



**2022/2207(INI)**

5.5.2023

# **AMENDMENTS**

## **1 - 221**

**Draft report**  
**Anna Zalewska**  
(PE745.525v02-00)

Fostering and adapting vocational training as a tool for employees' success and a building block for the EU economy in the new industry 4.0  
(2022/2207(INI))



**Amendment 1**  
**Miriam Lexmann**

**Motion for a resolution**  
**Citation 3 a (new)**

*Motion for a resolution*

*Amendment*

- *having regard to the United Nations Convention on the Rights of Persons with Disabilities (CRPD),*

Or. en

**Amendment 2**  
**Ilana Cicurel, Sylvie Brunet, Max Orville, Laurence Farreng, Lucia Ďuriš Nicholsonová**

**Motion for a resolution**  
**Citation 10 a (new)**

*Motion for a resolution*

*Amendment*

- *Having regard to the European Parliament's resolution of 16 February 2023 on an EU strategy to boost industrial competitiveness, trade and quality jobs (2023/2513(RSP));*

Or. en

**Amendment 3**  
**Ilana Cicurel, Sylvie Brunet, Max Orville, Laurence Farreng, Lucia Ďuriš Nicholsonová**

**Motion for a resolution**  
**Citation 12 a (new)**

*Motion for a resolution*

*Amendment*

- *Having regard to the Osnabruck 2020 Declaration on vocational and education and training as an enabler of recovery and just transitions to digital and green economies of 30 November 2020;*

**Amendment 4**  
**Romeo Franz**

**Motion for a resolution**  
**Citation 13**

*Motion for a resolution*

– having regard to the Council recommendation of 19 December 2016 on Upskilling Pathways: new opportunities for adults,

*Amendment*

– having regard to the Council recommendation of 19 December 2016 on Upskilling Pathways: new opportunities for adults, *young adults and young people*,

Or. en

**Amendment 5**  
**Ilana Cicurel, Sylvie Brunet, Max Orville, Laurence Farreng, Lucia Ďuriš Nicholsonová**

**Motion for a resolution**  
**Citation 21 a (new)**

*Motion for a resolution*

*Amendment*

– *Having regard to the European Parliament's resolution of 17 February 2022 on Empowering European youth: post-pandemic employment and social recovery 2021/2952(RSP);*

Or. en

**Amendment 6**  
**Ilana Cicurel, Sylvie Brunet, Max Orville, Laurence Farreng, Lucia Ďuriš Nicholsonová**

**Motion for a resolution**  
**Citation 25 a (new)**

*Motion for a resolution*

*Amendment*

– *Having regard to the European Parliament's resolution of 19 May 2022 on establishing the European Education*

*Area by 2025 – micro-credentials,  
individual learning accounts and learning  
for a sustainable environment;*

Or. en

**Amendment 7**

**Iłana Cicurel, Sylvie Brunet, Max Orville, Laurence Farreng, Lucia Ğuriř Nicholsonov**

**Motion for a resolution**

**Citation 32 a (new)**

*Motion for a resolution*

*Amendment*

– *Having regard to the Opinion of  
the European Economic and Social  
Committee entitled ‘Competence and skill  
development in a context of the dual  
green and digital transition’;*

Or. en

**Amendment 8**

**Ilan De Basso, Carina Ohlsson, Marianne Vind, Milan Brglez, Gabriele Bischoff, Joo  
Albuquerque, Elisabetta Gualmini, Klara Dobrev, Vilija Blinkeviiute, Daniela  
Rondinelli, Alicia Homs Ginel, Lina Galvez Munoz, Estrella Dur Ferrandis**

**Motion for a resolution**

**Citation 33**

*Motion for a resolution*

*Amendment*

– *having regard to the proposal for a  
Regulation of the European Parliament  
and of the Council laying down  
harmonised rules on artificial intelligence  
(Artificial Intelligence Act) and amending  
certain Union legislative acts,* *deleted*

Or. en

**Amendment 9**

**Daniela Rondinelli, Brando Benifei, Elisabetta Gualmini**

**Motion for a resolution**  
**Citation 34 a (new)**

*Motion for a resolution*

*Amendment*

- *having regard to the European Parliament resolution on empowering European youth, which calls on the Member States to facilitate access for young people to paid, quality and inclusive traineeships and apprenticeships and to reinforce monitoring schemes, ensuring that young people receive adequate and quality first working experiences, opportunities for upskilling and new qualifications or credentials,*

Or. it

**Amendment 10**

**Iłana Cicurel, Sylvie Brunet, Max Orville, Laurence Farreng, Lucia Āuriř Nicholsonov**

**Motion for a resolution**  
**Citation 34 a (new)**

*Motion for a resolution*

*Amendment*

- *Having regard to the European Parliament’s legislative resolution of 30 March 2023 on the proposal for a decision of the European Parliament and of the Council on a European Year of Skills 2023 (COM(2022)0526 – C9-0344/2022 – 2022/0326(COD));*

Or. en

**Amendment 11**

**Iłan De Basso, Carina Ohlsson, Marianne Vind, Milan Brglez, Gabriele Bischoff, Joo Albuquerque, Elisabetta Gualmini, Klara Dobrev, Vilija Blinkeviiute, Daniela Rondinelli, Alicia Homs Ginel, Lina Galvez Munoz, Estrella Dur Ferrandis**

**Motion for a resolution**  
**Citation 38**

*Motion for a resolution*

– having regard to *Cedefop*'s report entitled '*Skills forecast: trends and challenges to 2030*',

*Amendment*

– having regard to *the joint Cedefop Eurofound* report entitled '*Fostering skills use for sustained business performance: Evidence from the European Company Survey*',<sup>1a</sup>

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*1a*

[https://www.eurofound.europa.eu/sites/default/files/ef\\_publication/field\\_ef\\_document/ef21010en.pdf](https://www.eurofound.europa.eu/sites/default/files/ef_publication/field_ef_document/ef21010en.pdf)

Or. en

**Amendment 12**  
**Konstantinos Arvanitis**

**Motion for a resolution**  
**Citation 40 a (new)**

*Motion for a resolution*

*Amendment*

– *having regard to the Council Resolution on a new European agenda for adult learning 2021 - 2030,*

Or. en

**Amendment 13**  
**Romeo Franz**

**Motion for a resolution**  
**Citation 40 a (new)**

*Motion for a resolution*

*Amendment*

– *– having regard to Council Resolution on a new European agenda for adult learning 2021- 2030,*

Or. en

**Amendment 14**

**Krzysztof Hetman, Jarosław Duda**

**Motion for a resolution**

**Citation 40 a (new)**

*Motion for a resolution*

*Amendment*

- *having regard to the UN Convention on the Rights of People with Disabilities,*

Or. en

**Amendment 15**

**Krzysztof Hetman, Jarosław Duda**

**Motion for a resolution**

**Citation 40 b (new)**

*Motion for a resolution*

*Amendment*

- *having regard to European Strategy for the Rights of Persons with Disabilities,*

Or. en

**Amendment 16**

**Ilana Cicurel, Sylvie Brunet, Max Orville, Laurence Farreng, Lucia Ďuriš Nicholsonová**

**Motion for a resolution**

**Recital A**

*Motion for a resolution*

*Amendment*

A. whereas education, training and skills policies are a competence of the Member States; whereas the EU plays an important role in supporting, coordinating and complementing the actions of the Member States;

A. whereas education, training and skills policies are a competence of the Member States; whereas the EU plays an **increasingly** important role in supporting, coordinating and complementing the actions of the Member States;



**Amendment 17**  
**Livia Járóka**

**Motion for a resolution**  
**Recital A**

*Motion for a resolution*

A. whereas education, training and skills policies are a competence of the Member States; whereas the EU plays an important role in supporting, coordinating and complementing the actions of the Member States;

*Amendment*

A. whereas education, training and skills policies are a competence of the Member States; whereas the EU plays an important role in supporting, **motivating**, coordinating and complementing the actions of the Member States;

**Amendment 18**

**Ilan De Basso, Carina Ohlsson, Marianne Vind, Milan Brglez, Gabriele Bischoff, João Albuquerque, Elisabetta Gualmini, Klára Dobrev, Vilija Blinkevičiūtė, Daniela Rondinelli, Alicia Homs Ginel, Lina Gálvez Muñoz, Estrella Durá Ferrandis**

**Motion for a resolution**  
**Recital B**

*Motion for a resolution*

B. whereas the ***future of work will require two types of change among workers***: upskilling and reskilling;

*Amendment*

B. whereas the ***importance of vocational education and training (VET) and in particular the*** upskilling and reskilling ***of workers will further increase, not least due to the digital and green transitions; whereas decent working conditions are essential to retain and attract skilled workers; whereas training provided to workers by their employer must not negatively affect worker's remuneration and should include a more general and broad set of skills and competences, combined with specific needs***;

**Amendment 19**  
**Konstantinos Arvanitis**

**Motion for a resolution**  
**Recital B**

*Motion for a resolution*

B. whereas the future of work will require ***two types of change among workers***: upskilling and reskilling;

*Amendment*

B. whereas the future of work will require ***the provision of training, regular upskilling and reskilling to workers and job seekers, in order to ensure quality employment within the just green and digital transitions***;

Or. en

**Amendment 20**  
**Ilana Cicurel, Sylvie Brunet, Max Orville, Laurence Farreng, Lucia Ďuriš Nicholsonová**

**Motion for a resolution**  
**Recital B**

*Motion for a resolution*

B. whereas the future of work will require ***two types of change among workers***: upskilling and reskilling;

*Amendment*

B. whereas the future of work will require upskilling and reskilling;

Or. en

**Amendment 21**  
**Miriam Lexmann**

**Motion for a resolution**  
**Recital B a (new)**

*Motion for a resolution*

***Ba. whereas matching workers' skills to the evolving EU labour market needs is one of the main goals of the EU Year of Skills; calls on the Commission to frame the European Year of Skills 2023 in a***

*Amendment*

*holistic and integral manner, avoiding the portrayal of education, training and reskilling or upskilling as a means to increase competitiveness and employability alone;*

Or. en

**Amendment 22**  
**Krzysztof Hetman, Jarosław Duda**

**Motion for a resolution**  
**Recital B a (new)**

*Motion for a resolution*

*Amendment*

*Ba. whereas among the biggest challenges CVET is currently facing is its low attractiveness comparing to academic education and lack of interest among students and lack of skilled workers;*

Or. en

**Amendment 23**  
**Ilan De Basso, Carina Ohlsson, Marianne Vind, Milan Brglez, Gabriele Bischoff, João Albuquerque, Elisabetta Gualmini, Klára Dobrev, Vilija Blinkevičiūtė, Daniela Rondinelli, Alicia Homs Ginel, Lina Gálvez Muñoz, Estrella Durá Ferrandis**

**Motion for a resolution**  
**Recital B a (new)**

*Motion for a resolution*

*Amendment*

*Ba. whereas the digital and green transitions can only become a success if workers are provided with the necessary skills and competences;*

Or. en

**Amendment 24**  
**Krzysztof Hetman, Jarosław Duda**

**Motion for a resolution**  
**Recital B b (new)**

*Motion for a resolution*

*Amendment*

***Bb. whereas implementing high quality CVET might impose a significant financial burden, especially on micro and SMEs;***

Or. en

**Amendment 25**  
**Lívia Járóka**

**Motion for a resolution**  
**Recital C**

*Motion for a resolution*

*Amendment*

C. whereas equal access to skills, as well as upskilling and reskilling opportunities for all, are crucial;

C. whereas equal access to skills, as well as upskilling and reskilling opportunities for all, are crucial, ***irrespective of gender, age, ethnic and cultural background or geographical location, with particular regard to communities of Roma, island residents, and persons with disabilities and other disadvantages living within the territory of the European Union;***

Or. hu

**Amendment 26**  
**Miriam Lexmann**

**Motion for a resolution**  
**Recital C**

*Motion for a resolution*

*Amendment*

C. whereas equal access to skills, as well as upskilling ***and*** reskilling opportunities for all, are crucial;

C. whereas equal access to skills, as well as upskilling, reskilling ***and lifelong learning*** opportunities for all ***including***

*persons with disabilities or persons from disadvantaged background*, are crucial;

Or. en

**Amendment 27**  
**Antonius Manders**

**Motion for a resolution**  
**Recital C**

*Motion for a resolution*

C. whereas equal access to skills, as well as upskilling and reskilling opportunities for all, are crucial;

*Amendment*

C. whereas equal access to skills, as well as upskilling and reskilling opportunities for all, *especially for older persons*, are crucial;

Or. en

**Amendment 28**  
**Ilan De Basso, Carina Ohlsson, Marianne Vind, Milan Brglez, Gabriele Bischoff, João Albuquerque, Elisabetta Gualmini, Klára Dobrev, Vilija Blinkevičiūtė, Daniela Rondinelli, Alicia Homs Ginel, Lina Gálvez Muñoz, Estrella Durá Ferrandis**

**Motion for a resolution**  
**Recital C**

*Motion for a resolution*

C. whereas equal access to *skills, as well as* upskilling and reskilling opportunities for all, *are* crucial;

*Amendment*

C. whereas equal access to *VET, including* upskilling and reskilling opportunities for all *workers and jobseekers, is* crucial;

Or. en

**Amendment 29**  
**Ilan De Basso, Carina Ohlsson, Marianne Vind, Milan Brglez, Gabriele Bischoff, João Albuquerque, Elisabetta Gualmini, Klára Dobrev, Vilija Blinkevičiūtė, Daniela Rondinelli, Alicia Homs Ginel, Lina Gálvez Muñoz, Estrella Durá Ferrandis**

**Motion for a resolution**

## Recital D

### *Motion for a resolution*

D. whereas in 2021, **9.7 % of 18-24 year-olds in the EU had only completed upper secondary education and were not participating in further education or training;**

### *Amendment*

D. whereas in 2021, **45 % of workers reported having received training paid for by the employer over the past 12 months; whereas this share was lower among young workers, women, and workers on fixed-term and temporary agency contracts, pointing to inequalities in access to training;**<sup>1a</sup>

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*1a*

***<https://www.eurofound.europa.eu/publications/report/2022/working-conditions-in-the-time-of-covid-19-implications-for-the-future>***

Or. en

## Amendment 30

Romeo Franz

### Motion for a resolution

#### Recital D

### *Motion for a resolution*

D. whereas in 2021, 9.7 % of 18-24 year-olds in the EU had only completed upper secondary education and were not participating in further education or training;

### *Amendment*

D. whereas in 2021, 9.7 % of 18-24 year-olds in the EU had only completed upper secondary education and were not participating in further education or training; **whereas 56 % of Romani people aged 16–24 were NEET in 2021;**

Or. en

## Amendment 31

Anna Zalewska, Elżbieta Rafalska, Margarita de la Pisa Carrión

### Motion for a resolution

#### Recital D a (new)

***Da. whereas, in 2021, the proportion of persons in the EU aged 25 to 64 in education or training was 10.8%, and the share of people aged 25 to 64 in education and training increased by 1.7 percentage points compared with 2020, and so returned to 2019, or pre-COVID-19, levels<sup>2a</sup>;***

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<sup>2a</sup> [https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Adult\\_learning\\_statistics](https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Adult_learning_statistics)

Or. pl

## **Amendment 32**

**Livia Járóka**

### **Motion for a resolution**

#### **Recital E**

*Motion for a resolution*

E. whereas one of the reasons for the mismatch between supply and demand in the EU labour market is the inadequate vocational training of workers;

*Amendment*

E. whereas one of the reasons for the mismatch between supply and demand in the EU labour market is the inadequate vocational training of workers, ***which further extends to discrimination in employment and education, unequal access to and distribution of various opportunities resulting from disparities in infrastructure and geographical location, differences in integration from education into the labour market, with particular attention to disadvantaged and peripheral regions of the EU, disadvantaged and socially excluded groups such as the Roma and other communities with multiple disadvantages as well as young people, women, persons with disabilities and older age groups;***

Or. hu

### Amendment 33

Anna Zalewska, Elżbieta Rafalska, Margarita de la Pisa Carrión

#### Motion for a resolution

##### Recital E

###### *Motion for a resolution*

E. whereas one of the reasons for the mismatch between supply and demand in the EU labour market is the inadequate vocational training of workers;

###### *Amendment*

E. ***whereas Europe is now witnessing shrinking labour markets, and in the coming decade 40% of Europeans may be living in regions affected by job losses<sup>3a</sup>***; whereas one of the reasons for the mismatch between supply and demand in the EU labour market is the inadequate vocational training of workers;

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<sup>3a</sup> *McKinsey Global Institute, The future of work in Europe: Automation, workforce transitions, and the shifting geography of employment, p. iv.*

Or. pl

### Amendment 34

Ilana Cicurel, Sylvie Brunet, Max Orville, Laurence Farreng, Lucia Ďuriš Nicholsonová

#### Motion for a resolution

##### Recital E

###### *Motion for a resolution*

E. whereas ***one of the reasons for the mismatch between supply and demand*** in the EU labour market ***is*** the inadequate vocational training of workers;

###### *Amendment*

E. whereas ***77% of EU companies report difficulties in finding workers with the necessary skills<sup>1a</sup>***, ***whereas this skillsmismatch*** in the EU labour market ***have significant costs for economies, companies and individuals due to, among other things***the inadequate vocational training of workers;

