

# EUROPEAN PARLIAMENT

2004



2009

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*Committee on Employment and Social Affairs*

**2004/0153(COD)**

20.1.2005

## **OPINION**

of the Committee on Employment and Social Affairs

for the Committee on Culture and Education

on the proposal for a European Parliament and Council decision establishing an integrated action programme in the field of lifelong learning  
(COM(2004)0474 – C6-0095/2004 – 2004/0153(COD))

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## SHORT JUSTIFICATION

The Committee on Employment and Social Affairs welcomes the Commission's initiative in proposing a programme in the field of lifelong education and training bringing together all existing programmes, as well as cross-disciplinary measures, to help in the development of an advanced knowledge-based society with more and better quality jobs and greater social cohesion, in accordance with the Lisbon objectives.

However, the committee regrets the fact that the programme's quantitative objectives are limited, given the number of people concerned and the resources needed to improve the mobility of students and those in training in the European area of education and vocational training.

The committee has two specific concerns, namely:

- (a) that the vocational dimension incorporated into the ERASMUS programme could signal a desire to make higher education an 'autonomous package' covered by a single programme,
- (b) that the LEONARDO DA VINCI programme could be deprived of its substance and initial objectives.

The Committee on Employment and Social Affairs calls on national agencies, Member States and the Commission to ensure that funds are fairly distributed between measures under the ERASMUS programme to support higher educational establishments and those to support higher vocational training establishments.

The committee also believes that, in the spirit of the Lisbon and Stockholm declarations, the relevant Commission departments should develop joint guidelines for drawing up skills plans and accreditation systems that could be used to facilitate mutual recognition of certificates, diplomas and university qualifications.

### **Education - a social right**

The committee firmly believes that this integrated education and training action programme is contributing to a social need and helping to meet the requirements of the European labour market, but stresses that education and training are also a social right, irrespective of age, gender or social background.

The programme should benefit socially disadvantaged groups in particular, because of the difficulties they face in general as a result of their low level of training and their marginalisation from education and training systems. The committee would like to see measures to create specific opportunities for such groups.

The programme should therefore devote special attention to disadvantaged groups, including women, immigrants and those living below the poverty threshold so as to ensure equal opportunities for all.

The programme should set specific objectives geared in particular to those who have failed to complete advanced secondary education, persons who are illiterate, unskilled, unemployed, disabled, over 50, immigrants and women returning from maternity leave).

The programme should also seek not only to enhance the image of learning but also to encourage those to whom education is most alien. The aim is to create a culture of learning, in other words to convince everyone that, in the new knowledge-based economy, learning is vital at any age.

The committee believes there is a direct link between the quality of work and lifelong education and it would like to see the Commission include in its programme strategies to link lifelong education, the quality of work and the organisation of working time.

It recalls its attachment to enhancing the value of vocational training and draws attention to the need to give higher vocational education its proper place.

Vocational training should be provided under the same terms in the LEONARDO DA VINCI programme as in the ERASMUS programme, which includes the sphere of advanced vocational training and education.

### **The social partners and enterprises**

The committee stresses the need for training periods within enterprises, during which knowledge and expertise can be acquired collectively, in practical situations, and in the interests of both enterprises and workers.

As part of the social responsibility they should shoulder, enterprises should provide the best possible conditions for learning:

- for practical acquisition of basic training,
- for continuing training of their employees,
- for the recognition and accreditation of professional experience acquired.

In order to meet these objectives, all major enterprises should draw up skills plans and assessments for training and development of qualifications, to be negotiated with the social partners on the one hand and the institutions awarding professional qualifications, on the other.

The LEONARDO DA VINCI and ERASMUS programmes should be able to provide assistance for the training responsibilities to be met by enterprises.

The Member States should work together with the social partners to ensure that all workers have paid free time during which they can take part in training that will enable them to acquire new skills and/or validate skills acquired through experience.

The committee calls on the Commission, the Member States and the social partners substantially to increase their efforts to ensure recognition of skills acquired via non-formal

and informal training, professional experience and vocational training offered by, or on behalf of, business sectors.

