everyone access to a quality education; calls on the Commission to assist the Member States in reforming and modernising their education systems, including digital learning;

Or. en

Amendment 14 **Martina Michels**

Draft opinion **Paragraph 2**

Draft opinion

2. Points out that socio-economic disadvantage **is** frequently a predictor of poor educational outcomes and vice versa; insists that a properly funded, quality education and lifelong learning system can help break this vicious circle and promote social inclusion and equal opportunities; supports the plans to make the European Education Area a reality in the foreseeable future with the aim of allowing everyone access to a quality education; calls on the Commission to assist the Member States in reforming and modernising their education systems, including digital learning;

Amendment

2. Points out that socio-economic disadvantage **and segregating educational institutions are** frequently a predictor of poor educational outcomes and vice versa; insists that a properly funded, quality education and lifelong learning system can help break this vicious circle and promote social inclusion and equal opportunities; supports the plans to make the European Education Area a reality in the foreseeable future with the aim of allowing everyone access to a quality education; calls on the Commission to assist the Member States in reforming and modernising their education systems, including digital learning **and high-quality teaching**;

Or. en

Amendment 15
Peter Pollák

Draft opinion
Paragraph 3

Draft opinion

3. Asserts that quality early childhood education and care (ECEC) has a positive impact on all children, boys and girls, and even more so on children belonging to less privileged socio-economic backgrounds, thereby contributing to reducing social inequalities; stresses that ECEC **has an impact** on children's development, learning and well-being in the short-term, and creates the building blocks for improving later long-term life outcomes;

Amendment

3. Asserts that **high** quality, **accessible and inclusive** early childhood education and care (ECEC) has a positive impact on all children, boys and girls, and even more so on children belonging to less privileged socio-economic backgrounds, thereby contributing to reducing social inequalities; stresses that ECEC **plays a crucial role** on **successful** children's development, learning and well-being in the short-term, and creates the building blocks for improving later long-term life outcomes, **social inclusion and employability**;

Or. en

Amendment 16
Dace Melbārde

Draft opinion
Paragraph 3

Draft opinion

3. Asserts that quality early childhood education and care (ECEC) has a positive impact on all children, **boys and girls**, and even more so on children belonging to less privileged socio-economic backgrounds, thereby contributing to reducing social inequalities; stresses that ECEC has an impact on children's development, learning and well-being in the short-term, and creates the building blocks for improving later long-term life outcomes;

Amendment

3. Asserts that quality early childhood education and care (ECEC) has a positive impact on all children, and even more so on children belonging to less privileged socio-economic backgrounds, thereby contributing to reducing social inequalities; stresses that ECEC has an impact on children's development, learning and well-being in the short-term, and creates the building blocks for improving later long-term life outcomes;

Or. en

Amendment 17
Lara Wolters, Romeo Franz

Draft opinion
Paragraph 3

Draft opinion

3. Asserts that quality early childhood education and care (ECEC) has a positive impact on all children, boys and girls, and even more so on children belonging to less privileged socio-economic backgrounds, thereby contributing to reducing social inequalities; stresses that ECEC has an impact on children's development, learning and well-being in the short-term, and creates the building blocks for improving later long-term life outcomes;

Amendment

3. Asserts that quality early childhood education and care (ECEC) has a positive impact on all children, boys and girls, and even more so on children belonging to less privileged socio-economic backgrounds ***and to those with special needs***, thereby contributing to reducing social inequalities; stresses that ECEC has an impact on children's development, learning and well-being in the short-term, and creates the building blocks for improving later long-term life outcomes; ***therefore calls on the Commission to establish a European Child Guarantee with adequate funding and well-designed support services;***

Or. en

Amendment 18
Martina Michels

Draft opinion
Paragraph 3

Draft opinion

3. Asserts that quality early childhood education and care (ECEC) has a positive impact on all children, boys and girls, and even more so on children belonging to less privileged socio-economic backgrounds, thereby contributing to reducing social inequalities; stresses that ECEC has an impact on children's development, learning and well-being in the short-term, and creates the building blocks for improving later long-term life outcomes;