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<sup>1a</sup> <https://commission.europa.eu/strategy-and-policy/priorities-2019-2024/europe-fit-digital-age/european-year-skills->



**Amendment 35**

**Ilan De Basso, Carina Ohlsson, Marianne Vind, Milan Brglez, Gabriele Bischoff, João Albuquerque, Elisabetta Gualmini, Klára Dobrev, Vilija Blinkevičiūtė, Daniela Rondinelli, Alicia Homs Ginel, Lina Gálvez Muñoz, Estrella Durá Ferrandis**

**Motion for a resolution****Recital E***Motion for a resolution*

E. whereas *one* of the reasons for the *mismatch between supply and demand in the EU labour market is the inadequate vocational training of* workers;

*Amendment*

E. whereas *the poor quality of jobs, bad working conditions and a lack of investments in VET at company level are some* of the reasons for the *lack of skilled* workers;<sup>1a</sup>

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*1a*

[https://www.cedefop.europa.eu/files/3092\\_en.pdf](https://www.cedefop.europa.eu/files/3092_en.pdf)

[https://www.cedefop.europa.eu/files/3075\\_en.pdf](https://www.cedefop.europa.eu/files/3075_en.pdf)

**Amendment 36**

**Romeo Franz**

**Motion for a resolution****Recital E***Motion for a resolution*

E. whereas one of the reasons for the mismatch between *supply and demand* in the EU labour market is the inadequate vocational training *of* workers;

*Amendment*

E. whereas one of the reasons for the mismatch between *workers skills and jobs* in the EU labour market is the inadequate vocational training *and lack of take up by the* workers;

**Amendment 37**  
**Antonius Manders**

**Motion for a resolution**  
**Recital E a (new)**

*Motion for a resolution*

*Amendment*

***Ea. Whereas around 42% of Europeans lack basic digital skills, including 37% of those in the workforce<sup>1a</sup>;***

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<sup>1a</sup> <https://digital-strategy.ec.europa.eu/en/policies/digital-skills>

Or. en

**Amendment 38**  
**Konstantinos Arvanitis**

**Motion for a resolution**  
**Recital F**

*Motion for a resolution*

*Amendment*

F. whereas the European Skills Agenda sets objectives to be achieved by 2025, stressing that the objective for participation in learning among 25-64 year-olds is 50 %, compared to 38 % in 2016; whereas the objective for ***participation*** among 16-74 year-olds with at least basic digital skills ***is 70 %***, compared to 56 % in 2019; whereas, the EU has set an objective of increasing the basic digital skills indicator to 80 % by 2030;

F. whereas the European Skills Agenda sets objectives to be achieved by 2025, stressing that the objective for participation in learning among 25-64 year-olds is 50 %, compared to 38 % in 2016; whereas the objective for ***ensuring a percentage of 70 %*** among 16-74 year-olds with at least basic digital skills, compared to 56 % in 2019; whereas, the EU has set an objective of increasing the basic digital skills indicator to 80 % by 2030;

Or. en

**Amendment 39**

Ilan De Basso, Carina Ohlsson, Marianne Vind, Milan Brglez, Gabriele Bischoff, João Albuquerque, Elisabetta Gualmini, Klára Dobrev, Vilija Blinkevičiūtė, Daniela Rondinelli, Alicia Homs Ginel, Lina Gálvez Muñoz, Estrella Durá Ferrandis

#### Motion for a resolution

##### Recital F

###### *Motion for a resolution*

F. whereas the European Skills Agenda **sets objectives to be achieved by 2025, stressing that the objective for participation in learning among 25-64 year-olds is 50 %**, compared to 38 % in 2016; whereas the objective for participation among 16-74 year-olds with at least basic digital skills is 70 %, compared to 56 % in 2019; whereas, **the EU has set an objective of increasing** the basic digital skills **indicator** to 80 % by 2030;

###### *Amendment*

F. whereas **one objective of** the European Skills Agenda **is to have a participation rate** in learning **of 50 %** among 25-64 year-olds **by 2025** (compared to 38 % in 2016); whereas the objective for participation among 16-74 year-olds with at least basic digital skills is 70 % (compared to 56 % in 2019); whereas **the Union wants to increase the share of the population with at least** basic digital skills to 80 % by 2030;

Or. en

#### Amendment 40

Konstantinos Arvanitis

#### Motion for a resolution

##### Recital G

###### *Motion for a resolution*

G. whereas the objective set out in the European Pillar of Social Rights (EPSR) Action Plan is to achieve a share of 60 % in adult learning by 2030;

###### *Amendment*

G. whereas the objective set out in the European Pillar of Social Rights (EPSR) Action Plan is to achieve a share of 60 % in adult learning by 2030; **whereas quality vocational training and lifelong learning could contribute to principles 1, 3, 4, 5, 6, 9, 17 and 18 of the European Pillar of Social Rights and are therefore fundamental;**

Or. en

#### Amendment 41

Miriam Lexmann

## Motion for a resolution

### Recital G

#### *Motion for a resolution*

G. whereas the objective set out in the European Pillar of Social Rights (EPSR) Action Plan is to achieve a share of 60 % in adult learning by 2030;

#### *Amendment*

G. whereas the objective set out in the European Pillar of Social Rights (EPSR) Action Plan is to achieve a share of 60 % in adult learning by 2030; ***whereas quality vocational training and lifelong learning can contribute to principles 1, 3, 4, 5, 6, 9, 17 and 18 of the European Pillar of Social Rights and are therefore fundamental;***

Or. en

## Amendment 42

**Ilana Cicurel, Sylvie Brunet, Max Orville, Laurence Farreng, Lucia Ďuriš Nicholsonová**

## Motion for a resolution

### Recital G

#### *Motion for a resolution*

G. whereas the ***objective*** set out in the European Pillar of Social Rights (EPSR) Action Plan ***is to achieve a share of 60 % in adult learning*** by 2030;

#### *Amendment*

G. whereas the ***European Year of Skills provides a new momentum to reach the objectives*** set out in the European Pillar of Social Rights (EPSR) Action Plan of ***at least 60 % of adults in training every year and at least 78% in employment*** by 2030<sup>2a</sup>;

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<sup>2a</sup> [https://commission.europa.eu/strategy-and-policy/priorities-2019-2024/europe-fit-digital-age/european-year-skills-2023\\_en](https://commission.europa.eu/strategy-and-policy/priorities-2019-2024/europe-fit-digital-age/european-year-skills-2023_en)

Or. en

## Amendment 43

**Ilan De Basso, Carina Ohlsson, Marianne Vind, Milan Brglez, Gabriele Bischoff, João Albuquerque, Elisabetta Gualmini, Klára Dobrev, Vilija Blinkevičiūtė, Daniela**

Rondinelli, Alicia Homs Ginel, Lina Gálvez Muñoz, Estrella Durá Ferrandis

**Motion for a resolution**

**Recital G**

*Motion for a resolution*

G. whereas the objective set out in the European Pillar of Social Rights (EPSR) Action Plan is to achieve a share of 60 % in adult learning by 2030;

*Amendment*

G. ***whereas VET and lifelong learning can contribute to the principles of the European Pillar of Social Rights;*** whereas the objective set out in the European Pillar of Social Rights (EPSR) Action Plan is to achieve a share of 60 % in adult learning by 2030;

Or. en

**Amendment 44**

**Romeo Franz**

**Motion for a resolution**

**Recital H**

*Motion for a resolution*

H. whereas the EU's target for participation in adult learning (15 % in 2020) was not achieved in the previous cycle;

*Amendment*

H. whereas the EU's target ***under the ET2020*** for participation in adult learning (15 % in 2020) was not achieved in the previous cycle; ***particularly for people belonging to vulnerable and marginalised groups and /or with fewer opportunities; whereas older persons are the age group least likely to participate in adult learning; whereas other dimensions of exclusion assessed by Eurostat are gender-related and related to the educational level and to the active labour market status;***

Or. en

**Amendment 45**

**Lívía Járóka**

**Motion for a resolution**

## Recital I

### *Motion for a resolution*

I. whereas inequalities in access to adult learning persist;

### *Amendment*

I. whereas inequalities in access to adult learning persist, ***principally for residents of disadvantaged regions and those on the peripheries of the EU, for persons with multiple disadvantages living in poor and segregated settlements and for the Roma, who are denied the possibility of exercising the ‘right to education’ guaranteed by both human rights and fundamental rights, chiefly because of discriminatory practices and, moreover, due to various poverty-related factors that should be taken into consideration, such as mobility and transport poverty and unequal access to digital infrastructure and information;***

Or. hu

## Amendment 46

Romeo Franz

### Motion for a resolution

#### Recital I

### *Motion for a resolution*

I. whereas inequalities in access to adult learning persist;

### *Amendment*

I. whereas inequalities in access to adult learning persist; ***particularly for people belonging to vulnerable and marginalised groups and /or with fewer opportunities; whereas older persons are the age group least likely to participate in adult learning; whereas other dimensions of exclusion assessed by Eurostat are gender-related and related to the educational level and to the active labour market status;***

Or. en

## Amendment 47

Anna Zalewska, Elżbieta Rafalska, Margarita de la Pisa Carrión

### Motion for a resolution

#### Recital I

##### *Motion for a resolution*

I. whereas inequalities in access to adult learning persist;

##### *Amendment*

I. whereas inequalities in access to adult learning persist; ***whereas the level of education, occupational group, economic sector, place of residence and number of companies providing employment all play a role in determining participation in adult education and training;***

Or. pl

## Amendment 48

Miriam Lexmann

### Motion for a resolution

#### Recital I

##### *Motion for a resolution*

I. whereas inequalities in access to adult learning persist;

##### *Amendment*

I. whereas inequalities in access to adult learning persist; ***whereas the most frequent barriers in access to adult learning are costs, inaccessibility, lack of childcare, low literacy or low self-esteem;***

Or. en

## Amendment 49

Konstantinos Arvanitis

### Motion for a resolution

#### Recital I

##### *Motion for a resolution*

I. whereas inequalities in access to adult learning persist;

##### *Amendment*

I. whereas inequalities in access to adult learning ***and training to workers and job seekers*** persist;

### Amendment 50

Ilan De Basso, Carina Ohlsson, Marianne Vind, Milan Brglez, Gabriele Bischoff, João Albuquerque, Elisabetta Gualmini, Klára Dobrev, Vilija Blinkevičiūtė, Daniela Rondinelli, Alicia Homs Ginel, Lina Gálvez Muñoz, Estrella Durá Ferrandis

#### Motion for a resolution

##### Recital I

###### *Motion for a resolution*

I. whereas inequalities in access to adult learning persist;

###### *Amendment*

I. whereas inequalities in access to adult learning **and VET still** persist;

### Amendment 51

Ilan De Basso, Carina Ohlsson, Marianne Vind, Milan Brglez, Gabriele Bischoff, João Albuquerque, Elisabetta Gualmini, Klára Dobrev, Vilija Blinkevičiūtė, Daniela Rondinelli, Alicia Homs Ginel, Lina Gálvez Muñoz, Estrella Durá Ferrandis

#### Motion for a resolution

##### Recital J

###### *Motion for a resolution*

J. whereas one in three companies that do not organise training cite heavy **workloads** and lack of time as reasons; whereas both time and cost are major barriers to adult learning from an individual perspective;

###### *Amendment*

J. **whereas only 45 % of workers in the Union can use their current knowledge and skills to a great extent in their main job, while for the other 55 %, part of their knowledge and skills are underutilised; whereas apart from short supply and skill mismatches, difficulties to recruit skilled workers to a considerable extent also reflect poor job quality, a lack of people-oriented HR policy and untapped job design opportunities;**<sup>1a</sup> whereas one in three companies that do not organise training cite heavy **workload** and lack of time as reasons; whereas both time and cost are major barriers to adult learning from an individual perspective;



1a

[https://www.cedefop.europa.eu/files/3092\\_en.pdf](https://www.cedefop.europa.eu/files/3092_en.pdf)

Or. en

## Amendment 52

Anna Zalewska, Elżbieta Rafalska, Margarita de la Pisa Carrión

### Motion for a resolution

#### Recital J

##### *Motion for a resolution*

J. whereas one in three companies that do not organise training cite heavy workloads and lack of time as reasons; whereas both time and cost are major barriers to adult learning from an individual perspective;

##### *Amendment*

J. whereas one in three companies that do not organise training cite heavy workloads and lack of time as reasons, **with 28% citing high costs of ongoing occupational training**; whereas **the results of surveys of adult education show that both time and cost are major barriers to adult learning from an individual perspective<sup>6a</sup>**;

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<sup>6a</sup> *Continuing Vocational Training Survey 2015.*

Or. pl

## Amendment 53

Konstantinos Arvanitis

### Motion for a resolution

#### Recital J

##### *Motion for a resolution*

J. whereas one in three companies that do not organise training cite heavy workloads and lack of time as reasons; whereas both time and cost are major barriers to adult learning from an individual perspective;

##### *Amendment*

J. whereas **skills of 55% of the workers are underutilised and EU's skills mismatch is sustained by poor job design<sup>1a</sup>**, one in three companies that do not organise training cite heavy workloads and lack of time as reasons; whereas both time and cost are major barriers to adult learning

from an individual perspective;

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*1<sup>a</sup> CEDEFOP: 2nd European Skills and Jobs Survey*

Or. en

#### **Amendment 54**

**Ilan De Basso, Carina Ohlsson, Marianne Vind, Milan Brglez, Gabriele Bischoff, João Albuquerque, Elisabetta Gualmini, Klára Dobrev, Vilija Blinkevičiūtė, Daniela Rondinelli, Alicia Homs Ginel, Lina Gálvez Muñoz, Estrella Durá Ferrandis**

#### **Motion for a resolution**

##### **Recital K**

###### *Motion for a resolution*

K. whereas the Fourth Industrial Revolution, which encompasses the **full** digitalisation of production processes, together with the rapid development of big data, artificial intelligence, the Internet of Things and increasing computing power, is shaping today's labour **and education** markets;

###### *Amendment*

K. whereas the Fourth Industrial Revolution, which encompasses the digitalisation of **service provision and** production processes, together with the rapid development of big data, artificial intelligence, the Internet of Things, **platforms** and increasing computing power, is shaping today's labour markets **and societies, including through the disappearance of some tasks and occupations and the creation of others, potential deskilling and a further fragmentation of work;**

Or. en

#### **Amendment 55**

**Ilana Cicurel, Sylvie Brunet, Max Orville, Laurence Farreng, Lucia Ďuriš Nicholsonová**

#### **Motion for a resolution**

##### **Recital K**

###### *Motion for a resolution*

K. whereas the Fourth Industrial Revolution, **which encompasses the full digitalisation of production processes,**

###### *Amendment*

K. whereas **ongoing green and digital transitions of Union industry and the related labour market needs require**

*together with the rapid development of big data, artificial intelligence, the Internet of Things and increasing computing power, is shaping today's labour and education markets;*

*investment in developing strong VET systems across the Union, promoting problem-solving skills and competences for new technologies, such as smart production and machinery, advanced robotics, cloud computing, artificial intelligence, data processing and the Internet of Things that are at the heart of the Fourth Industrial Revolution;*

Or. en

### **Amendment 56**

**Krzysztof Hetman, Jarosław Duda**

#### **Motion for a resolution**

##### **Recital K**

###### *Motion for a resolution*

K. whereas the Fourth Industrial Revolution, which encompasses the full digitalisation of production processes, together with the rapid development of big data, artificial intelligence, the Internet of Things and increasing computing power, is shaping today's labour and education markets;

###### *Amendment*

K. whereas the Fourth Industrial Revolution, which encompasses the full digitalisation of production processes, together with the rapid development of big data, artificial intelligence, the Internet of Things and increasing computing power, is shaping today's labour and education markets **and provides both challenges and opportunities for the companies and the workers;**

Or. en

### **Amendment 57**

**Konstantinos Arvanitis**

#### **Motion for a resolution**

##### **Recital K**

###### *Motion for a resolution*

K. whereas the Fourth Industrial Revolution, which encompasses the full digitalisation of production processes, together with the rapid development of big

###### *Amendment*

K. whereas the Fourth Industrial Revolution, which encompasses the full digitalisation of **services, administration and** production processes, together with

data, artificial intelligence, the Internet of Things and increasing computing power, is shaping today's labour and education markets;

the rapid development of big data, artificial intelligence, the Internet of Things and increasing computing power, is shaping today's labour and education markets;

Or. en

#### **Amendment 58**

**Anna Zalewska, Elżbieta Rafalska, Margarita de la Pisa Carrión**

#### **Motion for a resolution**

#### **Recital K a (new)**

*Motion for a resolution*

*Amendment*

***Ka. whereas the share of employees (11.8%) and workers (11.5%) in adult education and training is higher in comparison with the adult population at large, but has shown similar trends in recent years; whereas there are significant differences in this regard between Member States<sup>7a</sup>;***

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<sup>7a</sup> <https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:52019DC0653&rid=5>