### **Coordination**

This programme will require excellent coordination between the Community and national levels and, at national level, between the various ministries involved.

The committee proposes that a high-level group be established consisting of representatives of the ministries responsible for education and training so as to ensure the development of coherent and effective national strategies.

This high-level group could encourage and expand exchanges of information and experience through ‘examples of good practice’ and projects in the field of lifelong education and training.

The committee believes that the establishment of a European area of higher education and vocational training should help to improve qualifications, taking into account the needs of the labour market and guaranteeing the skills of workers throughout the European Union.

It calls on the Commission and the Member States to work for the convergence of vocational training systems in order to promote European vocational qualifications and qualification standards (relating, of course, to difference benchmarks, including activities, vocational profile, skills, certification, training, etc.).

## **AMENDMENTS**

The Committee on Employment and Social Affairs calls on the Committee on Culture and Education, as the committee responsible, to incorporate the following amendments into its report:

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Text proposed by the Commission<sup>1</sup>

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Amendments by Parliament

Amendment 1  
Recital 7 a (new)

***(7a) An advanced knowledge society is the key to higher growth and employment rates. Education and training are essential priorities for the European Union in order to achieve the Lisbon goals.***

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<sup>1</sup> Not yet published in OJ.

Amendment 2  
Recital 16 a (new)

***(16a) Continuing transnational cooperation and increased mobility in the fields of education and training will contribute to improving the quality of education and training within the European Union.***

Amendment 3  
Recital 17

(17) An Integrated Programme should therefore be established to contribute through lifelong learning to the development of the European Union as an advanced knowledge society, with sustainable economic development, more and better jobs and greater social cohesion.

(17) An Integrated Programme should therefore be established to contribute through lifelong learning to the development of the European Union as an advanced knowledge society, with sustainable economic development, more and ***qualitatively*** better jobs, ***with workers' rights, the capacity to innovate*** and greater social cohesion.

*Justification*

*It is important to stress that the new jobs that are created are of good quality and that they also have rights for workers.*

Amendment 4  
Recital 17 a (new)

***(17a) A model of European education and training should also be promoted in which access to education and vocational training is regarded as a fundamental social right.***

Amendment 5  
Recital 17 b (new)

***(17b) To enable European workers to have their skills recognised throughout the European Union, the convergence of skills benchmarks and qualifications benchmarks must be facilitated, and a European system for the recognition of vocational qualifications must be promoted.***

Amendment 6  
Recital 24

(24) In all its activities, the Community must eliminate inequalities, and promote equality, between men and women, as provided for in Article 3 of the Treaty.

(24) In all its activities, the Community must eliminate inequalities, and promote equality, between men and women, as provided for in Article 3 of the Treaty. ***Given the objective of the Lisbon Summit of an employment rate of more than 60% for women by 2010 and given that labour market segregation remains high, it is necessary to facilitate the access of women to education and training.***

Amendment 7  
Recital 26 a (new)

***(26a) Special attention should be given to groups which are under-represented in education and training systems in the European Union.***

Amendment 8  
Article 1, paragraph 2

2. The general objective of the Integrated Programme is to contribute through lifelong learning to the development of the

2. The general objective of the Integrated Programme is to contribute through lifelong learning to the development of the

Community as an advanced knowledge society, with sustainable economic development, more and better jobs and greater social cohesion, while ensuring good protection of the environment for future generations. In particular, it aims to foster interchange, cooperation and mobility between education and training systems within the Community so that they become a world quality reference.

Community as an advanced knowledge society, with sustainable economic development, more and *qualitatively* better jobs, *with workers' rights, the capacity to innovate* and greater social cohesion, while ensuring good protection of the environment for future generations. In particular, it aims to foster interchange, cooperation and mobility between education and training systems within the Community so that they become a world quality reference.