Amendment

3. Asserts that quality early childhood education and care (ECEC) has a positive impact on all children, boys and girls, and even more so on children belonging to less privileged socio-economic backgrounds, thereby contributing to reducing social inequalities; stresses that ECEC has an impact on children's development, learning and well-being in the short-term, and creates the building blocks, ***like abilities to deal with conflicts, problem-solving skills, social and democratic behavior***, for

improving later long-term life outcomes;

Or. en

Amendment 19
Bernard Guetta

Draft opinion
Paragraph 3

Draft opinion

3. Asserts that quality early childhood education and care (ECEC) has a positive impact on all children, boys and girls, and even more so on children belonging to less privileged socio-economic backgrounds, thereby contributing to reducing social inequalities; stresses that ECEC has an impact on children's development, learning and well-being in the short-term, and creates the building blocks for improving later long-term life outcomes;

Amendment

3. Asserts that quality early childhood education and care (ECEC) has a positive impact on all children, boys and girls, and even more so on children belonging to less privileged socio-economic backgrounds, thereby contributing to reducing social inequalities ***and foster social integration***; stresses that ECEC has an impact on children's development, learning and well-being in the short-term, and creates the building blocks for improving later long-term life outcomes;

Or. en

Amendment 20
Monica Semedo, Irena Joveva, Bernard Guetta, Laurence Farreng

Draft opinion
Paragraph 3

Draft opinion

3. Asserts that quality early childhood education and care (ECEC) has a positive impact on all children, boys and girls, and even more so on children belonging to less privileged socio-economic backgrounds, thereby contributing to reducing social inequalities; stresses that ECEC has an impact on children's development, learning and well-being in the short-term, and

Amendment

3. Asserts that quality early childhood education and care (ECEC) has a positive impact on all children, boys and girls, ***especially children with disabilities*** and even more so on children belonging to less privileged socio-economic backgrounds, thereby contributing to reducing social inequalities; stresses that ECEC has an impact on children's development, learning

creates the building blocks for improving later long-term life outcomes;

and well-being in the short-term, and creates the building blocks for improving later long-term life outcomes;

Or. en

Amendment 21
Dace Melbārde

Draft opinion
Paragraph 4

Draft opinion

4. Believes that investing in human capital, ***with a particular focus on*** young people and people with fewer opportunities, is key to boosting knowledge-intensive, sustainable and inclusive growth, in a context of increasing skills shortages and mismatches in a ***rapidly*** changing world of work, particularly in the era of digitalisation; underlines the importance of entrepreneurship education in order to motivate young people to opt to set up ***in business***;

Amendment

4. Believes that investing in human capital, ***including in*** young people and people with fewer opportunities, is key to boosting knowledge-intensive, sustainable and inclusive growth, in a context of increasing skills shortages, ***especially in STEM fields***, and mismatches in a changing world of work, particularly in the era of digitalisation; underlines the importance of ***continuous development of skills, including transversal skills; notes the role*** of entrepreneurship education in order to motivate young people to opt to set up ***businesses***;

Or. en

Amendment 22
Martina Michels

Draft opinion
Paragraph 4

Draft opinion

4. Believes that investing in ***human capital***, with a particular focus on young people and people with fewer opportunities, is key to boosting knowledge-intensive, sustainable and inclusive growth, in a context of increasing

Amendment

4. Believes that investing in ***a modern democratic educational landscape***, with a particular focus on young people and people with fewer opportunities, is key to boosting knowledge-intensive, sustainable, ***qualitative*** and inclusive growth, in a

skills shortages and mismatches in a rapidly changing world of work, particularly in the era of digitalisation; underlines the importance of entrepreneurship education in order to motivate young people to opt to set up in business;

context of increasing skills shortages and mismatches in a rapidly changing world of work, particularly in the era of digitalisation; underlines the importance of entrepreneurship education in order to motivate young people to opt to set up in business *on one hand; and underlines the importance of education for self-realisation and for the possibility of participation in a democratic community on the other hand;*

Or. en

Amendment 23
Sabine Verheyen

Draft opinion
Paragraph 4

Draft opinion

4. Believes that investing in human capital, with a particular focus on young people and people with fewer opportunities, is key to boosting knowledge-intensive, sustainable and inclusive growth, in a context of increasing skills shortages and mismatches in a rapidly changing world of work, particularly in the era of digitalisation; underlines the importance of entrepreneurship education in order to motivate young people to opt to set up in business;