Or. pl

#### **Amendment 59**

**Iłana Cicurel, Sylvie Brunet, Max Orville, Laurence Farreng, Lucia Āuriř Nicholsonov**

#### **Motion for a resolution**

#### **Recital K a (new)**

*Motion for a resolution*

*Amendment*

***Ka. Whereas digitalisation of work brings challenges and opportunities but is likely to result mainly in a dynamic reallocation of job tasks and a redesign of job content, therefore increasing upskilling and reskilling needs and***

*tackling digital divides;*

Or. en

**Amendment 60**  
**Konstantinos Arvanitis**

**Motion for a resolution**  
**Recital K a (new)**

*Motion for a resolution*

*Amendment*

***Ka. whereas the changes that take place due to the Fourth Industrial Revolution give rise to associated safety risks which require greater attention to the provision of skills regarding cybersecurity and safety in the digital realm;***

Or. en

**Amendment 61**  
**Anna Zalewska, Elżbieta Rafalska, Margarita de la Pisa Carrión**

**Motion for a resolution**  
**Recital K b (new)**

*Motion for a resolution*

*Amendment*

***Kb. whereas Eurostat figures on enterprises in the EU with 10 or more employees (excluding financial sector enterprises) show that 98% use computers and 97% have internet access; whereas some 60% of all people active on the jobs market use computers, laptops, smartphones, tablets or other portable devices at work<sup>8a</sup>;***

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***<sup>8a</sup> Eurostat (2018), Digital Economy and Society Database, European Commission.***

Or. pl

**Amendment 62**

**Ilana Cicurel, Sylvie Brunet, Max Orville, Laurence Farreng, Lucia Ďuriš Nicholsonová**

**Motion for a resolution**

**Recital K b (new)**

*Motion for a resolution*

*Amendment*

***Kb. Whereas a reduction in the number of medium-skilled, medium-wage jobs can be observed in favour of an increase in low-paid, low-skilled jobs due to job automation;***

Or. en

**Amendment 63**

**Anna Zalewska, Elżbieta Rafalska, Margarita de la Pisa Carrión**

**Motion for a resolution**

**Recital K c (new)**

*Motion for a resolution*

*Amendment*

***Kc. whereas 21% of workers in Europe indicate that their primary job functions have changed due to the introduction of new software or hardware<sup>9a</sup>;***

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***<sup>9a</sup> Eurostat (2018), Digital Economy and Society Database, European Commission.***

Or. pl

**Amendment 64**

**Anna Zalewska, Elżbieta Rafalska, Margarita de la Pisa Carrión**

**Motion for a resolution**

**Recital K d (new)**

*Motion for a resolution*

*Amendment*

***Kd.*** whereas the 2022 edition of the European Innovation Scoreboard shows improved results in innovation over the years 2015-2022; whereas serious disparities persist between Member States<sup>10a</sup>;

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<sup>10a</sup> [https://research-and-innovation.ec.europa.eu/statistics/performance-indicators/european-innovation-scoreboard\\_en](https://research-and-innovation.ec.europa.eu/statistics/performance-indicators/european-innovation-scoreboard_en)

Or. pl

#### **Amendment 65**

**Anna Zalewska, Elżbieta Rafalska, Margarita de la Pisa Carrión**

#### **Motion for a resolution**

#### **Recital K e (new)**

*Motion for a resolution*

*Amendment*

***Ke.*** whereas three out of four EU companies face difficulties finding staff with the right skills<sup>11a</sup>; whereas there is an emerging skills gap;

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<sup>11a</sup>

[https://www.cedefop.europa.eu/files/9173\\_en.pdf](https://www.cedefop.europa.eu/files/9173_en.pdf)

Or. pl

#### **Amendment 66**

**Romeo Franz**

#### **Motion for a resolution**

#### **Recital L**

*Motion for a resolution*

*Amendment*

L. whereas customer service, teamwork, problem-solving, management,

L. whereas ***transversal skills that are valued by employers have an impact***

including time management, critical thinking *and digital/IT skills are also considered important transferable skills; whereas transferable skills are increasingly valued by employers as crucial for employment;*

*beyond boosting employability, and require a shift in the mindset of learners, towards innovation thinking, through a culture of lifelong learning; whereas such transversal and transferable skills include customer service, interpersonal skills, including teamwork, and communication problem-solving, management, including time management, critical thinking, learning to learn, sustainability competences, and digital literacy skills;*

Or. en

**Amendment 67**  
**Miriam Lexmann**

**Motion for a resolution**  
**Recital L**

*Motion for a resolution*

L. whereas customer service, teamwork, problem-solving, management, including time management, critical thinking *and* digital/IT skills are also considered important transferable skills; whereas transferable skills are increasingly valued by employers as crucial for employment;

*Amendment*

L. whereas *cross-cutting skills such as* customer service, teamwork, *creativity*, problem-solving, management, including time management, critical thinking, digital/IT *skills, media skills or language* skills are also considered important transferable skills; whereas transferable skills are increasingly valued by employers as crucial for employment;

Or. en

**Amendment 68**  
**Ilana Cicurel, Sylvie Brunet, Max Orville, Laurence Farréng, Lucia Ďuriš Nicholsonová**

**Motion for a resolution**  
**Recital L**

*Motion for a resolution*

L. whereas *customer service, teamwork, problem-solving, management, including time management, critical*

*Amendment*

L. whereas *transversal* skills are increasingly valued by employers as crucial for employment *such as language*



*thinking and digital/IT skills are also considered important transferable skills; whereas transferable skills are increasingly valued by employers as crucial for employment;*

*and soft skills, critical thinking, entrepreneurship, creativity, intercultural competences, team work and media literacy;*

Or. en

#### **Amendment 69**

**Ilan De Basso, Carina Ohlsson, Marianne Vind, Milan Brglez, Gabriele Bischoff, João Albuquerque, Elisabetta Gualmini, Klára Dobrev, Vilija Blinkevičiūtė, Daniela Rondinelli, Alicia Homs Ginel, Lina Gálvez Muñoz, Estrella Durá Ferrandis**

#### **Motion for a resolution**

##### **Recital L**

###### *Motion for a resolution*

L. whereas *customer service, teamwork*, problem-solving, management, including time management, critical thinking *and digital/IT skills are also considered* important *transferable* skills; whereas *transferable* skills are increasingly valued by employers *as crucial for employment*;

###### *Amendment*

L. whereas *people skills, multilingualism, team working*, problem-solving, management, including time management, *and* critical thinking *are* important *crosscutting soft* skills; whereas *crosscutting soft* skills are increasingly valued by employers;

Or. en

#### **Amendment 70**

**Ilan De Basso, Carina Ohlsson, Marianne Vind, Milan Brglez, Gabriele Bischoff, João Albuquerque, Elisabetta Gualmini, Klára Dobrev, Vilija Blinkevičiūtė, Daniela Rondinelli, Alicia Homs Ginel, Lina Gálvez Muñoz, Estrella Durá Ferrandis**

#### **Motion for a resolution**

##### **Recital M**

###### *Motion for a resolution*

*M. whereas the following competences are key for the concept of lifelong learning: understanding and information creation, multilingualism, competences in science, technology, engineering and mathematics, digital*

###### *Amendment*

*deleted*

*competences, personal, social and learning competences, civic competence, cultural awareness and expression, and entrepreneurship;*

Or. en

**Amendment 71**  
**Romeo Franz**

**Motion for a resolution**  
**Recital M**

*Motion for a resolution*

M. whereas the following competences **are key for the concept of** lifelong learning: **understanding and information creation**, multilingualism, competences in science, technology, engineering and mathematics, digital competences, personal, social and learning competences, civic competence, **cultural awareness and expression**, and entrepreneurship;

*Amendment*

M. whereas the following competences **have been identified and agreed by all Member States as key to ensuring a** lifelong learning **approach: literacy**, multilingualism, competences in science, technology, engineering and mathematics (**STEM**), digital competences, personal, social and learning **to learn** competences, civic competence, **intercultural skills a** and entrepreneurship; **Whereas there is a disproportionate lack of women participating STEM; ;**

Or. en

**Amendment 72**  
**Konstantinos Arvanitis**

**Motion for a resolution**  
**Recital M**

*Motion for a resolution*

M. whereas the following competences **are key for the concept of** lifelong learning: **understanding and information creation**, multilingualism, competences in science, technology, engineering and mathematics, digital competences, personal, social and learning competences,

*Amendment*

M. whereas the following competences **have been identified and agreed by all Member States as key to ensuring a** lifelong learning **approach: literacy<sup>1b</sup>**, multilingualism, competences in science, technology, engineering and mathematics, digital competences, personal, social and

civic competence, cultural awareness and expression, and entrepreneurship;

learning *to learn* competences, civic competence, cultural awareness and expression, and entrepreneurship;

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*<sup>1b</sup> Council Resolution on a new European agenda for adult learning 2021-2030*

Or. en

**Amendment 73**  
**Miriam Lexmann**

**Motion for a resolution**  
**Recital M**

*Motion for a resolution*

M. whereas the following competences are key for the concept of lifelong learning: understanding and information creation, multilingualism, competences in science, technology, engineering and mathematics, digital competences, personal, social and learning competences, civic competence, cultural awareness and expression, and entrepreneurship;

*Amendment*

M. whereas the following competences are key for the concept of lifelong learning: understanding and information creation, multilingualism, competences in science, technology, engineering and mathematics, digital competences, personal, social and learning competences, civic competence, cultural awareness and expression, *intercultural and interreligious skills* and entrepreneurship;

Or. en

**Amendment 74**  
**Ilana Cicurel, Sylvie Brunet, Max Orville, Laurence Farreng, Lucia Ďuriš Nicholsonová**

**Motion for a resolution**  
**Recital M a (new)**

*Motion for a resolution*

*Ma. Whereas the digital transition toward a 4.0 industry requires increasing basic digital skills for all workers but also digitalising existing skills and facilitating the acquisition of more advanced digital skills while ensuring their proper*

*recognition across Member States ;*

Or. en

**Amendment 75**

**Ilana Cicurel, Sylvie Brunet, Max Orville, Laurence Farreng, Lucia Ďuriš Nicholsonová**

**Motion for a resolution**

**Recital M b (new)**

*Motion for a resolution*

*Amendment*

***Mb. Whereas between 2020-21 six in ten EU+ workers undertook at least one formal or non-formal education and training activity to learn job-related skills<sup>3a</sup>;***

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***<sup>3a</sup> CEDEFOP, Second European skills and job survey (ESJS2).***

Or. en

**Amendment 76**

**Ilan De Basso, Carina Ohlsson, Marianne Vind, Milan Brglez, Gabriele Bischoff, João Albuquerque, Elisabetta Gualmini, Klára Dobrev, Vilija Blinkevičiūtė, Daniela Rondinelli, Alicia Homs Ginel, Lina Gálvez Muñoz, Estrella Durá Ferrandis**

**Motion for a resolution**

**Recital N**

*Motion for a resolution*

*Amendment*

N. whereas the COVID-19 pandemic has had a significant impact on the systematic implementation of education and training policies; whereas the crisis ***caused by the pandemic*** has changed the way ***we*** work and ***has*** reinforced the need to update the skills repertoire of the European workforce, especially in terms of digital skills;

N. whereas the COVID-19 pandemic has had a significant ***negative*** impact on the systematic implementation of education and training policies; whereas the ***related*** crisis has changed the way ***of*** work and reinforced the need to update the skills repertoire of the European workforce, especially in terms of digital skills;

Or. en

## Amendment 77

Anna Zalewska, Elżbieta Rafalska, Margarita de la Pisa Carrión

### Motion for a resolution

#### Recital O

##### *Motion for a resolution*

O. whereas between 2020 and 2021, the workplaces of 44% of EU+ adult workers adopted new digital technologies;

##### *Amendment*

O. ***whereas there is growing demand for work in the digital field and skills related to it;*** whereas between 2020 and 2021, the workplaces of 44% of EU+ (***EU-27 plus Norway and Iceland***) adult workers adopted new digital technologies<sup>13a</sup>;

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***<sup>13a</sup> Cedefop contribution to the European Parliament's Own Initiative Reports (INI).***

Or. pl

## Amendment 78

Ilan De Basso, Carina Ohlsson, Marianne Vind, Milan Brglez, Gabriele Bischoff, João Albuquerque, Elisabetta Gualmini, Klára Dobrev, Vilija Blinkevičiūtė, Daniela Rondinelli, Alicia Homs Ginel, Lina Gálvez Muñoz, Estrella Durá Ferrandis

### Motion for a resolution

#### Recital O

##### *Motion for a resolution*

O. whereas ***between 2020 and 2021, the workplaces of 44 % of EU+ adult workers adopted*** new digital technologies;

##### *Amendment*

O. whereas new digital technologies ***were introduced in 44 % of the workplaces between 2020 and 2021;***

Or. en

## Amendment 79

Anna Zalewska, Elżbieta Rafalska, Margarita de la Pisa Carrión

### Motion for a resolution

## Recital O a (new)

*Motion for a resolution*

*Amendment*

***Oa. whereas, since the COVID-19 pandemic, 39% of EU+ workers use digital technologies more frequently in some of their job functions, while 36% of EU+ workers learn online for reasons connected with their work<sup>14a</sup>;***

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<sup>14a</sup>

***[https://www.cedefop.europa.eu/files/9173\\_en.pdf](https://www.cedefop.europa.eu/files/9173_en.pdf), p. 10.***

Or. pl

## Amendment 80

Anna Zalewska, Elżbieta Rafalska, Margarita de la Pisa Carrión

### Motion for a resolution

#### Recital P

*Motion for a resolution*

*Amendment*

P. whereas between 37% and 69% of tasks in the EU can be automated in many sectors, resulting in significant changes in labour productivity; whereas 35% of workers in the EU+ believe that new digital technologies in their workplaces can or will partially or fully perform their work; whereas some 45% are also concerned about technological skills becoming obsolete and the need to acquire new knowledge and skills;

P. whereas between 37% and 69% of tasks in the EU can be automated in many sectors, resulting in significant changes in labour productivity<sup>15a</sup>; whereas 35% of workers in the EU+ believe that new digital technologies in their workplaces can or will partially or fully perform their work; whereas some 45% are also concerned about technological skills becoming obsolete and the need to acquire new knowledge and skills<sup>16a</sup>; ***whereas around 30% of 60% of all occupations consist of activities that can be fully automated<sup>17a</sup>;***

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<sup>15a</sup>

***<https://ec.europa.eu/social/main.jsp?langId=en&catId=89#wsId=9150&furtherNews=yes>***

<sup>16a</sup>

***[https://www.cedefop.europa.eu/files/9173\\_en.pdf](https://www.cedefop.europa.eu/files/9173_en.pdf)***

*en.pdf, p. 16.*

*<sup>17a</sup> Mckinsey Global Institute, A future that works: Automation, employment, and productivity, January 2017, p. 5.*

Or. pl

#### **Amendment 81**

**Ilan De Basso, Carina Ohlsson, Marianne Vind, Milan Brglez, Gabriele Bischoff, João Albuquerque, Elisabetta Gualmini, Klára Dobrev, Vilija Blinkevičiūtė, Daniela Rondinelli, Alicia Homs Ginel, Lina Gálvez Muñoz, Estrella Durá Ferrandis**

#### **Motion for a resolution**

##### **Recital P**

###### *Motion for a resolution*

P. whereas ***between 37 % and 69 % of*** tasks ***in the EU*** can be automated in many sectors, resulting in significant changes in labour productivity; whereas 35 % of workers ***in the EU+ believe*** that new digital technologies ***in their workplaces*** can or will ***partially or fully*** perform their ***work***; whereas some 45 % are also concerned about technological skills becoming obsolete and the need to acquire new knowledge and skills;

###### *Amendment*

P. whereas tasks can be automated in many sectors ***and to a different extent***, resulting in significant changes in ***employment***, labour productivity, ***skills requirements and size of workforce in the Union with strong regional differences***; whereas 35 % of workers ***fear*** that new digital technologies can or will perform their ***job in a whole or in part in the future***; whereas some 45 % are also concerned about technological skills becoming obsolete and the need to acquire new knowledge and skills;

Or. en

#### **Amendment 82**

**Anna Zalewska, Elżbieta Rafalska, Margarita de la Pisa Carrión**

#### **Motion for a resolution**

##### **Recital P a (new)**

###### *Motion for a resolution*

***Pa.*** whereas ***one in five adult EU+ workers (and 31% of those not using digital technology) would benefit from training in the most basic digital skills,***

###### *Amendment*

*i.e. navigating the web; whereas from 70% to 90% could be retrained in more advanced database and computer programming skills<sup>18a</sup>;*

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*18a*

*[https://www.cedefop.europa.eu/files/9173\\_en.pdf](https://www.cedefop.europa.eu/files/9173_en.pdf), p. 14.*

Or. pl

**Amendment 83**

**Ilana Cicurel, Sylvie Brunet, Max Orville, Laurence Farreng, Lucia Ďuriš Nicholsonová**

**Motion for a resolution**

**Recital P a (new)**

*Motion for a resolution*

*Amendment*

*Pa. Whereas according to EU targets 75% of EU companies should be using cloud computing, AI and big data technologies and more than 90% SMEs should reach at least a basic level of digital intensity<sup>4a</sup>;*