#### Amendment 9

##### Article 1, paragraph 3, point (a)

(a) to contribute to the *development* of quality lifelong learning and *to promote* innovation and a European dimension in systems and practices in the field;

(a) to contribute to the *promotion* of quality lifelong learning and innovation and *of* a European dimension in systems and practices in the field;

#### Amendment 10

##### Article 1, paragraph 3, point (a a) (new)

*(aa) to create interaction between companies, training providers, higher education establishments and scientists in order to provide education and training of the best quality;*

#### *Justification*

*Europe needs to improve education and training in order to boost growth and employment rates. In order to determine best practice we must facilitate the exchange of knowledge and experience in the education and training field.*



Amendment 11  
Article 1, paragraph 3, point (d)

(d) to help promote creativity, **competitiveness**, employability and the growth of an entrepreneurial spirit;

(d) to help promote creativity, **flexibility, mobility, redeployment**, employability and the growth of an entrepreneurial spirit;

Amendment 12  
Article 1, paragraph 3, point (e a) (new)

**(ea) to provide access to lifelong learning opportunities for all, including specific action aimed at disadvantaged groups;**

*Justification*

*In order to provide equal opportunities concerning access to education and training it is necessary to have specific actions targeting groups which face particular difficulties in the field of education and learning, including the unemployed, immigrants, and people living in remote areas or in poverty.*

Amendment 13  
Article 1, paragraph 3, point (f)

(f) to promote language learning and linguistic diversity;

(f) to promote language learning and **language use to ensure** linguistic diversity;

*Justification*

*It is important to study foreign languages but it is equally important to have the opportunity to use foreign languages.*

Amendment 14  
Article 1, paragraph 3, point (h)

(h) to promote *co-operation* in quality assurance in all sectors of education and training in Europe;

(h) to promote *cooperation* in quality assurance **and improvement** in all sectors of education and training in Europe;

Amendment 15  
Article 1, paragraph 3, point (i)

(i) to exploit results, innovative products and processes and to exchange good practice in the fields covered by the Integrated Programme.

(i) to exploit results, innovative products and processes and to exchange good practice in the fields covered by the Integrated Programme ***in order to improve the quality of education and training by finding best practice.***

Amendment 16  
Article 2, paragraph 4, point (a), point (i)

(i) to develop understanding ***among young people and educational staff*** of the diversity of European cultures and its ***value***;

(i) to develop, ***among young people and educational staff***, understanding ***and tolerance*** of, ***and respect for***, the diversity of European cultures and its ***values, and its significance in the process of European integration***;

Amendment 17  
Article 2, paragraph 4, point (b), point (i)

(i) to support the realisation of a European Higher Education Area;

(i) to support the realisation of a European Higher Education ***and Vocational Training Area, and thus facilitate the improvement, convergence and recognition of qualifications in connection with changes in the needs of the European labour market, and in consultation with the social partners***;

Amendment 18  
Article 2, paragraph 4, point (b), point (ii)

(ii) to reinforce the contribution of higher

(ii) to reinforce the contribution of higher

education and advanced vocational education to the process of innovation;

education and advanced vocational education *in enterprises* to the process of innovation, *the creation of knowledge and the competitiveness of the European Union*;

Amendment 19  
Article 2, paragraph 4, point (c)

(c) the Leonardo da Vinci programme: to facilitate adaptation to labour market changes and to the evolution of skills needs;

(c) the Leonardo da Vinci programme: to facilitate adaptation to labour market changes *and requirements* and to the evolution of skills needs;

Amendment 20  
Article 2, paragraph 4, point (d), point (i)

(i) to respond to the educational challenge of an ageing population in Europe;

(i) to respond to the educational *and training* challenge of an ageing population in Europe;

Amendment 21  
Article 2, paragraph 4, point (d), point (ii)

(ii) to help provide adults with alternative pathways to improving their knowledge and competences;

(ii) to help provide adults with alternative pathways to improving their knowledge and competences; *to encourage adults to update their skills and to encourage the development of their qualifications in the event of retraining*;

Amendment 22  
Article 3, paragraph 6, point (a)

(a) any type of higher education institution, according to national legislation or practice,

*(Does not affect English version.)*

which offers qualifications or diplomas at that level, whatever such establishments may be called in the Member States;