Amendment

4. Believes that investing in human capital, with a particular focus on young people and people with fewer opportunities, is key to boosting knowledge-intensive, sustainable and inclusive growth, in a context of increasing skills shortages and mismatches in a rapidly changing world of work, particularly in the era of digitalisation; underlines the importance of entrepreneurship education in order to motivate young people to opt to set up in business, *and stresses that digital and media literacy skills should be an essential part of education policies and include, among others, cyber safety, cyber hygiene, cyber responsibility and data protection;*

Or. en

Amendment 24
Lara Wolters, Romeo Franz

Draft opinion
Paragraph 4

Draft opinion

4. Believes that investing in human capital, with a particular focus on young people and people with fewer opportunities, is key to boosting knowledge-intensive, sustainable and inclusive growth, in a context of increasing skills shortages and mismatches in a rapidly changing world of work, particularly in the era of digitalisation; underlines the importance of entrepreneurship education in order to motivate young people to opt to set up in business;

Amendment

4. Believes that ***structural investment into human capital and national education systems***, with a particular focus on young people and people with fewer opportunities, is key to boosting knowledge-intensive, sustainable and inclusive growth, in a context of increasing skills shortages and mismatches in a rapidly changing world of work, particularly in the era of digitalisation; underlines the importance of entrepreneurship education in order to motivate young people to opt to set up in business ***and believes more needs to be done to attract girls into STEM; underlines also the important contribution vocational education can make towards achieving the objectives of the European Green Deal;***

Or. en

Amendment 25
Monica Semedo, Irena Joveva, Bernard Guetta, Laurence Farreng

Draft opinion
Paragraph 4

Draft opinion

4. Believes that investing in human capital, with a particular focus on young people and people with fewer opportunities, is key to boosting knowledge-intensive, sustainable and inclusive growth, in a context of increasing skills shortages and mismatches in a rapidly changing world of work, particularly in the era of digitalisation; underlines the importance of entrepreneurship education in order to motivate young people to opt to set up in

Amendment

4. Believes that investing in human capital, with a particular focus on young people and people with fewer opportunities, ***including people with a migrant background***, is key to boosting knowledge-intensive, sustainable and inclusive growth, in a context of increasing skills shortages and mismatches in a rapidly changing world of work, particularly in the era of digitalisation; underlines the importance of entrepreneurship education ***from an early***

business;

age on, in order to motivate young people to opt to set up in business ***and of promoting environmental, digital and financial literacy among young generations***;

Or. en

Amendment 26

Peter Pollák

Draft opinion

Paragraph 4

Draft opinion

4. Believes that investing in human capital, with a particular focus on young people and people with fewer opportunities, is key to boosting knowledge-intensive, sustainable and inclusive growth, in a context of increasing skills shortages and mismatches in a rapidly changing world of work, particularly in the era of digitalisation; underlines the importance of entrepreneurship education in order to motivate young people to opt to set up in business;

Amendment

4. Believes that investing in human capital, with a particular focus on young people, ***especially those neither in employment nor in education and training*** people with fewer opportunities, is key to boosting knowledge-intensive, sustainable and inclusive growth, in a context of increasing skills shortages and mismatches in a rapidly changing world of work, particularly in the era of digitalisation; underlines the importance of entrepreneurship education in order to motivate young people to opt to set up in business;

Or. en

Amendment 27

Bernard Guetta

Draft opinion

Paragraph 4 a (new)

Draft opinion

Amendment

4a. Calls on the Commission and the Member States to step up measures to promote quality apprenticeship in Europe and to explore ways of achieving a

Amendment 28

Peter Pollák

Draft opinion

Paragraph 5

Draft opinion

5. Is of the opinion that the European Structural and Investment Funds ***can provide options for better*** access to information and the active inclusion of young people, especially those living in rural and remote areas;

Amendment

5. Is of the opinion that the European Structural and Investment Funds ***plays a crucial role in improving the*** access to information and the active inclusion of young people, especially those living in rural and remote areas;