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*<sup>4a</sup> European Commission, Europe's Digital Decade : digital targets for 2030 : [https://commission.europa.eu/strategy-and-policy/priorities-2019-2024/europe-fit-digital-age/europes-digital-decade-digital-targets-2030\\_en](https://commission.europa.eu/strategy-and-policy/priorities-2019-2024/europe-fit-digital-age/europes-digital-decade-digital-targets-2030_en)*

Or. en

**Amendment 84**

**Miriam Lexmann**

**Motion for a resolution**

**Recital Q**

*Motion for a resolution*

*Amendment*



Q. whereas aligning curricula with the competences and skills expected by the market is the main challenge facing education systems;

Q. whereas aligning curricula with the competences and skills expected by the market is the main challenge facing education systems; ***whereas more than half of children entering primary school will be employed in jobs that do not currently exist;***

Or. en

**Amendment 85**  
**Konstantinos Arvanitis**

**Motion for a resolution**  
**Recital Q**

*Motion for a resolution*

Q. whereas aligning curricula with the competences and skills ***expected by the market is the main challenge facing*** education systems;

*Amendment*

Q. whereas aligning curricula with the competences and skills ***necessary to achieve personal and professional empowerment and address labour market and societal needs is a challenge for the education systems of the Member States;***

Or. en

**Amendment 86**  
**Romeo Franz**

**Motion for a resolution**  
**Recital Q**

*Motion for a resolution*

Q. whereas ***aligning curricula with the competences and skills expected by the market is the main challenge facing education systems;***

*Amendment*

Q. whereas ***promoting a competence based learning process can ensure the smooth adaptability of the learning process to the needs of the learners and the fast-paced societal changes;***

Or. en

### Amendment 87

Ilan De Basso, Carina Ohlsson, Marianne Vind, Milan Brglez, Gabriele Bischoff, João Albuquerque, Elisabetta Gualmini, Klára Dobrev, Vilija Blinkevičiūtė, Daniela Rondinelli, Alicia Homs Ginel, Lina Gálvez Muñoz, Estrella Durá Ferrandis

#### Motion for a resolution

##### Recital Q

*Motion for a resolution*

Q. whereas aligning curricula *with the competences and skills expected by the market is the main* challenge facing education systems;

*Amendment*

Q. whereas aligning curricula, *people's aspirations, as well as the expectations of society and companies is a* challenge facing education systems;

Or. en

### Amendment 88

Ilana Cicurel, Sylvie Brunet, Max Orville, Laurence Farreng, Lucia Ďuriš Nicholsonová

#### Motion for a resolution

##### Recital Q

*Motion for a resolution*

Q. whereas aligning curricula with the competences and skills expected by the market is the main *challenge* facing education systems;

*Amendment*

Q. whereas aligning curricula with the competences and skills expected by the market is *among* the main *challenges* facing education systems;

Or. en

### Amendment 89

Krzysztof Hetman, Jarosław Duda

#### Motion for a resolution

##### Recital Q a (new)

*Motion for a resolution*

*Amendment*

*Qa. whereas it is crucial that optimal conditions and incentives are established to enable employers to have access to high-quality CVETS that will provide them with a useful learning experience*

*and the development of a relevant set of skills;*

Or. en

**Amendment 90**  
**Konstantinos Arvanitis**

**Motion for a resolution**  
**Recital Q a (new)**

*Motion for a resolution*

*Amendment*

*Qa. whereas promoting a competence-based learning process could ensure the smooth adaptability of the learning process to the needs of the learners and the fast-paced societal changes;*

Or. en

**Amendment 91**  
**Miriam Lexmann**

**Motion for a resolution**  
**Recital R**

*Motion for a resolution*

*Amendment*

R. whereas, over the years, the nature, perception and societal evaluation of vocational training have evolved thanks, among other things, to digital solutions in education; whereas, despite improvements in the status of vocational training, it is still often not a first choice and is seen as a second option after general education;

R. whereas, over the years, the nature, **quality**, perception and societal evaluation of vocational training have evolved thanks, among other things, to digital solutions in education, **better career prospects as well as mobility opportunities**; whereas, despite improvements in the status of vocational training, it is still often not a first choice and is seen as a second, **less attractive**, option after general education;

Or. en

**Amendment 92**

Ilan De Basso, Carina Ohlsson, Marianne Vind, Milan Brglez, Gabriele Bischoff, João Albuquerque, Elisabetta Gualmini, Klára Dobrev, Vilija Blinkevičiūtė, Daniela Rondinelli, Alicia Homs Ginel, Lina Gálvez Muñoz, Estrella Durá Ferrandis

#### Motion for a resolution

##### Recital R

###### *Motion for a resolution*

R. whereas, over the years, the nature, perception and societal evaluation of **vocational training** have evolved thanks, among **other things, to digital solutions in education**; whereas, despite **improvements in the status of vocational training, it is still** often not **a first choice and is seen as a second option after general education**;

###### *Amendment*

R. whereas, over the years, the nature, perception and societal evaluation of **VET** have evolved thanks, among **others, to campaigns and policies on quality apprenticeship and digitalisation**; whereas, despite **efforts to improve** the status **and image of apprenticeships, they are** often not **the first choice of young people**;

Or. en

#### Amendment 93

Ilan De Basso, Carina Ohlsson, Marianne Vind, Milan Brglez, Gabriele Bischoff, João Albuquerque, Elisabetta Gualmini, Klára Dobrev, Vilija Blinkevičiūtė, Daniela Rondinelli, Alicia Homs Ginel, Lina Gálvez Muñoz, Estrella Durá Ferrandis

#### Motion for a resolution

##### Recital S

###### *Motion for a resolution*

S. whereas demographic changes **are ongoing**; whereas companies may experience problems related to the loss of **knowledge of older** workers once they retire;

###### *Amendment*

S. whereas demographic changes **in the Member States have been accelerating and are expected to continue doing so in the coming decade, reinforcing the need to make use of the full potential of all working-age adults through continuous investments in their skills, knowledge and qualifications as well as activating more people, in particular women, people with a migration background, low-skilled and low-qualified adults and young people, especially those not in education, employment or training (NEETs)**; whereas companies may experience problems related to the loss of **skilled** workers once they retire;

**Amendment 94**  
**Miriam Lexmann**

**Motion for a resolution**  
**Recital S**

*Motion for a resolution*

S. *whereas demographic changes are ongoing*; whereas companies may experience problems related to the loss of knowledge of older workers once they retire;

*Amendment*

S. whereas companies *need to adapt their workplace strategies to ageing workforce*; *whereas employers* may experience problems related to the loss of knowledge of older workers once they retire; *whereas it is crucial to strengthen intergenerational relations in companies and secure transfer of knowledge through tutoring, coaching and mentoring programs*;

**Amendment 95**  
**Krzysztof Hetman**

**Motion for a resolution**  
**Recital S**

*Motion for a resolution*

S. whereas demographic changes are ongoing; whereas companies may experience problems related to the loss of knowledge of older workers once they retire;

*Amendment*

S. whereas demographic changes are ongoing; whereas companies may experience problems related to the loss of knowledge of older workers once they retire, *whereas it is important to foster intergenerational transfer of skills*;

**Amendment 96**  
**Jaroslav Duda**

**Motion for a resolution**  
**Recital S**

*Motion for a resolution*

S. whereas demographic changes are ongoing; whereas companies may experience problems related to the loss of knowledge of older workers once they retire;

*Amendment*

S. whereas demographic changes are ongoing; whereas companies may experience problems related to the loss of knowledge of older workers once they retire, ***whereas it is important to foster intergenerational transfer of skills;***

Or. en

**Amendment 97**

**Ilan De Basso, Carina Ohlsson, Marianne Vind, Milan Brglez, Gabriele Bischoff, João Albuquerque, Elisabetta Gualmini, Klára Dobrev, Vilija Blinkevičiūtė, Daniela Rondinelli, Alicia Homs Ginel, Lina Gálvez Muñoz, Estrella Durá Ferrandis**

**Motion for a resolution**  
**Recital S a (new)**

*Motion for a resolution*

*Amendment*

***Sa. whereas decent working conditions and access to social security systems, quality social services and an attractive living environment will play a prominent role in retaining and attracting skilled workers; whereas strengthening personal development and learning guidance from an early age and supporting equal access to information can help people to choose suitable learning pathways to quality employment opportunities;***

Or. en

**Amendment 98**  
**Miriam Lexmann**

**Motion for a resolution**  
**Recital S a (new)**

*Motion for a resolution*

*Amendment*

***Sa. whereas demographic changes are ongoing; whereas it is estimated that Europe's working age population (aged between 20 and 64 years) will be declining by 0.4% every year between now and 2040; whereas the demographic decline also causes changes in the structure of the labour market and growing demand for workforce in some sectors such as healthcare or care sector;***

Or. en

**Amendment 99**  
**Konstantinos Arvanitis**

**Motion for a resolution**  
**Recital T**

*Motion for a resolution*

*Amendment*

T. whereas 28 occupations were classified as having shortages, including the healthcare, hospitality, construction, IT services and security, and there are shortages of workers with science, technology, engineering and mathematics (STEM) backgrounds;

T. whereas 28 occupations were classified as having shortages, including the healthcare, hospitality, construction, IT services and security, and there are shortages of workers with science, technology, engineering and mathematics (STEM) backgrounds; ***whereas teachers are one of the top five occupations with shortages in Europe, with different gaps experienced based on geographic regions, subjects and countries, which impacts the capacity to provide the education and training that all learners need in order to adapt to the twin transitions and the Fourth Industrial Revolution;***

Or. en

**Amendment 100**  
**Romeo Franz**

**Motion for a resolution**

## Recital T

### *Motion for a resolution*

T. whereas 28 occupations were classified as having shortages, including the healthcare, hospitality, construction, IT services and security, and there are shortages of workers with science, technology, engineering and mathematics (STEM) backgrounds;

### *Amendment*

T. whereas 28 occupations were classified as having shortages, including the healthcare, hospitality, construction, IT services and security, and there are shortages of workers with science, technology, engineering and mathematics (STEM) backgrounds; ***whereas teachers are one of the top five shortages in Europe with different gaps experienced based on geographic regions, subjects and countries which impacts the capacity to deliver the education and training that all learners need to adapt to the twin transition;***

Or. en

## Amendment 101

**Ilan De Basso, Carina Ohlsson, Marianne Vind, Milan Brglez, Gabriele Bischoff, João Albuquerque, Elisabetta Gualmini, Klára Dobrev, Vilija Blinkevičiūtė, Daniela Rondinelli, Alicia Homs Ginel, Lina Gálvez Muñoz, Estrella Durá Ferrandis**

### **Motion for a resolution**

#### **Recital T**

### *Motion for a resolution*

T. whereas 28 ***occupations*** were classified as having shortages, including ***the*** healthcare, hospitality, construction, IT services and security, ***and there are*** shortages of workers with science, technology, engineering and mathematics (STEM) backgrounds;

### *Amendment*

T. whereas 28 ***sectors*** were classified as having shortages ***of skilled workers***, including healthcare, hospitality, construction, IT services and security; ***whereas there is a general*** shortages of workers, ***in particular women*** with science, technology, engineering and mathematics (STEM) backgrounds;

Or. en

## Amendment 102

**Ilan De Basso, Carina Ohlsson, Marianne Vind, Milan Brglez, Gabriele Bischoff, João Albuquerque, Elisabetta Gualmini, Klára Dobrev, Vilija Blinkevičiūtė, Daniela**



**Rondinelli, Alicia Homs Ginel, Lina Gálvez Muñoz, Estrella Durá Ferrandis**

**Motion for a resolution**

**Recital U**

*Motion for a resolution*

U. whereas employers' demand for specific skills **is giving rise to new professions on the labour market which can be taught in the vocational training system;**

*Amendment*

U. whereas employers' **increasing** demand for specific skills **make the case for a stronger engagement of companies in VET;**

Or. en

**Amendment 103**

**Daniela Rondinelli, Brando Benifei, Elisabetta Gualmini**

**Motion for a resolution**

**Recital U a (new)**

*Motion for a resolution*

**Ua. whereas the European Parliament has repeatedly condemned the practice of unpaid traineeships as a form of exploitation of young workers and a violation of their rights;**

*Amendment*

Or. it

**Amendment 104**

**Miriam Lexmann**

**Motion for a resolution**

**Recital V**

*Motion for a resolution*

V. whereas, as part of the European Strategy for the Rights of Persons with Disabilities 2021-2030, the Commission has committed to **providing** opportunities for persons with disabilities to participate in training and acquire new skills, which is

*Amendment*

V. whereas, as part of the European Strategy for the Rights of Persons with Disabilities 2021-2030, the Commission has committed to **enable persons with disabilities to live independently and participate fully in all aspects of life;**

a prerequisite for employment and independence;

***whereas it is crucial to provide*** opportunities for persons with disabilities to participate in training and acquire new skills, which is a prerequisite for employment and independence;

Or. en

#### **Amendment 105**

**Ilan De Basso, Carina Ohlsson, Marianne Vind, Milan Brglez, Gabriele Bischoff, João Albuquerque, Elisabetta Gualmini, Klára Dobrev, Vilija Blinkevičiūtė, Daniela Rondinelli, Alicia Homs Ginel, Lina Gálvez Muñoz, Estrella Durá Ferrandis**

#### **Motion for a resolution**

##### **Recital V**

###### *Motion for a resolution*

V. whereas, as part of the European Strategy for the Rights of Persons with Disabilities 2021-2030, the Commission has committed to providing opportunities for persons with disabilities to participate in training and acquire new skills, which is a prerequisite for employment and independence;

###### *Amendment*

V. whereas, as part of the European Strategy for the Rights of Persons with Disabilities 2021-2030, the Commission has committed to providing ***better*** opportunities for persons with disabilities to participate in training and acquire new skills, which is a prerequisite for employment and independence;

Or. en

#### **Amendment 106**

**Iana Cicurel, Sylvie Brunet, Max Orville, Laurence Farreng, Lucia Ďuriš Nicholsonová**

#### **Motion for a resolution**

##### **Paragraph 1**

###### *Motion for a resolution*

1. ***Points to the*** need for ***the smooth*** functioning ***of continuing*** vocational training ***for adults***;

###### *Amendment*

1. ***Emphasises that the European Parliament wishes for the European Union to become an educational power, urges therefore the European Commission and Member States to establish a European Vocational Education and Training Area (EVETA); insists on the urgent*** need for a

functioning *and attractive* vocational training *and education system that includes continuous learning, especially in the new industry 4.0 as a strategic investment to boost the EU economy, relying on the exchange of best practices existing in the Member States* ;

Or. en

**Amendment 107**  
**Miriam Lexmann**

**Motion for a resolution**  
**Paragraph 1**

*Motion for a resolution*

1. Points to the need for the smooth functioning of continuing vocational training for adults;

*Amendment*

1. Points to the need for the smooth functioning of continuing vocational training for adults *while paying attention to the specific needs of the most vulnerable or disadvantaged groups like persons with disabilities, persons coming from rural or remote regions, older people or people with young children*;

Or. en

**Amendment 108**  
**Romeo Franz**

**Motion for a resolution**  
**Paragraph 1**

*Motion for a resolution*

1. Points to the need for the smooth functioning of continuing vocational training for adults;

*Amendment*

1. Points to the need for the smooth functioning of continuing vocational training for adults, *young adults and young people; stresses the importance of guaranteeing the right to employee training and workplace learning, in addition to the universal right to adult learning and the right to paid training*

*leave;*

Or. en

**Amendment 109**  
**Konstantinos Arvanitis**

**Motion for a resolution**  
**Paragraph 1**

*Motion for a resolution*

1. Points to the *need for the smooth functioning of* continuing vocational training for *adults*;

*Amendment*

1. Points to the *importance of guaranteeing the right to quality and inclusive* continuing vocational training for *all, to employee and job seeker training, workplace and in-house learning, in addition to the universal right to adult learning and the right to paid training leave*;

Or. en

**Amendment 110**  
**Ilan De Basso, Carina Ohlsson, Marianne Vind, Milan Brglez, Gabriele Bischoff, João Albuquerque, Elisabetta Gualmini, Klára Dobrev, Vilija Blinkevičiūtė, Daniela Rondinelli, Alicia Homs Ginel, Lina Gálvez Muñoz, Estrella Durá Ferrandis**

**Motion for a resolution**  
**Paragraph 1**

*Motion for a resolution*

1. *Points to the need for the smooth functioning of continuing vocational training for adults*;

*Amendment*

1. *Highlights the importance of life-long learning and VET, including upskilling and reskilling, for the sustainable development of the Union*;

Or. en

**Amendment 111**  
**Antonius Manders**

**Motion for a resolution**  
**Paragraph 1**

*Motion for a resolution*

1. Points to the need for the smooth functioning of continuing vocational training for adults;

*Amendment*

1. Points to the need for the smooth functioning of continuing vocational training for adults, ***including older persons***;

Or. en

**Amendment 112**  
**Krzysztof Hetman, Jarosław Duda**

**Motion for a resolution**  
**Paragraph 1 a (new)**

*Motion for a resolution*

*Amendment*

***1a. Emphasises that high-quality CVET promote the idea of lifelong learning and contribute to adaptation in the face of dynamic change on the labour market, and consequently extend working lives;***