*Justification*

*In some countries technical universities are independent institutions.*

Amendment 23  
Article 3, paragraph 12

12. “mobility” means moving physically to another country, in order to undertake study, work experience, other learning or teaching activity or related administrative activity, supported as appropriate by preparation in the host language;

12. “mobility” means moving physically to another country, in order to undertake study, work experience, other learning or teaching activity or related administrative activity, supported as appropriate by preparation **and refresher courses** in the host language;

Amendment 24  
Article 3, paragraph 13

13. “placement” means a stay in an enterprise or organisation in another Member State, supported as appropriate by preparation in the host language, with a view to acquiring a specific skill or to improving understanding of the economic and social culture of the country concerned;

13. “placement” means a stay in an enterprise or organisation in another Member State, supported as appropriate by preparation **and refresher courses** in the host language, with a view **to facilitating adaptation to the requirements of the Community-wide labour market**, to acquiring a specific skill or to improving understanding of the economic and social culture of the country concerned;

Amendment 25  
Article 3, paragraph 25

25. “guidance and counselling” means a range of activities such as information, assessment, orientation and advice to assist learners to make choices relating to

25. “guidance and counselling” means a range of activities such as information, assessment, orientation and advice to assist learners **and teaching staff** to make choices

education and training programmes or employment opportunities;

relating to education and training programmes or employment opportunities;

Amendment 26  
Article 3, paragraph 27

27. “lifelong learning” means all general education, vocational education and training, non-formal education and informal learning undertaken throughout life, resulting in ***an improvement*** in knowledge, skills and competences within a personal, civic, social and/or employment-related perspective. It includes the provision of counselling and guidance services.

27. “lifelong learning” means all general education, vocational education and training, non-formal education and informal learning undertaken throughout life, resulting in ***a qualitative and quantitative increase*** in knowledge, skills and competences within a personal, civic, social and/or employment-related perspective. It includes the provision of counselling and guidance services ***for learners and teaching staff***.

Amendment 27  
Article 4, point (a)

(a) pupils, students, trainees and adult learners;

(a) pupils, students, trainees and adult learners, ***including pensioners and people with disabilities***;

Amendment 28  
Article 4, point (e)

(e) the persons and bodies responsible for systems and policies concerning any aspect of lifelong learning at local, regional ***and*** national level;

(e) the persons and bodies responsible for systems and policies concerning any aspect of lifelong learning at local, regional, national ***and European*** level;

Amendment 29  
Article 5, paragraph 1, point (c)

(c) multilateral projects designed to improve

(c) multilateral projects designed to improve

national education and training systems;

national education and training systems ***and to facilitate the convergence of their skills and qualifications benchmarks;***

Amendment 30  
Article 5, paragraph 1, point (f)

(f) observation and analysis of policies and systems in the field of lifelong learning, the establishment of reference material, including surveys, statistics, analyses and indicators, action to support transparency and recognition of qualifications and prior learning, and action to support cooperation in quality assurance;

(f) observation and analysis of policies and systems in the field of lifelong learning, the establishment of reference material, including surveys, statistics, analyses and indicators, action to support transparency and recognition of qualifications and prior learning, ***action to promote the validation of acquired experience, whether it be formal, non-formal or informal,*** and action to support cooperation in quality assurance;

Amendment 31  
Article 5, paragraph 2

2. Community support may be awarded for preparatory visits in respect of any of the actions set out in this Article.

2. Community support may be awarded for preparatory ***and refresher*** visits in respect of any of the actions set out in this Article.

Amendment 32  
Article 5, paragraph 3

3. The Commission may organise such seminars, colloquia or meetings as are likely to facilitate the implementation of the Integrated Programme, and undertake appropriate information, publication and dissemination actions as well as programme monitoring and evaluation.

3. The Commission may organise such seminars, colloquia or meetings as are likely to facilitate the implementation of the Integrated Programme, and undertake appropriate information, publication and dissemination actions ***and actions to increase acceptance,*** as well as programme monitoring and evaluation.