Amendment 29

Dace Melbārde

Draft opinion

Paragraph 5

Draft opinion

5. Is of the opinion that the European Structural and Investment Funds can provide options for better access to information and the active inclusion of young people, especially those living in rural and remote areas;

Amendment

5. Is of the opinion that the European Structural and Investment Funds can provide options for better access to ***education materials and*** information, and the active inclusion of young people, especially those living in rural and remote areas; ***notes in this regard that innovative teaching and learning techniques combined with access to digital information sources can play a big role;***

Amendment 30
Lara Wolters, Romeo Franz

Draft opinion
Paragraph 5

Draft opinion

5. Is of the opinion that the European Structural and Investment Funds can provide options for better access to information and the active inclusion of young people, especially those living in rural and remote areas;

Amendment

5. Is of the opinion that the European Structural and Investment Funds can provide options for better access to information and the active inclusion of young people, especially those living in rural and remote areas ***or in areas with a shrinking population;***

Or. en

Amendment 31
Monica Semedo, Irena Joveva, Bernard Guetta, Laurence Farreng

Draft opinion
Paragraph 5

Draft opinion

5. Is of the opinion that the European Structural and Investment Funds can provide options for better access to information and the active inclusion of young people, especially those living in rural and remote areas;

Amendment

5. Is of the opinion that the European Structural and Investment Funds can provide options for better access to information and the active inclusion of young people, especially those living in rural and remote areas ***and people with a migrant background;***

Or. en

Amendment 32
Lara Wolters, Romeo Franz

Draft opinion
Paragraph 6

Draft opinion

6. Points out that in 2018, in the EU, 16.5 %

Amendment

6. Points out that in 2018, in the EU,

of 20-34-year-olds – one in six young people – were neither in employment nor in education and training (NEETs)¹, and that the share of early school leavers was 10.6 %²; recognises that these figures are as low as they were in the first quarter of 2008, and the lowest since this data began to be compiled in the first quarter of 2006; calls, nevertheless, on the Commission and the Member States to step up their efforts to reduce early school leaving and the percentage of NEETs, and to improve educational outcomes, taking into account regional disparities, as well as to implement comprehensive preventive strategies and to engage early school leavers in education and training;

1

<https://ec.europa.eu/eurostat/web/products-eurostat-news/-/DDN-20190627-1>

2

<https://ec.europa.eu/eurostat/documents/3217494/10164469/KS-EI-19-001-EN-N.pdf/33ab6c0c-a0c6-5294-3948-b1fb9973d096>

16.5 % of 20-34-year-olds – one in six young people – were neither in employment nor in education and training (NEETs)¹, and that the share of early school leavers was 10.6 %², ***and that young people with disadvantaged backgrounds remain at higher risk of being NEETs or in low-skilled, unstable and low-paid employment***; recognises that these figures are as low as they were in the first quarter of 2008, and the lowest since this data began to be compiled in the first quarter of 2006; calls, nevertheless, on the Commission and the Member States to step up their efforts to reduce early school leaving and the percentage of NEETs, and to improve educational outcomes, taking into account regional ***and demographic*** disparities, as well as to implement comprehensive preventive strategies and to engage early school leavers in education and training; ***supports turning the existing Youth Guarantee into a permanent instrument provided the instrument is properly funded***;

1

<https://ec.europa.eu/eurostat/web/products-eurostat-news/-/DDN-20190627-1>

2

<https://ec.europa.eu/eurostat/documents/3217494/10164469/KS-EI-19-001-EN-N.pdf/33ab6c0c-a0c6-5294-3948-b1fb9973d096>

Or. en

Amendment 33
Dace Melbārde

Draft opinion
Paragraph 6

Draft opinion

6. Points out that in 2018, in the EU, 16.5 % of 20-34-year-olds – one in six young people – were neither in employment nor in education and training (NEETs)¹, **and** that the share of early school leavers was 10.6 %²; recognises that these figures are as low as they were in the first quarter of 2008, and the lowest since this data began to be compiled in the first quarter of 2006; calls, nevertheless, on the Commission and the Member States to step up their efforts to reduce early school leaving and the percentage of NEETs, and to improve educational outcomes, taking into account regional disparities, as well as to implement comprehensive preventive strategies and to engage early school leavers in education and training;