Or. en

**Amendment 113**  
**Konstantinos Arvanitis**

**Motion for a resolution**  
**Paragraph 1 a (new)**

*Motion for a resolution*

*Amendment*

***1a. Highlights that employees should have access to vocational training during working hours;***

Or. en

**Amendment 114**  
**Konstantinos Arvanitis**

**Motion for a resolution**  
**Paragraph 1 b (new)**

*Motion for a resolution*

*Amendment*

***1b. Underlines the need to ensure the sustainable and just twin transition of workplaces while keeping the existing workforce; Employers should provide internal training to workers, while ensuring safety measures for persons facing difficulties regarding training;***

Or. en

**Amendment 115**  
**Romeo Franz**

**Motion for a resolution**  
**Paragraph 2**

*Motion for a resolution*

*Amendment*

2. ***Feels*** that all adults need opportunities to ***develop, update and upgrade*** their ***skills in order*** to keep up with the rapidly changing realities of work ***and succeed in their personal and professional lives***; stresses that this requires a systemic approach to lifelong skills development, supported by well-functioning and modern continuing vocational education and training (CVET) systems;

2. ***Points out*** that all adults, ***including young adults and young people***, need opportunities to ***succeed in*** their ***personal and professional lives and*** to keep up with the rapidly changing realities of work; stresses that this requires a systemic approach to lifelong skills development, supported by well-functioning and modern ***initial vocational education and training (IVET) and*** continuing vocational education and training (CVET) systems; ***considering that women are underrepresented in STEM disciplines (20% lower than men), and this follows a trend of VET not being appealing enough for young girls or women, recognises the importance to prevent, and remove, harmful gender stereotypes related to skills and vocational training while increasing support for women's participation in STEM and VET;***

**Amendment 116**

**Ilana Cicurel, Sylvie Brunet, Max Orville, Laurence Farreng, Lucia Ďuriš Nicholsonová**

**Motion for a resolution**

**Paragraph 2**

*Motion for a resolution*

2. **Feels that all adults need** opportunities to develop, update and upgrade **their** skills in order to keep up with the rapidly changing realities of work and succeed in **their** personal and professional **lives**; stresses that this requires a systemic approach to lifelong skills development, supported by well-functioning and modern **continuing** vocational education **and training (CVET) systems**;

*Amendment*

2. **States that each person needs** opportunities to develop, update and upgrade **his** skills in order to keep up with the rapidly changing realities of work and succeed in **his** personal and professional **life**; stresses that this requires a systemic approach to lifelong skills development, supported by well-functioning and modern vocational education **paths across the European Union ; calls in this context the Commission and Member States to use the full potential of the European Year of skills to reinforce practices such as mentoring as a powerful tool to reduce educational and social inequalities especially when it comes to orientation and career reorientation**;

**Amendment 117**

**Anna Zalewska, Elżbieta Rafalska, Margarita de la Pisa Carrión**

**Motion for a resolution**

**Paragraph 2**

*Motion for a resolution*

2. Feels that all adults need opportunities to develop, update and upgrade their skills in order to keep up with the rapidly changing realities of work and succeed in their personal and professional lives; stresses that this requires a systemic approach to lifelong

*Amendment*

2. Feels that all adults need opportunities to develop, update and upgrade their skills in order to keep up with the rapidly changing realities of work and succeed in their personal and professional lives; stresses that this requires a systemic approach to lifelong

skills development, supported by well-functioning and modern continuing vocational education and training (CVET) systems;

skills development, supported by well-functioning and modern continuing vocational education and training (CVET) systems ***able to reach, engage and enable all adults to make use of learning and training opportunities, and employers to offer opportunities to arrange such training;***

Or. pl

**Amendment 118**  
**Konstantinos Arvanitis**

**Motion for a resolution**  
**Paragraph 2**

*Motion for a resolution*

2. ***Feels*** that all adults need ***opportunities*** to develop, update and upgrade their skills in order to keep up with the rapidly changing realities of work ***and succeed in their personal and professional lives***; stresses that this requires a systemic approach to lifelong skills development, supported by ***well-functioning and modern*** continuing vocational education and training (CVET) systems;

*Amendment*

2. ***Highlights*** that all adults need ***effective guidance and support to access quality and inclusive trainings*** to develop, update and upgrade their skills in order to ***succeed in their personal and professional lives and to*** keep up with the rapidly changing realities of work; stresses that this requires a systemic approach to lifelong ***learning and*** skills development, supported by ***accessible, quality and inclusive initial vocational education and training (IVET) and*** continuing vocational education and training (CVET) systems;

Or. en

**Amendment 119**  
**Ilan De Basso, Carina Ohlsson, Marianne Vind, Milan Brglez, Gabriele Bischoff, João Albuquerque, Elisabetta Gualmini, Klára Dobrev, Vilija Blinkevičiūtė, Daniela Rondinelli, Alicia Homs Ginel, Lina Gálvez Muñoz, Estrella Durá Ferrandis**

**Motion for a resolution**  
**Paragraph 2**

*Motion for a resolution*

*Amendment*



2. ***Feels*** that all adults need ***opportunities*** to develop, update and upgrade their skills in order to keep up with the rapidly changing realities of work and succeed ***in their personal and professional*** lives; stresses that this requires a systemic approach to lifelong skills development, supported by ***well-functioning and modern continuing vocational education and training (CVET)*** systems;

2. ***Stresses*** that all adults need ***effective support to access quality and inclusive VET***, to develop, update and upgrade their skills in order to keep up with the rapidly changing realities ***in the world*** of work and ***society***, ***and to*** succeed ***with their careers and their private*** lives; stresses that this requires a systemic approach to lifelong ***learning and*** skills development, supported by ***accessible and inclusive quality VET*** systems;

Or. en

**Amendment 120**  
**Antonius Manders**

**Motion for a resolution**  
**Paragraph 2**

*Motion for a resolution*

2. Feels that all adults need opportunities to develop, update and upgrade their skills in order to keep up with the rapidly changing realities of work and succeed in their personal and professional lives; stresses that this requires a systemic approach to lifelong ***skills development***, supported by well-functioning and modern continuing vocational education and training (CVET) systems;

*Amendment*

2. Feels that all adults, ***including older persons***, need opportunities to develop, update and upgrade their skills in order to keep up with the rapidly changing realities of work and succeed in their personal and professional lives; stresses that this requires a systemic approach to lifelong ***learning***, supported by well-functioning and modern continuing vocational education and training (CVET) systems;

Or. en

**Amendment 121**  
**Miriam Lexmann**

**Motion for a resolution**  
**Paragraph 2**

*Motion for a resolution*

2. ***Feels*** that all adults need

*Amendment*

2. ***Highlights*** that all adults need

opportunities to develop, update and upgrade their skills in order to keep up with the rapidly changing realities of work **and succeed in their personal and professional lives**; stresses that this requires a systemic approach to lifelong skills development, supported by well-functioning and modern continuing vocational education and training (CVET) systems;

opportunities to develop, update and upgrade their skills in order to **succeed in their personal and professional life and to** keep up with the rapidly changing realities of work; stresses that this requires a systemic approach to lifelong skills development, supported by well-functioning and modern continuing vocational education and training (CVET) systems;

Or. en

**Amendment 122**  
**Konstantinos Arvanitis**

**Motion for a resolution**  
**Paragraph 2 a (new)**

*Motion for a resolution*

*Amendment*

**2a. Recognises the importance to prevent, and remove, harmful gender stereotypes related to skills and vocational training while increasing support for women's participation in STEM and VET;**

Or. en

**Amendment 123**  
**Konstantinos Arvanitis**

**Motion for a resolution**  
**Paragraph 2 b (new)**

*Motion for a resolution*

*Amendment*

**2b. Underlines the need for active inclusion of younger and older people in the vocational learning process in order to avoid age discrimination related to skills and vocational training;**

Or. en

**Amendment 124**  
**Konstantinos Arvanitis**

**Motion for a resolution**  
**Paragraph 3**

*Motion for a resolution*

3. Regrets that the **three** main factors hampering vocational training for adults in companies are: employers' belief that the available skills are sufficient and appropriate to the needs of businesses, the practice of recruiting new staff instead of retraining the current ones, and obstacles to the provision of training;

*Amendment*

3. Regrets that the **five** main factors hampering vocational training for adults in companies are: employers' belief that the available skills are sufficient and appropriate to the needs of businesses, **lack of training to older employees due to age stereotypes**, the practice of recruiting new staff instead of retraining the current ones, **insufficient investment in training** and obstacles to the provision of training, **including accessibility, affordability, as well as location and timing, which can be constraining for those who travel by public transport, live in rural areas or have care obligations**;

Or. en

**Amendment 125**  
**Romeo Franz**

**Motion for a resolution**  
**Paragraph 3**

*Motion for a resolution*

3. **Regrets that the three main factors hampering vocational training for adults in companies are: employers' belief that the available skills are sufficient and appropriate to the needs of businesses, the practice of recruiting new staff instead of retraining the current ones, and obstacles to the provision of training;**

*Amendment*

3. **Stresses the importance of an approach to lifelong learning that does not only focus on initial and formal education with relevance for the labour market but rather offers learning opportunities that are equally accessible to all at all ages for the purpose of a workers personal development; calls in particular to provide access to education and learning opportunities for persons from vulnerable and marginalised groups**

*and /or with fewer opportunities, such as with disabilities, from ethnical minorities and migrants, regardless of their residence status;*

Or. en

**Amendment 126**  
**Miriam Lexmann**

**Motion for a resolution**  
**Paragraph 3**

*Motion for a resolution*

3. Regrets that the **three** main factors hampering vocational training for adults in companies are: employers' belief that the available skills are sufficient and appropriate to the needs of businesses, the practice of recruiting new staff instead of retraining the current ones, and obstacles to the provision of training;

*Amendment*

3. Regrets that the **four** main factors hampering vocational training for adults in companies are: employers' belief that the available skills are sufficient and appropriate to the needs of businesses, the practice of recruiting new staff instead of retraining the current ones, **underinvestment in training** and obstacles to the provision of training **including its affordability and accesibility (both in terms of location and timing)**;

Or. en

**Amendment 127**

**Ilan De Basso, Carina Ohlsson, Marianne Vind, Milan Brglez, Gabriele Bischoff, João Albuquerque, Elisabetta Gualmini, Klára Dobrev, Vilija Blinkevičiūtė, Daniela Rondinelli, Alicia Homs Ginel, Lina Gálvez Muñoz, Estrella Durá Ferrandis**

**Motion for a resolution**  
**Paragraph 3**

*Motion for a resolution*

3. **Regrets that the three main factors hampering vocational training for adults in companies are:** employers' belief that the available skills are sufficient and appropriate **to the needs of businesses, the practice of recruiting** new staff instead of

*Amendment*

3. **Highlights that some of the factors hampering VET at company level are the employers' belief that the available skills and qualifications of their staff are sufficient and appropriate, the preference of companies to recruit** new staff instead

*retraining the current ones, and obstacles to the provision of training;*

*of reskilling and upskilling their existing workforce, as well as attempts to shift the training responsibility from the employer to the workers;*

Or. en

### **Amendment 128**

**Iłana Cicurel, Sylvie Brunet, Max Orville, Laurence Farrereng, Lucia Āuriš Nicholsonov**

#### **Motion for a resolution**

##### **Paragraph 3**

###### *Motion for a resolution*

3. Regrets that the **three** main factors hampering vocational training for **adults** in companies are: employers' belief that the available skills are sufficient and appropriate to the needs of businesses, the practice of recruiting new staff instead of retraining the current ones, and obstacles to the provision of training;

###### *Amendment*

3. Regrets that the main factors hampering vocational training for **workers** in companies are: **a lack of recognition of VET as a path of excellence**, employers' belief that the available skills are sufficient and appropriate to the needs of businesses, the practice of recruiting new staff instead of retraining the current ones, and obstacles to the provision of training;

Or. en

### **Amendment 129**

**Ilan De Basso, Carina Ohlsson, Marianne Vind, Milan Brglez, Gabriele Bischoff, Joo Albuquerque, Elisabetta Gualmini, Klara Dobrev, Vilija Blinkeviiute, Daniela Rondinelli, Alicia Homs Ginel, Lina Galvez Munoz, Estrella Dur Ferrandis**

#### **Motion for a resolution**

##### **Paragraph 3 a (new)**

###### *Motion for a resolution*

**3a. Recalls that skills and labour shortages are, in some cases, the result of unattractive jobs and poor working conditions; emphasises therefore that tackling those issues, by means of decent working conditions and retention policies, is important for a well-functioning future labour market; stresses that improving job**

*quality in sectors and companies with poor working conditions is an important element for addressing the issue of brain drain which results in growing inequalities between regions, unequal development as well as unequal capacity to drive innovation and create jobs;*

Or. en

#### **Amendment 130**

**Ilan De Basso, Carina Ohlsson, Marianne Vind, Milan Brglez, Gabriele Bischoff, João Albuquerque, Elisabetta Gualmini, Klára Dobrev, Vilija Blinkevičiūtė, Daniela Rondinelli, Alicia Homs Ginel, Lina Gálvez Muñoz, Estrella Durá Ferrandis**

#### **Motion for a resolution**

##### **Paragraph 4**

*Motion for a resolution*

*Amendment*

**4. Notes that the acquisition of a range of skills related to the use of basic software or simple computerised machines does not require a large amount of money or time spent on training;**

**deleted**

Or. en

#### **Amendment 131**

**Konstantinos Arvanitis**

#### **Motion for a resolution**

##### **Paragraph 4**

*Motion for a resolution*

*Amendment*

**4. Notes that the acquisition of a range of skills related to the use of basic software or simple computerised machines *does not require a large amount of money or time spent on training;***

**4. Notes that the acquisition of a range of skills related to the use of basic software or simple computerised machines *should be provided and paid by all employers, as it is core for the twin transition;***

Or. en

## Amendment 132

Ilana Cicurel, Sylvie Brunet, Max Orville, Laurence Farreng, Lucia Ďuriš Nicholsonová

### Motion for a resolution

#### Paragraph 5

##### *Motion for a resolution*

5. Stresses that CVET policy remains fragmented in many EU Member States; points out that the development of well-functioning CVET systems requires the development of systematic strategies to empower people and ensure sustainable economic competitiveness;

##### *Amendment*

5. Stresses that CVET policy remains fragmented in many EU Member States; points out that the development of well-functioning CVET systems requires the development of systematic strategies to empower people and ensure sustainable economic competitiveness; ***recalls the complementary role of IVET in enabling people to engage in continuing training when combined with recognition and validation of prior learning since Member States need CVET as a tool to help people return to the labour market, change jobs or progress in their careers; calls Member States to establish clear incentives for workers, companies and training centres and set up awareness campaigns on CVET especially towards overqualified workers; calls on the Commission and Member States to work towards greater convergence between national systems on the base of best functioning practices; calls on Member States to further use the potential of EU financial resources such as RRF, the Just Transition Fund, ESF+ to implement measures towards the above purposes and for progress to be monitored under the European Semester.***

Or. en

## Amendment 133

Konstantinos Arvanitis

### Motion for a resolution

#### Paragraph 5

##### *Motion for a resolution*

##### *Amendment*

5. Stresses that CVET policy remains fragmented in many EU Member States; points out that the development of well-functioning CVET systems requires the development of *systematic* strategies *to empower people and ensure sustainable economic competitiveness*;

5. Stresses that CVET policy remains fragmented in many EU Member States; points out that the development of well-functioning CVET systems requires the development of *social and economic* strategies *aligned with future-oriented skills strategies, developed within effective social dialogue with the workers' trade unions and employers, in order to ensure personal growth and social sustainability*;

Or. en

**Amendment 134**  
**Krzysztof Hetman, Jarosław Duda**

**Motion for a resolution**  
**Paragraph 5**

*Motion for a resolution*

5. Stresses that CVET policy remains fragmented in many EU Member States; points out that the development of well-functioning CVET systems requires the development of systematic strategies to empower people and ensure sustainable economic competitiveness;

*Amendment*

5. Stresses that CVET policy remains fragmented in many EU Member States; points out that the development of well-functioning CVET systems requires the development of systematic strategies *and adequate resources* to empower people and ensure sustainable economic competitiveness, *underlines that European Union should ensure its supportive role in this process*;

Or. en

**Amendment 135**  
**Miriam Lexmann**

**Motion for a resolution**  
**Paragraph 5**

*Motion for a resolution*

5. Stresses that CVET policy remains fragmented in many EU Member States; points out that the development of well-

*Amendment*

5. Stresses that CVET policy remains fragmented in many EU Member States; points out that the development of well-



functioning CVET systems requires the development of systematic strategies to empower people **and** ensure sustainable economic competitiveness;

functioning CVET systems requires the development of systematic strategies to empower people, **help them to make the most of their potential and to** ensure sustainable economic competitiveness;

Or. en

#### **Amendment 136**

**Ilan De Basso, Carina Ohlsson, Marianne Vind, Milan Brglez, Gabriele Bischoff, João Albuquerque, Elisabetta Gualmini, Klára Dobrev, Vilija Blinkevičiūtė, Daniela Rondinelli, Alicia Homs Ginel, Lina Gálvez Muñoz, Estrella Durá Ferrandis**