Amendment 33  
Article 6, paragraph 2, point (a)

(a) take the necessary steps to ensure the efficient running of the Integrated Programme at Member State level, involving all the parties concerned with all aspects of lifelong learning in accordance with national practice;

(a) take the necessary steps to ensure the **effective and** efficient running of the Integrated Programme at Member State level, involving all the parties concerned with all aspects of lifelong learning in accordance with national practice;

Amendment 34  
Article 6, paragraph 2, point (b), point (iii)

(iii) they must have an appropriate infrastructure, in particular as regards *informatics* and communications;

(iii) they must have an appropriate infrastructure, in particular as regards **transnational information technology** and communications;

Amendment 35  
Article 6, paragraph 2, point (b), point (iv)

(iv) they must operate in an administrative context which enables them to carry out their tasks satisfactorily and to avoid conflicts of interest;

(iv) they must operate in an administrative context which enables them to carry out their tasks satisfactorily and to **resolve and** avoid conflicts of interest;

Amendment 36  
Article 10, paragraph 5

5. Member States may not be represented by persons employed in, or having operational responsibility for, national agencies referred to in Article 6(2)(b).

5. Member States may not be represented by persons **temporarily or permanently** employed in, **advising** or having operational responsibility for, national agencies referred to in Article 6(2)(b).

Amendment 37  
Article 11, paragraph 1

1. Whenever the Committee is consulted on any matter concerning the application of this Decision in relation to vocational education and training, representatives of the social partners, appointed by the Commission on the basis of proposals from the European social partners, **may** participate in the work of the Committee as observers. The number of such observers shall be equal to the number of representatives of the Member States.

1. Whenever the Committee is consulted on any matter concerning the application of this Decision in relation to vocational education and training, representatives of the social partners, appointed **in equal numbers** by the Commission on the basis of proposals from the European social partners, **shall** participate in the work of the Committee as observers. The number of such observers shall be equal to the number of representatives of the Member States.

Amendment 38  
Article 12, point (a)

(a) promoting an awareness of the importance of cultural diversity and multiculturalism within Europe, as well as of the need to combat racism and xenophobia;

(a) promoting an awareness of the importance of cultural diversity and multiculturalism within Europe, as well as of the need to combat **prejudice**, racism and xenophobia;

Amendment 39  
Article 15, paragraph 1

1. The financial framework for the implementation of the Integrated Programme is hereby set at **EUR 13,620 million**. Of this sum, the amounts to be committed to the Comenius, Erasmus, Leonardo da Vinci and Grundtvig programmes shall not be less than as set out in point B.8 of the Annex. Those amounts may be amended by the Commission in accordance with the procedures referred to in Article 10(2).

1. The financial framework for the implementation of the Integrated Programme is hereby set at **EUR 15 000 million**. Of this sum, the amounts to be committed to the Comenius, Erasmus, Leonardo da Vinci and Grundtvig programmes shall not be less than as set out in point B.8 of the Annex. Those amounts may be amended by the Commission in accordance with the procedures referred to in Article 10(2).

*Justification*

*In order to stress the importance of lifelong learning it is essential to increase the funding for the Grundtvig programme, and therefore to increase the total funding available for the*



*integrated programme.*

Amendment 40  
Article 16, paragraph 4, point (c)

(c) an ex post evaluation report by  
**31 March 2016.**

(c) an ex post evaluation report by  
**31 March 2015.**

Amendment 41  
Article 18, point (c)

(c) to encourage the learning of a second  
foreign language;

(c) to encourage the learning of a second  
**and, if desired, a third European** foreign  
language;

Amendment 42  
Article 19, paragraph 1, point (c), point (ii)

(ii) developing or exchanging experience on  
systems of providing information or  
guidance particularly adapted to the learners  
concerned by the Comenius programme;

(ii) developing or exchanging experience on  
systems of providing information or  
guidance particularly adapted to the learners  
**and teaching staff** concerned by the  
Comenius programme;

Amendment 43  
Article 19, paragraph 1, point (d), point (i)