1

<https://ec.europa.eu/eurostat/web/products-eurostat-news/-/DDN-20190627-1>

2

<https://ec.europa.eu/eurostat/documents/3217494/10164469/KS-EI-19-001-EN-N.pdf/33ab6c0c-a0c6-5294-3948-b1fb9973d096>

Amendment

6. Points out that in 2018, in the EU, 16.5 % of 20-34-year-olds – one in six young people – were neither in employment nor in education and training (NEETs)¹; **notes, however, that vast differences in NEET proportion exist between Member States, with Sweden and the Netherlands scoring lowest at 8.0% and 8.4% respectively and Greece (26.8%) and Italy (28.9%) having the largest proportion of NEETs; further points out** that the share of early school leavers **in 2018** was 10.6 %²; recognises that these figures are as low as they were in the first quarter of 2008, and the lowest since this data began to be compiled in the first quarter of 2006; calls, nevertheless, on the Commission and the Member States to step up their efforts to reduce early school leaving and the percentage of NEETs, and to improve educational outcomes, taking into account regional disparities, as well as to implement comprehensive preventive strategies and to engage early school leavers in education and training;

1

<https://ec.europa.eu/eurostat/web/products-eurostat-news/-/DDN-20190627-1>

2

<https://ec.europa.eu/eurostat/documents/3217494/10164469/KS-EI-19-001-EN-N.pdf/33ab6c0c-a0c6-5294-3948-b1fb9973d096>

Or. en

Amendment 34
Peter Pollák

Draft opinion
Paragraph 6

Draft opinion

6. Points out that in 2018, in the EU, 16.5 % of 20-34-year-olds – one in six young people – were neither in employment nor in education and training (NEETs)¹, and that the share of early school leavers was 10.6 %²; recognises that these figures are as low as they were in the first quarter of 2008, and the lowest since this data began to be compiled in the first quarter of 2006; calls, nevertheless, on the Commission and the Member States to step up their efforts to reduce early school leaving and the percentage of NEETs, and to improve educational outcomes, taking into account regional disparities, as well as to implement comprehensive preventive strategies and to engage early school leavers in education and training;

1

<https://ec.europa.eu/eurostat/web/products-eurostat-news/-/DDN-20190627-1>

2

<https://ec.europa.eu/eurostat/documents/3217494/10164469/KS-EI-19-001-EN-N.pdf/33ab6c0c-a0c6-5294-3948-b1fb9973d096>

Amendment

6. Points out that in 2018, in the EU, 16.5 % of 20-34-year-olds – one in six young people – were neither in employment nor in education and training (NEETs)¹, and that the share of early school leavers was 10.6 %²; recognises that these figures are as low as they were in the first quarter of 2008, and the lowest since this data began to be compiled in the first quarter of 2006; calls, nevertheless, on the Commission and the Member States to step up their efforts to reduce early school leaving and the percentage of NEETs, ***especially among those with social disadvantage background***, and to improve educational outcomes, taking into account regional disparities, as well as to implement comprehensive preventive strategies and to engage early school leavers in education and training;

1

<https://ec.europa.eu/eurostat/web/products-eurostat-news/-/DDN-20190627-1>

2

<https://ec.europa.eu/eurostat/documents/3217494/10164469/KS-EI-19-001-EN-N.pdf/33ab6c0c-a0c6-5294-3948-b1fb9973d096>

Or. en

Amendment 35 **Dace Melbārde**

Draft opinion **Paragraph 7**

Draft opinion

7. Urges the Member States to ***foster*** cooperation between education and businesses with a view to addressing skills

Amendment

7. Urges the Member States to ***promote further*** cooperation between education and businesses with a view to addressing

mismatches, including by fostering technical and digital skills, as well as vocational training and dual studies, and to put in place effective and comprehensive methodologies for the recognition and validation of non-formal and informal learning;

current and upcoming skills mismatches, including by fostering technical and digital skills, as well as vocational training and dual studies, and to put in place effective and comprehensive methodologies for the recognition and validation of non-formal and informal learning;