#### **Motion for a resolution Paragraph 5**

##### *Motion for a resolution*

5. ***Stresses that CVET policy remains fragmented in many EU Member States; points out that the development of well-functioning CVET systems requires the development of systematic strategies to empower people and ensure sustainable economic competitiveness;***

##### *Amendment*

5. ***Highlights that VET policies remain fragmented at national and Union level; points out that efficient VET systems require the development of social and economic strategies, aligned with skills strategies, developed through social dialogue between trade unions and employers;***

Or. en

#### **Amendment 137**

**Ilan De Basso, Carina Ohlsson, Marianne Vind, Milan Brglez, Gabriele Bischoff, João Albuquerque, Elisabetta Gualmini, Klára Dobrev, Vilija Blinkevičiūtė, Daniela Rondinelli, Alicia Homs Ginel, Lina Gálvez Muñoz, Estrella Durá Ferrandis**

#### **Motion for a resolution Paragraph 5 a (new)**

##### *Motion for a resolution*

5a. ***Highlights the importance of best practices related to dual education systems, which combine quality apprenticeships in undertakings with vocational school education, thereby bringing together the world of work with***

##### *Amendment*

*the world of education and giving young people access to the labour market; stresses the importance of decent wages and good working conditions for apprentices to attract young people in this context;*

Or. en

### **Amendment 138**

**Daniela Rondinelli, Brando Benifei, Elisabetta Gualmini**

#### **Motion for a resolution**

#### **Paragraph 5 a (new)**

*Motion for a resolution*

*Amendment*

**5a. Calls on the Commission and the Member States to ban the practice of unpaid traineeships and to propose a common legal framework aimed at ensuring fair remuneration for traineeships and for apprenticeships in order to avoid exploitative practices;**

Or. it

### **Amendment 139**

**Romeo Franz**

#### **Motion for a resolution**

#### **Paragraph 6**

*Motion for a resolution*

*Amendment*

6. Points out the importance of vocational education for individuals and groups with special needs; stresses the need to develop a strategy and to provide vocational education and training opportunities for people in remote and rural areas in order to ***ensure the effectiveness of matching mechanisms*** in the *EU* labour market;

6. Points out the importance of vocational education for individuals and groups with special needs; stresses the need to develop a strategy and to provide vocational education and training opportunities for people in remote, ***segregated*** and rural areas ***and for people belonging to vulnerable and marginalised groups and /or with fewer opportunities who experience institutional,***

*environmental and attitudinal barriers that require targeted solutions and a needs-based approach to support their participation in vocational education or training. Calls on the Commission and the Member States to prioritise educational training qualifications and skilling of people in situations of vulnerability in order to improve their active participation in the labour market, by for instance, adapting upskilling a reskilling training to their capacities and desires and ensuring tailor-made support; insists that such trainings should provide for skills fit for the jobs of the future and throughout the green and digital transitions; stresses the need to assure support to civil society organisations since they play a key role in reaching people from diverse backgrounds and to support further cooperation between them and Public Employment Services;*

Or. en

#### **Amendment 140**

**Ilana Cicurel, Sylvie Brunet, Max Orville, Laurence Farreng, Lucia Ďuriš Nicholsonová**

#### **Motion for a resolution**

#### **Paragraph 6**

##### *Motion for a resolution*

6. Points out the importance of vocational education for individuals and groups with special needs; stresses the need to develop a strategy and to provide vocational education and training opportunities **for** people in remote and rural areas in order to ensure the effectiveness of matching mechanisms in the EU labour market;

##### *Amendment*

6. Points out the importance of vocational education for individuals and groups with special needs, **disabilities and learning differences** ; stresses the need to develop a **coordinated** strategy and to provide vocational education and training opportunities **in particular for older-aged, lower-educated people, women, people with disability as well as** people in **the Union's** remote and rural areas **employed in routine, manual and temporary semi-skilled and low-skilled occupations; highlights the important role played by regional and local authorities in that**

*regard, particularly in border regions where finding workers with the right skills requires targeted measures in order to support effective cross-border labour markets; calls for VET policies to focus on the 13% of employed adults who do not use digital technologies at work and whose jobs tend to be more susceptible to technological automation in order to ensure the effectiveness of matching mechanisms in the EU labour market;*

Or. en

**Amendment 141**  
**Konstantinos Arvanitis**

**Motion for a resolution**  
**Paragraph 6**

*Motion for a resolution*

6. Points out the importance of vocational education for individuals and groups with special needs; stresses the need to develop a strategy and to provide vocational education and training **opportunities** for people in remote and rural areas in order to **ensure the effectiveness of matching mechanisms** in the **EU** labour market;

*Amendment*

6. Points out the importance of vocational education for individuals and groups **in vulnerable situations or** with special needs; stresses the need to develop a strategy and to provide vocational education and training for people in remote and rural areas; **calls on the European Commission and the Member States to prioritise educational training, qualifications, and skilling of vulnerable groups (including NEETs and early school leavers, older workers, persons with disabilities, adults with low levels of skills, those living in remote or rural areas, Roma, third-country nationals and care workers)** in order to **improve their access** in the labour market, **by for instance, adapting upskilling and reskilling training to their capacities and aspirations and ensuring tailor-made support. Trainings should also provide skills for the green and digital economy, within a lifelong learning framework;**

Or. en

**Amendment 142**  
**Miriam Lexmann**

**Motion for a resolution**  
**Paragraph 6**

*Motion for a resolution*

6. Points out the importance of vocational education for individuals and groups with special needs; stresses the need to develop a strategy and to provide vocational education and training opportunities for people in remote and rural areas in order to ensure the effectiveness of matching mechanisms in the EU labour market;

*Amendment*

6. Points out the importance of vocational education for individuals and groups ***in situations of vulnerability or*** with special needs; stresses the need to develop a strategy and to provide vocational education and training opportunities for people in remote and rural areas in order to ensure the effectiveness of matching mechanisms in the EU labour market; ***calls on Member States to prioritise reskilling and upskilling of people in situations of vulnerability (such as NEETs and early school leavers, older workers, persons with disabilities, adults with low levels of skills, those living in remote or rural areas or people from marginalised communities) in order to improve their active participation in the labour market, by for instance, adapting upskilling and reskilling training to their capacities and desires and ensuring tailor-made support.***

Or. en

**Amendment 143**

**Ilan De Basso, Carina Ohlsson, Marianne Vind, Milan Brglez, Gabriele Bischoff, João Albuquerque, Elisabetta Gualmini, Klára Dobrev, Vilija Blinkevičiūtė, Daniela Rondinelli, Alicia Homs Ginel, Lina Gálvez Muñoz, Estrella Durá Ferrandis**

**Motion for a resolution**  
**Paragraph 6**

*Motion for a resolution*

6. ***Points out*** the importance of ***vocational education*** for individuals and

*Amendment*

6. ***Highlights*** the importance of ***VET*** for individuals and ***persons with***

*groups with special needs*; stresses the need to develop *a strategy and* to provide *vocational education and training* opportunities for *people in remote and rural areas in order to ensure the effectiveness of matching mechanisms* in the *EU* labour market;

*disabilities and* stresses the need to develop *strategies* to provide *more and better VET* opportunities for *them and facilitate their integration* in the labour market;

Or. en

**Amendment 144**  
**Krzysztof Hetman**

**Motion for a resolution**  
**Paragraph 6**

*Motion for a resolution*

6. Points out the importance of vocational education for individuals and groups with special needs; stresses the need to develop a strategy and to provide vocational education and training opportunities for people in remote and rural areas in order to ensure the effectiveness of matching mechanisms in the EU labour market;

*Amendment*

6. Points out the importance of vocational education for individuals and groups with special needs, *including persons with different types of disabilities*; stresses the need to develop a strategy and to provide vocational education and training opportunities for people in remote and rural areas in order to ensure the effectiveness of matching mechanisms in the EU labour market;

Or. en

**Amendment 145**  
**Jaroslav Duda**

**Motion for a resolution**  
**Paragraph 6**

*Motion for a resolution*

6. Points out the importance of vocational education for individuals and groups with special needs; stresses the need to develop a strategy and to provide vocational education and training opportunities for people in remote and

*Amendment*

6. Points out the importance of vocational education for individuals and groups with special needs, *including persons with different types of disabilities*; stresses the need to develop a strategy and to provide vocational education and

rural areas in order to ensure the effectiveness of matching mechanisms in the EU labour market;

training opportunities for people in remote and rural areas in order to ensure the effectiveness of matching mechanisms in the EU labour market;

Or. en

#### **Amendment 146**

**Anna Zalewska, Elżbieta Rafalska, Margarita de la Pisa Carrión**

#### **Motion for a resolution**

##### **Paragraph 7**

###### *Motion for a resolution*

7. Draws attention to the need to focus on adults at an individual level as well, including those who are least involved in education and training;

###### *Amendment*

7. Draws attention to the need to focus on adults at an individual level as well, including those who are least involved in education and training; ***stresses that appropriate support and incentives are needed and training for adults should be offered in line with their interests and needs, which are of value on the jobs market; emphasises that, to this end, multi-vector tools are required in addition to financial and non-financial support, as well as the development of vocational guidance and public information campaigns; points out that such comprehensive approaches are assuming growing importance in the face of the challenge of achieving higher-level, integrated participation in education and training opportunities; points out that it is necessary to activate and ensure effective CVET systems for all age groups, including the elderly, women and people with disabilities;***

Or. pl

#### **Amendment 147**

**Romeo Franz**

#### **Motion for a resolution**

## Paragraph 7

### *Motion for a resolution*

7. Draws attention to the need to focus on adults at an individual level as well, including those who are least involved in education and training;

### *Amendment*

7. Draws attention to the need to focus on adults, ***young adults and young people*** at an individual level as well, including those who are least involved in education and training; ***stresses the need for inclusive and high-quality career and study guidance services to accompany people from all backgrounds in identifying, and pursuing, job and learning opportunities; highlights multiple factors that lead to lower participation in vocational learning for certain groups, such as for older workers, particularly older female workers, persons with disabilities, persons in rural areas, persons from ethnical minorities or with a migrant background, with low levels of initial education, or working with low job quality; calls for developing a targeted and inclusive approach specifically for underrepresented groups;***

Or. en

## Amendment 148

Ilana Cicurel, Sylvie Brunet, Max Orville, Laurence Farreng, Lucia Ďuriš Nicholsonová

### Motion for a resolution

#### Paragraph 7

### *Motion for a resolution*

7. Draws attention to the need to focus on adults at ***an individual level as well***, including those who are least involved in education and training;

### *Amendment*

7. Draws attention to the ***potential of a personalised learning approach and need to focus on adults at*** , including those who are least involved in education and training; ***calls for VET learning pathways to be flexible, learner-centred, and outcome oriented, and to give priority to the modularisation of qualifications, blended learning, school autonomy and have a careful balance between general, vocational and transversal competences***



*while offering well-integrated guidance, validation arrangements and well-targeted training provision;*

Or. en

**Amendment 149**  
**Konstantinos Arvanitis**

**Motion for a resolution**  
**Paragraph 7**

*Motion for a resolution*

7. Draws attention to the need to focus on adults at an individual level as well, including those who *are* least *involved in education and* training;

*Amendment*

7. Draws attention to the need to focus on adults at an individual level as well, including *the low-qualified and* those who *have the* least *access to* training *on basic skills and competences and to continuous vocational learning*;

Or. en

**Amendment 150**  
**Ilan De Basso, Carina Ohlsson, Marianne Vind, Milan Brglez, Gabriele Bischoff, João Albuquerque, Elisabetta Gualmini, Klára Dobrev, Vilija Blinkevičiūtė, Daniela Rondinelli, Alicia Homs Ginel, Lina Gálvez Muñoz, Estrella Durá Ferrandis**

**Motion for a resolution**  
**Paragraph 7**

*Motion for a resolution*

7. Draws attention to the need to *focus on* adults at an individual level *as well*, including those who *are* least *involved in education and* training;

*Amendment*

7. Draws attention to the need to *provide VET for* adults at an individual level, including *for low-qualified and low-skilled people and* those who *have the* least *access to* training *in basic skills and competences*;

Or. en

**Amendment 151**

**Antonius Manders**

**Motion for a resolution  
Paragraph 7**

*Motion for a resolution*

7. Draws attention to the need to focus on adults at an individual level as well, including those who are least involved in education and training;

*Amendment*

7. Draws attention to the need to focus on adults, ***including older persons***, at an individual level as well, including those who are least involved in education and training;

Or. en

**Amendment 152**

**Ilan De Basso, Carina Ohlsson, Marianne Vind, Milan Brglez, Gabriele Bischoff, João Albuquerque, Elisabetta Gualmini, Klára Dobrev, Vilija Blinkevičiūtė, Daniela Rondinelli, Alicia Homs Ginel, Lina Gálvez Muñoz, Estrella Durá Ferrandis**

**Motion for a resolution  
Paragraph 7 a (new)**

*Motion for a resolution*

***7a. Reiterates its call on employers to invest in the development of their workers' skills and competences, especially with regard to skills and competences needed for the digital and green transitions as well as crosscutting soft skills;***

*Amendment*

Or. en

**Amendment 153  
Miriam Lexmann**

**Motion for a resolution  
Paragraph 8**

*Motion for a resolution*

8. Points out that workplaces, and SMEs in particular, must be extensively

*Amendment*

8. Points out that workplaces, and SMEs in particular, ***social economy***

involved, encouraged and supported to provide learning and training opportunities not only for those in employment, but also for the unemployed **and** those outside the labour market; notes the key role of the social partners in this area;

**organisations, charitable and church-based organisations** must be extensively involved, encouraged and supported to provide learning and training opportunities not only for those in employment, but also for the unemployed, those outside the labour market **as well as those trying to reintegrate to the labour market after long absence caused by chronic or severe health problems**; notes the key role of the social partners in this area; **calls on the Member States to guarantee an accessible and inclusive reskilling and upskilling process for all, leaving no one behind, assuring more support to civil society organisations including charitable and church-based organisations that play a key role in reaching people from vulnerable and difficult socio-economic backgrounds, who are currently at risk of increased social inequalities and discrimination**;

Or. en

**Amendment 154**  
**Konstantinos Arvanitis**

**Motion for a resolution**  
**Paragraph 8**

*Motion for a resolution*

8. Points out that workplaces, and SMEs in particular, must be extensively involved, encouraged and supported to provide learning and training **opportunities** not only for those in employment, but also for the unemployed and those outside the labour market; notes the key role of the social partners in this area;

*Amendment*

8. Points out that workplaces, **social economy organisations** and SMEs in particular, must be extensively involved, encouraged and supported to provide learning and training not only for those in employment, but also for the unemployed, **job seekers** and those outside the labour market; notes the key role of the social partners in this area; **calls on the EU Member States to guarantee an accessible and inclusive skilling, reskilling and upskilling process for all**;

Or. en

**Amendment 155**  
**Anna Zalewska**

**Motion for a resolution**  
**Paragraph 8**

*Motion for a resolution*

8. Points out that workplaces, and SMEs in particular, must be extensively involved, encouraged and supported to provide learning and training opportunities ***not only for those in employment, but also for the unemployed and those outside the labour market***; notes the key role of the social partners in this area;

*Amendment*

8. Points out that workplaces, and SMEs in particular, must be extensively involved, encouraged and supported to provide learning and training opportunities; notes the key role of the social partners in this area;

Or. pl

**Amendment 156**  
**Krzysztof Hetman, Jarosław Duda**

**Motion for a resolution**  
**Paragraph 8**

*Motion for a resolution*

8. Points out that workplaces, and SMEs in particular, must be extensively involved, encouraged and supported to provide learning and training opportunities not only for those in employment, but also for the unemployed and those outside the labour market; notes the key role of the social partners in this area;

*Amendment*

8. Points out that workplaces, and SMEs in particular, must be extensively involved, encouraged and supported ***by Member States and European Commission***, to provide learning and training opportunities not only for those in employment, but also for the unemployed and those outside the labour market; notes the key role of the social partners in this area;

Or. en

**Amendment 157**  
**Ilan De Basso, Carina Ohlsson, Marianne Vind, Milan Brglez, Gabriele Bischoff, João Albuquerque, Elisabetta Gualmini, Klára Dobrev, Vilija Blinkevičiūtė, Daniela**

Rondinelli, Alicia Homs Ginel, Lina Gálvez Muñoz, Estrella Durá Ferrandis

**Motion for a resolution**  
**Paragraph 8**

*Motion for a resolution*

8. Points out that ***workplaces***, and SMEs in particular, must be ***extensively involved***, encouraged and supported to provide learning and training opportunities not only for those in employment, but also for the unemployed ***and those outside the labour market; notes the key role of the social partners in this area;***

*Amendment*

8. Points out that ***undertakings***, and SMEs in particular, must be encouraged and supported to provide learning and training opportunities not only for those in employment, but also for the unemployed;

*(Last sentence moved to 9 a (new))*

Or. en

**Amendment 158**  
**Konstantinos Arvanitis**

**Motion for a resolution**  
**Paragraph 8 a (new)**

*Motion for a resolution*

***8a. Underlines the need for a new learning culture oriented towards the development of transversal skills in formal, informal and non-formal learning environments, ensuring that all adults are empowered for jobs as well as for full participation in society and personal development; in particular skills such as customer service, interpersonal skills, including teamwork and communication, problem-solving, management, including time management, critical thinking, learning to learn, sustainability competences, and digital/IT skills, including cybersecurity competences;***