(i) developing education in the discipline or  
subject area in which they operate, for their  
own benefit and for that of education more  
widely;

(i) developing, **and qualitatively improving,**  
education in the discipline or subject area in  
which they operate, for their own benefit and  
for that of education more widely;

Amendment 44  
Article 19, paragraph 1, point (d), point (iii)

(iii) providing content support to projects and partnerships set up by others;

(iii) providing content **and organisational** support to projects and partnerships set up by others;

Amendment 45  
Article 22, point (a)

(a) students and trainees learning in all forms of higher education and advanced vocational education and training (ISCED levels 5 and 6);

(a) students and trainees learning in all forms of higher education and advanced vocational education and training (**either initial or continuing**) (ISCED levels 5 and 6);

Amendment 46  
Article 23, point (b)

(b) to increase the volume and improve the quality of multilateral cooperation between higher education institutions in Europe;

(b) to increase the volume and improve the quality of multilateral cooperation between higher education **and vocational training** institutions in Europe;

Amendment 47  
Article 23, point (c)

(c) to increase the degree of convergence of higher education and advanced vocational education qualifications gained in Europe;

(c) to increase the degree of convergence of higher education, **in initial and continuing vocational training** and advanced vocational education qualifications gained in Europe;

Amendment 48  
Article 23, point (d)

(d) to foster co-operation between higher education institutions and enterprises.

(d) to foster co-operation between higher education ***and vocational training*** institutions and enterprises.

Amendment 49  
Article 24, paragraph 1, point (a)(i)

(i) mobility of students for studies or training abroad in higher education institutions, as well as placements in enterprises, training centres or other organisations;

(i) mobility of students for studies or training abroad in higher education institutions, as well as placements ***and training periods*** in enterprises, training centres or other organisations;

Amendment 50  
Article 24, paragraph 1, point (a)(ii)

(ii) mobility of teaching staff in higher education institutions in order to teach or receive training in a partner institution abroad;

(ii) mobility of teaching staff in higher education ***and higher vocational training*** institutions in order to teach or receive training in a partner institution abroad;

Amendment 51  
Article 24, paragraph 1, point (a)(iii)

(iii) mobility of other staff in higher education institutions and staff of enterprises for purposes of training or teaching;

(iii) mobility of other staff in higher education ***and higher vocational training*** institutions and staff of enterprises for purposes of training or teaching;

Amendment 52

Article 24, paragraph 1, point (a), last subparagraph

Support may also be awarded to the home and host higher education institutions or enterprises for action to ensure quality at all stages of the mobility arrangements, including language preparation.

Support may also be awarded to the home and host higher education institutions or enterprises for action to ensure quality at all stages of the mobility arrangements, including language preparation **and refresher courses**.

Amendment 53

Article 24, paragraph 1, point (d a) (new)

***(d a) initiatives or studies seeking to promote and achieve convergence of higher education and vocational training systems.***

Amendment 54

Article 24, paragraph 2, point (c)

(c) students in higher education institutions taking part in placements in enterprises or training centres.

(c) students in higher education institutions taking part in placements in enterprises, **public authorities** or training centres.

Amendment 55

Article 24, paragraph 2, point (c a) (new)

***(c a) students engaged in training or learning performing the training period in an enterprise compulsory for their qualification in another Member State. These training periods in enterprises shall be fully recognised under the provisions laid down by the EUROPASS initiative.***

Amendment 56

Article 25

Not less than 85% of the budget available for the Erasmus programme shall be devoted to support for mobility as referred to in Article 24(1)(a).