Or. en

Amendment 36

Monica Semedo, Irena Joveva, Bernard Guetta, Laurence Farreng

Draft opinion

Paragraph 7

Draft opinion

7. Urges the Member States to foster cooperation between education and businesses with a view to addressing skills mismatches, including by fostering technical and digital skills, as well as vocational training and dual studies, and to put in place effective and comprehensive methodologies for the recognition and validation of non-formal and informal learning;

Amendment

7. Urges the Member States to foster cooperation between education and businesses with a view to addressing skills mismatches, including by fostering technical, **entrepreneurial** and digital skills, as well as vocational training and dual studies, and to put in place effective and comprehensive methodologies for the **mutual** recognition and validation of **skills, diplomas and qualifications as well as** non-formal and informal learning **in order to facilitate mobility; stresses the need to effectively implement the European universities initiative with a view to ensuring that European universities become a pole of excellence and innovation;**

Or. en

Amendment 37

Martina Michels

Draft opinion

Paragraph 7

Draft opinion

7. Urges the Member States to foster cooperation between education and businesses with a view to addressing skills mismatches, including by fostering technical and digital skills, as well as vocational training and dual studies, and to put in place effective and comprehensive methodologies for the recognition and validation of non-formal and informal learning;

Amendment

7. Urges the Member States to foster cooperation between education and businesses with a view to addressing skills mismatches, including by fostering technical and digital skills, as well as vocational training and dual ***trainings and*** studies, and to put in place effective and comprehensive methodologies for the recognition and validation of non-formal and informal learning;

Or. en

Amendment 38

Lara Wolters, Romeo Franz

Draft opinion

Paragraph 7

Draft opinion

7. Urges the Member States to foster cooperation between education and businesses with a view to addressing skills mismatches, including by fostering technical and digital skills, as well as vocational training and dual studies, and to put in place effective and comprehensive methodologies for the recognition and validation of non-formal and informal learning;

Amendment

7. Urges the Member States to foster cooperation between education and businesses, with a view to ***fostering low-carbon local and regional economies as well as*** addressing skills mismatches, including by fostering technical and digital skills, as well as vocational training and dual studies, and to put in place effective and comprehensive methodologies for the recognition and validation of non-formal and informal learning;

Or. en

Amendment 39

Bernard Guetta

Draft opinion

Paragraph 7 a (new)

Draft opinion

Amendment

7a. Asserts that EU education and training funds must be more oriented towards reducing inequalities in educational access, social integration and opportunities; calls for a focus on targeted measures focusing on the most disadvantaged, including migrant and refugee children;

Or. en

Amendment 40
Andrea Bocskor, Milan Zver

Draft opinion
Paragraph 8

Draft opinion

8. Calls for an increase in the quality and efficiency of education and training systems, the strengthening of comprehensive lifelong learning and the upgrading of skills, notably of disadvantaged groups, ***including people with a migrant background***; reiterates its support to citizenship education in schools as a key pillar of developing European democracy;

Amendment

8. Calls for an increase in the quality and efficiency of education and training systems, the strengthening of comprehensive lifelong learning and the upgrading of skills, notably of disadvantaged groups; reiterates its support to citizenship education in schools as a key pillar of developing European democracy;

Or. en

Amendment 41
Dace Melbārde

Draft opinion
Paragraph 8

Draft opinion

8. Calls for an increase in the quality and efficiency of education and training

Amendment

8. Calls for an increase in the quality and efficiency of education and training

systems, the strengthening of comprehensive lifelong learning *and the upgrading of skills*, notably of disadvantaged groups, including people with a migrant background; reiterates its support to citizenship education in schools as a key pillar of developing European democracy;

systems, the strengthening of comprehensive lifelong learning *as well as upskilling and reskilling of workforce*, notably *people with lower levels of education, workers who are employed in industries at high risk of elimination in near future, people close to retirement age as well as* disadvantaged groups, including people with a migrant background; reiterates its support to citizenship education in schools as a key pillar of developing European democracy;

Or. en

Amendment 42
Sabine Verheyen
Draft opinion
Paragraph 8

Draft opinion

8. Calls for an increase in the quality and efficiency of education and training systems, the strengthening of comprehensive lifelong learning and the upgrading of skills, notably of disadvantaged groups, including people with a migrant background; reiterates its support to citizenship education in schools as a key pillar of developing European democracy;