Or. en

**Amendment 159**  
**Konstantinos Arvanitis**

**Motion for a resolution**  
**Paragraph 8 b (new)**

*Motion for a resolution*

*Amendment*

**8b. Stresses the need for more support to civil society organisations that play a key role in reaching people from vulnerable and difficult socio-economic backgrounds, who are discriminated and excluded from access to education and training;**

Or. en

**Amendment 160**  
**Ilana Cicurel, Sylvie Brunet, Max Orville, Laurence Farreng, Lucia Ďuriš Nicholsonová**

**Motion for a resolution**  
**Paragraph 9**

*Motion for a resolution*

*Amendment*

9. Stresses the need to **improve** the recognition of skills and competences, in particular those acquired through non-formal and informal education, while developing a common framework in the Member States, in particular for the common recognition of **soft transferable** skills;

9. **Notes that labour market inclusion of young people not in employment, education or training (NEETs) and other vulnerable groups has become a major focus and cornerstone of high-quality VET, requiring specific transversal skills from teachers and trainers; recalls that transversal skills and competences are increasingly used in countries' initial VET curricula;** stresses the need to **facilitate** the recognition of skills and competences, in particular those acquired through non-formal and informal education, while developing a common framework in the Member States, in particular for the common recognition of **transversal** skills; **recalls to this extent the growing importance of micro-credentials and individual learning accounts and urges Member States to progress in their implementation ; notes in that regard that**

*6 in 10 EU+ workers mainly did online education and training and that 69% of them earned an officially recognised qualification by national authority or other online certificate/digital online badge as visual token of person's learning<sup>5a</sup>; points out the potential of alternative certifications such as micro credentials and digital badges towards the future integration of IVET and CVET; Calls for the Commission together with Member States to promote more efficiently the European Digital Competence Framework (DigComp 2.0) and further work on a European Digital Skills Certificate that can be accepted and recognized by different learning providers, education and training stakeholders and companies across the EU.*

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*<sup>5a</sup> CEDEFOP, Second European skills and jobs survey (ESJS2).*

Or. en

**Amendment 161**  
**Miriam Lexmann**

**Motion for a resolution**  
**Paragraph 9**

*Motion for a resolution*

9. Stresses the need to improve the recognition of skills and competences, in particular those acquired through non-formal and informal education, while developing a common framework in the Member States, in particular for the common recognition of soft transferable skills;

*Amendment*

9. Stresses the need to improve the **formal** recognition of skills and competences, in particular those acquired through non-formal and informal education **or volunteering, including skills and competences acquired in third countries**, while developing a common framework in the Member States, in particular for the common recognition of soft transferable skills **or formal recognition of skills acquired through life experience such as providing long-term care to a family**

*member;*

Or. en

## **Amendment 162**

**Romeo Franz**

### **Motion for a resolution**

#### **Paragraph 9**

##### *Motion for a resolution*

9. Stresses the need to improve the recognition of skills and competences, in particular those acquired through non-formal and informal education, while developing a common framework in the Member States, in particular for the common recognition of ***soft transferable*** skills;

##### *Amendment*

9. Stresses the need to improve the recognition ***and validation*** of skills and competences, in particular those acquired through non-formal and informal education, ***including soft skills***, while developing a common framework in the Member States, in particular for the common recognition of ***all skills and transversal competences***; ***stresses the need to improve current and explore other tools for facilitating the recognition of skills and qualifications of all third country nationals***;

Or. en

## **Amendment 163**

**Konstantinos Arvanitis**

### **Motion for a resolution**

#### **Paragraph 9**

##### *Motion for a resolution*

9. Stresses the need to improve the recognition of skills and competences, in particular those acquired through non-formal and informal education, while developing a common framework in the Member States, in particular for the common recognition of soft transferable skills;

##### *Amendment*

9. Stresses the need to improve the recognition of skills and competences, in particular those acquired through non-formal and informal education, ***including skills and competences acquired in third countries, by ensuring formal validation systems in cooperation with the social partners***, while developing a common framework in the Member States, in



particular for the common recognition of *skills and competences, including* soft transferable skills;

Or. en

#### **Amendment 164**

**Ilan De Basso, Carina Ohlsson, Marianne Vind, Milan Brglez, Gabriele Bischoff, João Albuquerque, Elisabetta Gualmini, Klára Dobrev, Vilija Blinkevičiūtė, Daniela Rondinelli, Alicia Homs Ginel, Lina Gálvez Muñoz, Estrella Durá Ferrandis**

#### **Motion for a resolution**

##### **Paragraph 9**

###### *Motion for a resolution*

9. Stresses the need to improve the recognition of skills and competences, in particular those acquired through non-formal and informal education, *while developing* a common framework *in the Member States, in particular* for the *common* recognition of soft *transferable* skills;

###### *Amendment*

9. Stresses the need to improve the *validation and* recognition of skills and competences, in particular those acquired through non-formal and informal education, *including skills and competences acquired in third countries, by providing validation systems in cooperation with social partners; calls on the Commission and the Member States to develop* a common framework for the recognition of *crosscutting* soft skills;

Or. en

#### **Amendment 165**

**Romeo Franz**

#### **Motion for a resolution**

##### **Paragraph 9 a (new)**

###### *Motion for a resolution*

*9a. Underlines the need for a new learning culture oriented towards the development of transversal skills in formal, informal and non-formal learning environments, ensuring that all adults, young adults and young people are empowered for jobs as well as for full*

*participation in society and personal development; in particular skills such as customer service, interpersonal skills, including teamwork and communication, problem-solving, management, including time management, critical thinking, learning to learn, sustainability competences, and digital skills, including cybersecurity competences;*

Or. en

**Amendment 166**  
**Konstantinos Arvanitis**

**Motion for a resolution**  
**Paragraph 9 a (new)**

*Motion for a resolution*

*Amendment*

**9a.** *Stresses the importance of social dialogue with workers' trade unions and the role of collective agreements in ensuring training provision to all workers of any contractual status, including support to female workers;*

Or. en

**Amendment 167**  
**Ilan De Basso, Carina Ohlsson, Marianne Vind, Milan Brglez, Gabriele Bischoff, João Albuquerque, Elisabetta Gualmini, Klára Dobrev, Vilija Blinkevičiūtė, Daniela Rondinelli, Alicia Homs Ginel, Lina Gálvez Muñoz, Estrella Durá Ferrandis**

**Motion for a resolution**  
**Paragraph 9 a (new)**

*Motion for a resolution*

*Amendment*

**9a.** *Highlights the key role of social partners with regard to VET; stresses the importance of a well-functioning social dialogue and the role of collective agreements in ensuring VET provision to all workers;*

**Amendment 168**

Ilana Cicurel, Sylvie Brunet, Max Orville, Laurence Farreng, Lucia Ďuriš Nicholsonová

**Motion for a resolution****Paragraph 10***Motion for a resolution*

10. Calls on companies to pay more attention to the role of education in the workplace; stresses that companies *need* to dedicate a substantial part of their resources to ensuring that their employees are able to work with the latest technologies and in new organisational environments, as well as to prevent digital exclusion;

*Amendment*

10. ***Emphasizes the transformation of the workplace in VET as a place to acquire specific skills that cannot only be taught in a classroom and underlines the importance of workplace-based-learning; stresses the high relevance of dual education systems in that regard and encourages Member States to further develop them; therefore*** calls on companies to pay more attention to the role of education in the workplace; stresses that ***76% EU+ adult workers undertook education and training was employer-sponsored<sup>6a</sup> and that according to the European Commission companies already finance 90% of the on-the-job training<sup>7a</sup>; encourages them to continue*** to dedicate a substantial part of their resources to ensuring that their employees are able to work with the latest technologies and in new organisational environments, as well as to prevent digital exclusion;

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<sup>6a</sup> ***CEDEFOP, Second European skills and jobs survey (ESJS2).***

<sup>7a</sup> ***European Commission, Adult learning statistical synthesis report, 2020 : <https://ec.europa.eu/social/main.jsp?catId=738&Id=en&pubId=8337&furtherPubs=yes>***

**Amendment 169**

Ilan De Basso, Carina Ohlsson, Marianne Vind, Milan Brglez, Gabriele Bischoff, João Albuquerque, Elisabetta Gualmini, Klára Dobrev, Vilija Blinkevičiūtė, Daniela Rondinelli, Alicia Homs Ginel, Lina Gálvez Muñoz, Estrella Durá Ferrandis

**Motion for a resolution**

**Paragraph 10**

*Motion for a resolution*

10. Calls on **companies to pay more attention to the role of education in the workplace; stresses that companies need to dedicate a substantial part of their resources to ensuring that their employees are able to work with the latest technologies and in new organisational environments, as well as to prevent digital exclusion;**

*Amendment*

10. Calls on **employers to dedicate a substantial part of their resources to ensure their employees have the necessary skills and competences to work with the latest technologies and in new organisational environments, as well as to prevent digital exclusion and to foster intergenerational learning; calls on companies to allow for high levels of task discretion and organisational participation of workers, as these forms of work organisation are associated with better access to training and skills development; calls on the Member States to reinforce the Youth Guarantee through coherent actions; calls on the Member States to invest in the health of pupils and students, to prevent early school leaving and to support study and career counselling;**

Or. en

**Amendment 170**

**Anna Zalewska, Elżbieta Rafalska, Margarita de la Pisa Carrión**

**Motion for a resolution**

**Paragraph 10**

*Motion for a resolution*

10. Calls on companies to pay more attention to the role of education in the workplace; stresses that companies need to dedicate a substantial part of their resources to ensuring that their employees are able to work with the latest technologies and in new organisational environments, as well as to prevent digital

*Amendment*

10. Calls on companies to pay more attention to the role of education in the workplace; stresses that companies need to dedicate a substantial part of their resources to ensuring that their employees are able to work with the latest technologies and in new organisational environments, as well as to prevent digital

exclusion;

exclusion; ***points out that employers should strive to provide appropriate conditions and safe spaces for workers undergoing or wishing to undergo formal or informal education and to develop their competencies.***

Or. pl

**Amendment 171**  
**Konstantinos Arvanitis**

**Motion for a resolution**  
**Paragraph 10**

*Motion for a resolution*

10. Calls on ***companies*** to pay more attention to the role of education in the workplace; stresses that ***companies*** need to dedicate a substantial part of their resources to ensuring that their employees ***are*** able to work with the latest technologies and in new organisational environments, as well as to prevent digital exclusion;

*Amendment*

10. Calls on ***all employers*** to pay more attention to the role of ***lifelong learning and*** education in the workplace; stresses that ***all employers*** need to dedicate a substantial part of their resources to ensuring that their employees ***have the necessary skills and competences to be*** able to work with the latest technologies and in new organisational environments, as well as to prevent digital exclusion; ***stresses that companies, including SMEs, require and would benefit from structured cooperation with educational representatives from VET;***

Or. en

**Amendment 172**  
**Krzysztof Hetman, Jarosław Duda**

**Motion for a resolution**  
**Paragraph 10**

*Motion for a resolution*

10. Calls on companies to pay more attention to the role of education in the workplace; stresses that companies need to

*Amendment*

10. Calls on ***Member States to develop and implement strategies which will incentivise*** companies to pay more

dedicate a substantial part of their resources to ensuring that their employees are able to work with the latest technologies and in new organisational environments, as well as to prevent digital exclusion;

attention to the role of education in the workplace; stresses that companies need to dedicate a substantial part of their resources to ensuring that their employees are able to work with the latest technologies and in new organisational environments, as well as to prevent digital exclusion; ***calls on Member States to pay special attention to the SMEs, for which it is particularly challenging to meet those needs;***

Or. en

**Amendment 173**  
**Miriam Lexmann**

**Motion for a resolution**  
**Paragraph 10**

*Motion for a resolution*

10. Calls on ***companies*** to pay more attention to the role of education in the workplace; stresses that ***companies*** need to dedicate ***a substantial part of*** their resources to ensuring that their employees ***are*** able to work with the latest technologies and in new organisational environments, as well as to prevent digital exclusion;

*Amendment*

10. Calls on ***all employers*** to pay more attention to the role of ***lifelong learning and*** education in the workplace; stresses that ***employers*** need to dedicate their resources, ***as far as possible***, to ensuring that their employees ***have the necessary skills and competences to be*** able to work with the latest technologies and in new organisational environments, as well as to prevent digital exclusion, ***with the special focus on vulnerable groups including persons with disabilities;***

Or. en

**Amendment 174**  
**Romeo Franz**

**Motion for a resolution**  
**Paragraph 10**

*Motion for a resolution*

10. Calls on companies to pay more attention to the role of **education** in the workplace; stresses that companies need to **dedicate a substantial part of their resources to ensuring** that their employees are able to work with the latest technologies and in new organisational environments, as well as to prevent digital exclusion;

10. Calls on companies to pay more attention to the role of **training** in the workplace; stresses that companies need to **ensure** that their employees are able to work with the latest technologies and in new organisational environments, as well as to prevent digital exclusion; **stresses that companies, including SMEs, would benefit from structured cooperation with educational representatives, especially from VET, employers and workers' representatives and social actors;**

Or. en

#### **Amendment 175**

**Ilana Cicurel, Sylvie Brunet, Max Orville, Laurence Farréng, Lucia Ďuriš Nicholsonová**

#### **Motion for a resolution Paragraph 10 a (new)**

*Motion for a resolution*

*Amendment*

**10a. Recalls the fundamental role of teachers and trainers that work in parallel in VET institutions and companies can help tie the VET provision more closely to employers needs by bringing innovation to school and addressing the shortage of VET teachers; recalls that better cooperation between VET institutions and companies could efficiently address the shortage of VET teachers and bring VET curricula closer to employer needs; stresses the need for teachers and trainers to acquire new competences by having access to up-skilling and re-skilling opportunities; underlines that opening continuous professional development (CPD) courses delivered in VET schools to trainers and, conversely, offering in-company training to VET school teachers could be mutually beneficial in addressing their needs while associating them in the design of the curricula; calls on Member States and educational institutions to urgently invest and elaborate further their**

***CPD strategies for VET teachers and trainers and provide them with better recognition;***

Or. en

**Amendment 176**  
**Krzysztof Hetman, Jarosław Duda**

**Motion for a resolution**  
**Paragraph 10 a (new)**

*Motion for a resolution*

*Amendment*

***10a. Stresses that in order to adequately respond to the needs of the transforming industries and challenges posed by the twin transition, as well as to retain European industry competitive in the global markets, continuous investment in CVET infrastructure, teacher training, and quality assurance systems will be necessary;***

Or. en

**Amendment 177**  
**Ilan De Basso, Carina Ohlsson, Marianne Vind, Milan Brglez, Gabriele Bischoff, João Albuquerque, Elisabetta Gualmini, Klára Dobrev, Vilija Blinkevičiūtė, Daniela Rondinelli, Alicia Homs Ginel, Lina Gálvez Muñoz, Estrella Durá Ferrandis**

**Motion for a resolution**  
**Paragraph 10 a (new)**

*Motion for a resolution*

*Amendment*

***10a. Calls on the Member States as well as regional and local authorities concerned to strengthen measures to fight unemployment, poverty and social exclusion, including through the strengthening of public employment services, the promotion of lifelong learning and dedicated measures focused on professional development;***



**Amendment 178**

**Iłana Cicurel, Sylvie Brunet, Max Orville, Laurence Farreng, Lucia Āuriř Nicholsonov**

**Motion for a resolution**

**Paragraph 10 b (new)**

*Motion for a resolution*

*Amendment*

***10b. Recalls the need to create a European vocational and training area as an integral part of the EEA; underlines the key role played by the mobility of apprentices and VET students in that regard and the need to facilitate long-term mobility schemes, reducing the existing barriers to mobility ; calls on the Commission and Member States to work towards the creation of a European apprenticeship statute and the expansion of automatic mutual recognition of VET learning outcomes and study periods in another Member State; stresses the need for the EU and Member States to adopt strategies relying on a sector-specific approach and focusing on skills shortage and jobs that are crucial for the European Union’s industrial and economic autonomy; Calls for the European Centres of Vocational Excellence, the ALMA programme and the European alliance for apprenticeships (EAfA) to act as platforms and initiatives at the forefront of this strategy;***

**Amendment 179**

**Ilan De Basso, Carina Ohlsson, Marianne Vind, Milan Brglez, Gabriele Bischoff, Joo Albuquerque, Elisabetta Gualmini, Klara Dobrev, Vilija Blinkeviiute, Daniela Rondinelli, Alicia Homs Ginel, Lina Galvez Munoz, Estrella Dur Ferrandis**

**Motion for a resolution**

**Paragraph 10 b (new)**

*Motion for a resolution*

*Amendment*

**10b.** *Highlights that education and training as well as the integration into the labour market is an important instrument to combat poverty and inequalities; urges the Commission and the Member States to support measures aimed at disadvantaged and low-skilled groups, with emphasis on education and training that allow for the development of social, scientific and professional skills, in particular basic digital skills; calls on the Member States as well as the regional and local authorities concerned to ensure the diversification of the education and training offers;*