Not less than 85% of the budget available for the Erasmus programme shall be devoted to support for mobility as referred to in Article 24(1)(a), ***irrespective of the country or language chosen, divided equally between those participating in higher education and those participating in initial and continuing higher vocational training.***

*Justification*

*It is advisable not to discriminate against those benefiting from the programme in terms of the choice of certain countries or languages of work/study.*

Amendment 57

Article 27, point (c)

(c) people in the labour market;

(c) ***workers undergoing continuing vocational training in their enterprises or elsewhere;*** people in the labour market (***the unemployed, the disabled, those aged over 35, etc.***);

Amendment 58

Article 27, point (g)

(g) enterprises, social partners and other representatives of working life, including chambers of commerce and other trade organisations;

(g) enterprises, social partners, ***associations, cooperatives*** and other representatives of working life, including chambers of commerce, ***chambers of trade, chambers of agriculture*** and other trade organisations;

*Justification*

*It is important to have a precise definition of the categories eligible for the programme.*

Amendment 59  
Article 27, point (h)

(h) bodies providing guidance, counselling and information services relating to any aspect of lifelong learning;

(h) bodies providing guidance, counselling and information services relating to any aspect of lifelong learning, ***including bodies authorised to issue skills assessments and to validate acquired experience;***

Amendment 60  
Article 28, point (d a) (new)

***(d a) promote convergence of vocational training systems and qualifications.***

Amendment 61  
Article 29, paragraph 1, point (a), point (ii)

(ii) placements and exchanges aimed at the further professional development of trainers and guidance counsellors, of those responsible for training establishments and for training planning and career guidance within enterprises;

(ii) ***vocational*** placements and exchanges aimed at the further professional development of trainers and guidance counsellors, of those responsible for training establishments and for training planning and career guidance within enterprises;

Amendment 62  
Article 29, paragraph 1, point (d)

(d) multilateral projects, as referred to in Article 5(1)(e), aimed at improving training systems ***through the development*** and transfer of innovation and good practice;

(d) multilateral projects, as referred to in Article 5(1)(e), aimed at improving ***the convergence and efficiency of*** training systems and ***fostering the*** transfer of innovation and good practice;

Amendment 63  
Article 32, point (a)

(a) learners in adult education;

(a) learners in adult education, ***employees following a vocational retraining programme, including pensioners and people with disabilities;***

Amendment 64  
Article 32, point (f)

(f) bodies providing guidance, counselling and information services relating to any aspect of adult education;

(f) bodies providing guidance, counselling and information services relating to any aspect of adult education, ***including bodies managing funds for adult continuing education;***

Amendment 65  
Article 32, point (i)

(i) ***enterprises;***

(i) ***human resources management in enterprises and the social partners;***

Amendment 66  
Article 33, point (a)

(a) to increase the volume and to improve the quality of mobility throughout Europe of people involved in adult education, so as to support the mobility of at least ***25,000*** of such individuals per year by 2013;

(a) to increase the volume and to improve the quality of mobility throughout Europe of people involved in adult education ***and training***, so as to support the mobility of at least ***75 000*** of such individuals per year by 2013;

*Justification*

*In order to give meaning to the new Grundtvig programme it is vital to give the innovative step of involving older people, too, in continuing education a higher profile. The figure of 25 000 is too small, and should therefore be tripled.*

Amendment 67  
Article 33, point (c)

(c) to facilitate the development of innovative practices in adult education and their transfer, including from a participating country to others;

(c) to facilitate the development of innovative practices in adult education, ***skills assessment and accreditation of professional experience*** and their transfer, including from a participating country to others;

Amendment 68  
Article 33, point (d)

(d) to ensure that people from vulnerable social groups and in marginal social contexts, in particular those who have left education without basic qualifications, are given alternative opportunities to ***access*** adult education;

(d) to ensure that people from vulnerable social groups and in marginal social contexts, in particular ***older people and those who have left education without basic qualifications or are lacking in literacy***, are given alternative ***and readily accessible*** opportunities to ***partake in*** adult education ***in order to guarantee equal opportunities for everyone to acquire a vocational qualification***;

Amendment 69  
Article 33, point (e a) (new)

***(ea) to promote systems for validating acquired experience.***

Amendment 70  
Article 34, paragraph 1, point (c)



(c) multilateral projects, as referred to in Article 5(1)(e), aimed at improving adult education systems through the development and transfer of innovation and good practice;

(c) multilateral projects, as referred to in Article 5(1)(e), aimed at improving adult education systems through the development ***of skills assessments and the validation of experience*** and transfer of innovation and good practice;