Amendment

8. Calls for an increase in the quality and efficiency of education and training systems, the strengthening of comprehensive lifelong learning and the upgrading of skills, notably of disadvantaged groups, including people with a migrant background; reiterates its support to citizenship education in schools as a key pillar of developing European democracy; ***underlines that adult education, training and lifelong learning has a positive effect on the individual, the economy and society.***

Or. en

Amendment 43
Monica Semedo, Irena Joveva, Bernard Guetta, Laurence Farreng

Draft opinion
Paragraph 8

Draft opinion

8. Calls for an increase in the quality and efficiency of education and training systems, the strengthening of comprehensive lifelong learning and the upgrading of skills, notably of disadvantaged groups, including people with a migrant background; reiterates its support to citizenship education in schools as a key pillar of developing European democracy;

Amendment

8. Calls for an increase in the quality and efficiency of education and training systems, the strengthening of comprehensive lifelong learning and the upgrading of skills, notably of disadvantaged groups, including people, ***especially young adults***, with a migrant background; ***stresses the need for educational systems to promote healthy habits, particularly sport practice which significantly contributes to social inclusion and integration and*** reiterates its support to citizenship education in schools as a key pillar of developing European democracy;

Or. en

Amendment 44

Peter Pollák

Draft opinion

Paragraph 8

Draft opinion

8. Calls for an increase in the quality and efficiency of education and training systems, the strengthening of comprehensive lifelong learning and the upgrading of skills, notably of disadvantaged groups, including people with a migrant background; reiterates its support to citizenship education in schools as a key pillar of developing European democracy;

Amendment

8. Calls for an increase in the quality and efficiency of education and training systems, the strengthening of comprehensive lifelong learning and the upgrading of skills, notably of disadvantaged groups, including ***Roma***, people with a migrant background; reiterates its support to citizenship education in schools as a key pillar of developing European democracy;

Or. en

Amendment 45

Martina Michels

Draft opinion
Paragraph 8 a (new)

Draft opinion

Amendment

8a. Calls for an increased focus on the promotion of girls and women in STEAM subjects in schools, trainings and studies; including support for the transition into professional life and for starting up businesses;

Or. en

Amendment 46
Monica Semedo, Irena Joveva, Bernard Guetta, Laurence Farreng

Draft opinion
Paragraph 8 a (new)

Draft opinion

Amendment

8a. Emphasises the importance of the learning of foreign languages to enhance student's and workers' mobility and in order to achieve the Barcelona European Council's objective of "mother tongue +two";

Or. en

Amendment 47
Dace Melbārde

Draft opinion
Paragraph 9

Draft opinion

Amendment

9. Believes that an all-encompassing approach to education policy enjoying strong political and public support, is vital to the educational reform process, and that in order to achieve these objectives, it is essential to involve ***both*** society as a whole

9. Believes that an all-encompassing approach to education policy, enjoying strong political and public support, is vital to the educational reform process, and that in order to achieve these objectives, it is essential to involve society as a whole ***as***

and all relevant and interested stakeholders, including parents;

well as all relevant and interested stakeholders, including parents;

Or. en

Amendment 48
Martina Michels

Draft opinion
Paragraph 9

Draft opinion

9. Believes that an all-encompassing approach to education policy enjoying strong political and public support, is vital to the educational reform process, and that in order to achieve these objectives, it is essential to involve both society as a whole and all relevant and interested stakeholders, including parents;

Amendment

9. Believes that an all-encompassing approach to education policy enjoying strong political and public support, is vital to the educational reform process, and that in order to achieve these objectives, it is essential to involve both society as a whole and all relevant and interested stakeholders, including **teachers and** parents;

Or. en

Amendment 49
Sabine Verheyen

Draft opinion
Paragraph 9 a (new)

Draft opinion

Amendment

9a. Maintains that in today's increasingly interconnected and interdependent world, proficiency in other languages is a vital skill that gives individuals the opportunity to engage with the world in a more immediate and meaningful way, while better preparing them to compete and succeed global society and economy; therefore calls on the Member States to implement their goal for all citizens to learn at least two foreign languages and to begin learning foreign languages at an

*early age, as set out in the December 2017
Council Conclusions;*

Or. en

Amendment 50
Bernard Guetta

Draft opinion
Paragraph 10

Draft opinion

10. Considers that effective governance and adequate funding for all educational settings, modern quality educational resources and teaching, motivated *and* competent teachers and lifelong learning are crucial for achieving equity, diversity and excellence in education; stresses, in this context, the need to attract greater numbers of motivated candidates with sound academic or professional backgrounds and pedagogical skills into the teaching profession.