#### Amendment 71

##### Article 34, paragraph 1, point (d)(i)

(i) developing adult education in the discipline, subject area or management aspect to which they relate;

(i) developing adult education ***and training*** in the discipline, subject area or management aspect to which they relate;

#### Amendment 72

##### Article 34, paragraph 1, point (d), point (ii)

(ii) identifying and disseminating relevant good practice and innovation;

(ii) identifying, ***improving*** and disseminating relevant good practice and innovation;

#### Amendment 73

##### Article 34, paragraph 1, point (d), point (iv)

(iv) promoting the development of needs analysis and quality assurance within adult education.

(iv) promoting the development of needs analysis and quality assurance within adult education ***and training, and of skills assessment and the validation of acquired experience.***

#### Amendment 74

##### Article 37, point (c)

(c) to monitor progress towards objectives

(c) to monitor progress towards objectives

and targets in lifelong learning, and to identify areas for particular attention;

and targets in lifelong learning, and to identify areas for particular attention, ***such as skills assessments and the validation of acquired experience***;

Amendment 75

Article 38, paragraph 1, point (a)

(a) individual mobility, as referred to in Article 5(1)(a), including study visits for experts and officials designated by national, regional and local authorities, for directors of education and training establishments and guidance services, and for social partners;

(a) individual mobility, as referred to in Article 5(1)(a), including study visits for experts and officials designated by national, regional and local authorities, for directors of education and training establishments and guidance ***and experience accreditation*** services, and for social partners;

Amendment 76

Article 38, paragraph 1, point (c), point (ii)

(ii) standing conferences on policy issues, aimed at coordinating policy at European level on strategic issues in lifelong learning;

(ii) standing conferences on policy issues, aimed at coordinating policy at European level on strategic issues in lifelong learning ***geared to maintaining and improving employability***;

Amendment 77

Article 38, paragraph 1, point (d)(iii)

***(iii) support for the operation of the Eurydice network and funding of the Eurydice European Unit set up by the Commission;***

***(iii) deleted***

## PROCEDURE

<b>Title</b>	Proposal for a European Parliament and Council decision establishing an integrated action programme in the field of lifelong learning
<b>References</b>	COM(2004)0474 - C6-0095/2004 - 2004/0153(COD)
<b>Committee responsible</b>	CULT
<b>Committee asked for its opinion</b> Date announced in plenary	<b>EMPL</b> <b>15.9.2004</b>
<b>Enhanced cooperation</b>	-
<b>Draftsman</b> Date appointed	Françoise Castex 10.11.2004
<b>Discussed in committee</b>	24.11.2004    18.1.2005
<b>Date amendments adopted</b>	18.1.2005
<b>Result of final vote</b>	for:                            36 against:                      0 abstentions:                1
<b>Members present for the final vote</b>	Jan Andersson, Roselyne Bachelot-Narquin, Emine Bozkurt, Philip Bushill-Matthews, Milan Cabrnach, Alejandro Cercas, Ole Christensen, Derek Roland Clark, Luigi Cocilovo, Ottaviano Del Turco, Proinsias De Rossa, Harald Ettl, Richard Falbr, Carlo Fatuzzo, Ilda Figueiredo, Roger Helmer, Stephen Hughes, Ona Juknevičienė, Jan Jerzy Kułakowski, Sepp Kusstatscher, Jean Lambert, Bernard Lehideux, Elizabeth Lynne, Thomas Mann, Jan Tadeusz Masiel, Jiří Maštálka, Ana Mato Adrover, Mary Lou McDonald, Csaba Óry, Marie Panayotopoulos-Cassiotou, Jacek Protasiewicz, José Albino Silva Peneda, Anne Van Lancker, Gabriele Zimmer
<b>Substitutes present for the final vote</b>	Mihael Brejc, Françoise Castex, Jolanta Dičkutė, Jamila Madeira, Marc Tarabella, Patrizia Toia, Yannick Vaugrenard.
<b>Substitutes under Rule 178(2) present for the final vote</b>	-