Amendment

10. Considers that effective governance and adequate funding for all educational settings, modern quality educational resources, *tools* and teaching, motivated, competent, *more rewarded*, teachers and lifelong learning are crucial for achieving equity, diversity and excellence in education; stresses, in this context, the need to attract greater numbers of motivated candidates with sound academic or professional backgrounds and pedagogical skills into the teaching profession.

Or. en

Amendment 51
Dace Melbārde

Draft opinion
Paragraph 10

Draft opinion

10. Considers that effective governance and adequate funding for all educational settings, modern quality educational resources and teaching, motivated and competent teachers and lifelong learning are crucial for achieving equity, diversity and excellence in education; stresses, in this context, the need to attract greater

Amendment

10. Considers that effective governance and adequate funding for all educational settings, modern quality educational resources and teaching, motivated and competent teachers and lifelong learning are crucial for achieving equity, diversity and excellence in education; stresses, in this context *to strive for gender balance in*

numbers of motivated candidates with sound academic or professional backgrounds and pedagogical skills into the teaching profession.

teaching and the need to attract greater numbers of motivated candidates with sound academic or professional backgrounds and pedagogical skills into the teaching profession; ***notes that lack of adequate remuneration for teachers and staff in a number of Member States is a major reason why the field currently lacks motivated professionals in those Member States;***

Or. en

Amendment 52

Monica Semedo, Irena Joveva, Bernard Guetta, Laurence Farreng

Draft opinion

Paragraph 10

Draft opinion

10. Considers that effective governance and adequate funding for all educational settings, modern quality educational resources and teaching, motivated and competent teachers and lifelong learning are crucial for achieving equity, diversity and excellence in education; stresses, in this context, the need to attract greater numbers of motivated candidates with sound academic or professional backgrounds and pedagogical skills into the teaching profession.

Amendment

10. Considers that effective governance and adequate funding for all educational settings, modern quality educational resources and teaching, motivated and competent teachers and lifelong learning are crucial for achieving equity, diversity and excellence in education; stresses, in this context, the need to attract greater numbers of motivated candidates with sound academic or professional backgrounds and pedagogical skills into the teaching profession; ***calls for the need to ensure continuous quality training for teachers and trainers;***

Or. en

Amendment 53

Lara Wolters, Romeo Franz

Draft opinion

Paragraph 10

Draft opinion

10. Considers that effective governance and adequate funding for all educational settings, modern quality educational resources and teaching, motivated and competent teachers and lifelong learning are crucial for achieving equity, diversity and excellence in education; stresses, in this context, the need to attract greater numbers of motivated candidates with sound academic or professional backgrounds and pedagogical skills into the teaching profession;

Amendment

10. Considers that effective governance and adequate funding for all educational settings, modern quality educational resources and teaching, motivated and competent teachers and lifelong learning are crucial for achieving equity, diversity and excellence in education; stresses, in this context, the need to attract greater numbers of motivated candidates with sound academic or professional backgrounds and pedagogical skills into the teaching profession; ***stresses this can only be realised by increasing the attractiveness of the teaching profession and of a career in education via, inter alia, adequate salaries and support systems for teachers;***

Or. en

Amendment 54
Lara Wolters

Draft opinion
Paragraph 10 a (new)

Draft opinion

Amendment

10a. Calls on the Commission and Member States to shift their macroeconomic approach towards encouraging social investment in the public sector; calls on the Commission, in this respect, to use the flexibility clause of the Stability and Growth Pact to allow Member States to increase investment in cultural and youth policies, in education and training and in research, in particular by excluding such investments from the calculation of national budget expenditure.

Or. en