Or. en

**Amendment 180**

**Ilana Cicurel, Sylvie Brunet, Max Orville, Laurence Farreng, Lucia Ďuriš Nicholsonová**

**Motion for a resolution**

**Paragraph 10 c (new)**

*Motion for a resolution*

*Amendment*

**10c.** *Urges therefore the Commission and the Member States to use the European Year of Skills as a momentum to work on the development of a concrete and efficient vocational mobility framework<sup>8a</sup>;*

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<sup>8a</sup> *As announced by Commissioner Nicolas Schmit in an hearing by the CULT committee on April 27th 2023.*

Or. en

**Amendment 181**

**Ilan De Basso, Carina Ohlsson, Marianne Vind, Milan Brglez, Gabriele Bischoff, João**

**Albuquerque, Elisabetta Gualmini, Klára Dobrev, Vilija Blinkevičiūtė, Daniela Rondinelli, Alicia Homs Ginel, Lina Gálvez Muñoz, Estrella Durá Ferrandis**

**Motion for a resolution  
Paragraph 11**

*Motion for a resolution*

*Amendment*

**11. Stresses that employers need to foster intergenerational links within the company and intergenerational learning between the young and old, and vice versa;**

**deleted**

Or. en

**Amendment 182**

**Anna Zalewska, Elżbieta Rafalska, Margarita de la Pisa Carrión**

**Motion for a resolution  
Paragraph 11**

*Motion for a resolution*

*Amendment*

11. Stresses that employers need to foster intergenerational links within the company and intergenerational learning between the young and old, and vice versa;

11. Stresses that employers need to foster intergenerational links within the company and intergenerational learning between the young and old, and vice versa; ***points out that older workers can help firms develop new products and services to adapt to the demands of an ageing society in very creative and productive ways, as older workers better understand the expectations and needs of older customers/consumers, whose number is growing in the silver economy; encourages, moreover, incentives for volunteering and mentoring in order to boost knowledge transfer between generations; points out that, because of demographic changes and the declining number of people entering the jobs market for the first time, employers should attach importance to developing the competences of older workers and introducing them to new functions in order to close the skills gap and fill***

*growing staff shortages, especially in the sectors of industry most affected by staff shortages;*

Or. pl

**Amendment 183**  
**Konstantinos Arvanitis**

**Motion for a resolution**  
**Paragraph 11**

*Motion for a resolution*

11. Stresses that employers need to foster intergenerational links within the *company* and intergenerational learning between the young and old, and vice versa;

*Amendment*

11. Stresses that employers need to foster intergenerational links within the *workplace* and intergenerational learning between the young and old, and vice versa; *calls on the European Commission and the Member States to reinforce the Youth Guarantee through coherent actions and intergenerational solidarity. Member States should better target their policy interventions by taking into account the different characteristics and needs of the various subgroups within the NEET population, prioritising those disengaged and experiencing long-term unemployment. Cooperation between Public Employment Services and civil society organisations should be encouraged to reach out to these young people and to address their motivation levels, while also building their trust and confidence in the relevant institutions.*

Or. en

**Amendment 184**  
**Romeo Franz**

**Motion for a resolution**  
**Paragraph 11**

*Motion for a resolution*

11. Stresses that employers need to foster intergenerational links within the company and intergenerational learning between the young and old, and vice versa;

*Amendment*

11. Stresses that employers need to foster intergenerational links within the company and ***society and*** intergenerational learning between the young and old, and vice versa; ***underlines that this approach can valorise the skills and experience of older workers, allowing for a smooth transfer to colleagues with less experience and a new role for workers around their retirement age, while also allowing for transmission of new attitudes and skills that are more prevalent among younger persons towards older workers; highlights that some countries are experimenting apprenticeships for older workers or workers of all ages; stresses that the same approach should be applied with third country nationals, facilitating the recognition of their skills while fostering social inclusion through work;***

Or. en

**Amendment 185**  
**Miriam Lexmann**

**Motion for a resolution**  
**Paragraph 11**

*Motion for a resolution*

11. Stresses that employers need to foster intergenerational links within the ***company*** and intergenerational learning between the young and old, and vice versa;

*Amendment*

11. Stresses that employers need to foster intergenerational links within the ***workplace*** and intergenerational learning between the young and old, and vice versa; ***calls on the Commission and Member States to reinforce the Youth Guarantee through coherent actions and intergenerational solidarity. Member States should better target their policy interventions by taking into account the different characteristics and needs of the various subgroups within the NEET population, prioritising those disengaged and experiencing long-term***

*unemployment.*

Or. en

**Amendment 186**  
**Antonius Manders**

**Motion for a resolution**  
**Paragraph 11**

*Motion for a resolution*

11. Stresses that employers need to foster intergenerational links within the company and intergenerational learning between *the young and old*, and vice versa;

*Amendment*

11. ***Acknowledges the importance of intergenerational learning; points out that intergenerational learning enables the sharing of knowledge and experience and contributes to mutual respect and understanding;*** stresses that employers need to foster intergenerational links within the company and intergenerational learning between *younger and older persons*, and vice versa;

Or. en

**Amendment 187**  
**Ilana Cicurel, Sylvie Brunet, Max Orville, Laurence Farréng, Lucia Ďuriš Nicholsonová**

**Motion for a resolution**  
**Paragraph 11**

*Motion for a resolution*

11. Stresses that employers need to foster intergenerational links within the company and intergenerational learning between the young and old, and vice versa;

*Amendment*

11. Stresses that employers need to foster intergenerational links within the company and intergenerational learning between the young and old, and vice versa ***notably through mentoring;***

Or. en

**Amendment 188**  
**Anna Zalewska, Elżbieta Rafalska, Margarita de la Pisa Carrión**

**Motion for a resolution**  
**Paragraph 11 a (new)**

*Motion for a resolution*

*Amendment*

**11a.** *calls on firms to use methods for predicting the impact of artificial intelligence on jobs such as SML for the purpose, among others, of identifying those occupations where changes are most likely and to adapt to them in optimal time;*

Or. pl

**Amendment 189**  
**Anna Zalewska, Elżbieta Rafalska, Margarita de la Pisa Carrión**

**Motion for a resolution**  
**Paragraph 11 b (new)**

*Motion for a resolution*

*Amendment*

**11b.** *encourages companies to help workers assume greater responsibility for their careers by pointing out alternative career paths and helping them determine what they should aim for, to suggest the skills required for this and organise appropriate training in this regard; recommends that this offer also be provided for persons undergoing professional/industry education (students and trainees) through cooperation between firms and educational establishments;*

Or. pl

**Amendment 190**  
**Anna Zalewska, Elżbieta Rafalska, Margarita de la Pisa Carrión**

**Motion for a resolution**  
**Paragraph 12**

*Motion for a resolution*

12. Draws attention to the opportunities and challenges arising from the increasing number of third-country nationals in the EU, as a result, among other things, of the war in Ukraine;

*Amendment*

12. Draws attention to the opportunities and challenges arising from the increasing number of third-country nationals in the EU, as a result, among other things, of the war in Ukraine; ***stresses that funding for language teaching as a basis for communication in all areas in which companies operate, which enable participation in vocational training and requalification processes for the purpose of developing competencies which are important to the employer are fundamental for enabling the greater use of human resources from third countries and their integration;***

Or. pl

**Amendment 191**

**Ilan De Basso, Carina Ohlsson, Marianne Vind, Milan Brglez, Gabriele Bischoff, João Albuquerque, Elisabetta Gualmini, Vilija Blinkevičiūtė, Daniela Rondinelli, Alicia Homs Ginel, Lina Gálvez Muñoz, Estrella Durá Ferrandis**

**Motion for a resolution  
Paragraph 12**

*Motion for a resolution*

12. ***Draws attention to the opportunities and challenges arising from the increasing number of*** third-country nationals in the EU, ***as a result, among other things, of the war in Ukraine;***

*Amendment*

12. ***Stresses that supporting migrants, asylum seekers and refugees to upskill and reskill and to access quality jobs and information regarding working conditions and social protection is essential; Highlights in this context the need to ensure effective support and quality VET for third-country nationals in the EU to ensure their labour market integration, including by strengthening learning opportunities and mobility, by facilitating the validation of their skills and competences and by enhancing the recognition of qualifications;***

Or. en



**Amendment 192**  
**Konstantinos Arvanitis**

**Motion for a resolution**  
**Paragraph 12**

*Motion for a resolution*

12. Draws attention to the ***opportunities and challenges arising from the increasing number of*** third-country nationals in the EU, ***as a result, among other things, of the war in Ukraine;***

*Amendment*

12. Draws attention to the ***importance of ensuring effective support and quality training to*** third-country nationals in the EU, ***in particular refugees, to ensure their labour market integration; calls on EU Member States to support the social inclusion of third-country nationals, including by making CVET available, accessible and affordable for them and granting them equal access to continued training, upskilling and reskilling;***

Or. en

**Amendment 193**  
**Miriam Lexmann**

**Motion for a resolution**  
**Paragraph 12**

*Motion for a resolution*

12. Draws attention to the opportunities ***and*** challenges arising from the increasing number of third-country nationals in the EU, as a result, among other things, of the ***war in*** Ukraine;

*Amendment*

12. Draws attention to the opportunities, ***especially considering the increasing ageing population and labour market shortages, and the*** challenges ***(hiring people below their skill levels, difficulties recognising degrees previously attained abroad, etc.) in part*** arising from the increasing number of third-country nationals in the EU, as a result, among other things, of the ***Russian war of aggression against*** Ukraine;

Or. en

## Amendment 194

Ilana Cicurel, Sylvie Brunet, Max Orville, Laurence Farreng, Lucia Ďuriš Nicholsonová

### Motion for a resolution

#### Paragraph 12

##### *Motion for a resolution*

12. Draws attention to the opportunities and challenges arising from the increasing number of third-country nationals in the EU, as a result, among other things, of the war in Ukraine;

##### *Amendment*

12. Draws attention to the opportunities and challenges arising from the increasing number of third-country nationals in the EU, as a result, among other things, of the war in Ukraine; ***underlines the crucial role of VET systems and pathways as a major tool for the social and economic integration of third-country nationals, asylum seekers and refugees;***

Or. en

## Amendment 195

Romeo Franz

### Motion for a resolution

#### Paragraph 12

##### *Motion for a resolution*

12. Draws attention to the opportunities and ***challenges arising from the increasing number*** of third-country nationals in the ***EU, as a result, among other things, of the war in Ukraine;***

##### *Amendment*

12. Draws attention to the opportunities and ***the important role and contribution*** of third-country nationals in the ***EU's economy; calls on Member States to support the social inclusion of third country nationals by making CVET available and accessible and granting equal access to continued training;***

Or. en

## Amendment 196

Antonius Manders

### Motion for a resolution

#### Paragraph 12 a (new)

*Motion for a resolution*

*Amendment*

**12a.** *Stresses the need for lifelong learning to all persons in society, especially older persons, allowing them to learn and acquire new skills and stay physically and mentally active;*

Or. en

### **Amendment 197**

**Ilana Cicurel, Sylvie Brunet, Max Orville, Laurence Farreng, Lucia Ďuriš Nicholsonová**

#### **Motion for a resolution Paragraph 13**

*Motion for a resolution*

*Amendment*

13. Stresses the need to increase the importance of vocational education and the acquisition of new skills and competences, especially those offered by the green and digital transitions;

13. Stresses the need to increase the importance of vocational education and the acquisition of new skills and competences, especially those offered by the green and digital transitions; ***recalls for instance the need of new competences in the field of renewable energies and the construction sector and calls on Member States to develop, along with VET centres, companies, regional and local authorities, curricula focused on occupations required to adapt the challenges of the green transition.***

Or. en

### **Amendment 198 Miriam Lexmann**

#### **Motion for a resolution Paragraph 13**

*Motion for a resolution*

*Amendment*

13. Stresses the need to increase the importance of vocational education and the acquisition of new skills and competences,

13. Stresses the need to increase the importance of vocational education and the acquisition of new skills and competences,

especially those offered by the green and digital transitions;

especially those offered by the green and digital transitions *and relative to the long-term care sector needs*;

Or. en

**Amendment 199**  
**Konstantinos Arvanitis**

**Motion for a resolution**  
**Paragraph 13**

*Motion for a resolution*

13. Stresses the need to increase the importance of vocational education and the acquisition of new skills and competences, especially those *offered* by the green and digital transitions;

*Amendment*

13. Stresses the need to increase the importance of vocational education and the acquisition of new skills and competences, especially those *required* by the green and digital transitions;

Or. en

**Amendment 200**  
**Ilan De Basso, Carina Ohlsson, Marianne Vind, Milan Brglez, Gabriele Bischoff, João Albuquerque, Elisabetta Gualmini, Klára Dobrev, Vilija Blinkevičiūtė, Daniela Rondinelli, Alicia Homs Ginel, Lina Gálvez Muñoz, Estrella Durá Ferrandis**

**Motion for a resolution**  
**Paragraph 13**

*Motion for a resolution*

13. Stresses the need to increase the importance of vocational education and the acquisition of new skills and competences, especially those *offered by* the green and digital transitions;

*Amendment*

13. Stresses the need to increase the importance of vocational education and the acquisition of new skills and competences, especially those *needed for* the green and digital transitions;

Or. en

**Amendment 201**  
**Antonius Manders**

**Motion for a resolution**  
**Paragraph 13**

*Motion for a resolution*

13. Stresses the need to increase the **importance** of vocational education and **the acquisition of new skills and competences**, especially those offered by the green and digital transitions;

*Amendment*

13. Stresses the need to increase the **effectiveness and accessibility** of vocational education and **lifelong learning**, especially those offered by the green and digital transitions;

Or. en

**Amendment 202**  
**Konstantinos Arvanitis**

**Motion for a resolution**  
**Paragraph 13 a (new)**

*Motion for a resolution*

*Amendment*

**13a. Taking into account that promoting the Pact for Skills is one way towards achieving this, calls on the European Commission to frame the European Year of Skills 2023 in a holistic and integral manner, avoiding the portrayal of education, training and reskilling or upskilling as a means to increase competitiveness and employability alone;**

Or. en

**Amendment 203**  
**Krzysztof Hetman, Jarosław Duda**

**Motion for a resolution**  
**Paragraph 13 a (new)**

*Motion for a resolution*

*Amendment*

**13a. Stresses that new technologies, including artificial intelligence and virtual reality, have the potential to**

*provide new opportunities in the area of CVET, also in terms of making the training opportunities more accessible and affordable for broader amount of companies and workers;*

Or. en

**Amendment 204**

**Anna Zalewska, Elżbieta Rafalska, Margarita de la Pisa Carrión**

**Motion for a resolution**

**Paragraph 13 a (new)**

*Motion for a resolution*

*Amendment*

*13a. Stresses the need, taking into account the widespread use of information systems using new advanced algorithm and artificial intelligence-based technologies, for the systematic upskilling of workers and employers and training establishments;*

Or. pl

**Amendment 205**

**Anna Zalewska, Elżbieta Rafalska, Margarita de la Pisa Carrión**

**Motion for a resolution**

**Paragraph 13 b (new)**

*Motion for a resolution*

*Amendment*

*13b. Stresses that, at the time of the industrial revolution 4.0, it is the duty of educational establishments and employers to prepare their students and workers for the use of AI in the workplace; encourages educational institutions and employers to organise activities, apprenticeships, traineeships, etc. to address the issue of digital competences and of tools using artificial intelligence;*

**Amendment 206**  
**Konstantinos Arvanitis**

**Motion for a resolution**  
**Paragraph 14**

*Motion for a resolution*

14. Stresses the need to promote vocational education, highlighting the attractiveness of and opportunities for development within the sector; calls on the Commission and the Member States to carry out educational campaigns and activities to ***promote*** vocational education, including through ***events such as EuroSkills***;

*Amendment*

14. Stresses the need to promote vocational education, highlighting the attractiveness of and opportunities for development within the sector; calls on the Commission and the Member States to carry out educational campaigns and activities to ***ensure the right to access to quality*** vocational education, ***adult learning, and employee training*** including through ***tripartite bodies (Advisory Committee for VET, Working groups on Adult learning and VET), and the European Alliance for Apprenticeships***; ***calls on the European Commission and EU Member States to increase accessibility and social inclusion in the Erasmus+ framework in order to facilitate the participation of vulnerable and marginalised young people in the programme. The Erasmus+ financial support for mobility should be tailored according to the social economic background of families, considering also the cost of living of destination countries. Support schools and civil society organisations should implement an effective information strategy to raise awareness of Erasmus+ opportunities and funds for young people in need***;

**Amendment 207**  
**Miriam Lexmann**

**Motion for a resolution**  
**Paragraph 14**

*Motion for a resolution*

14. Stresses the need to promote vocational education, highlighting the attractiveness of and opportunities for development within the sector; calls on the Commission and the Member States to carry out educational campaigns and activities to promote vocational education, including through events such as EuroSkills;

*Amendment*

14. Stresses the need to promote vocational education, highlighting the attractiveness of and opportunities for development within the sector; calls on the Commission and the Member States to carry out educational campaigns and activities to promote vocational education, including through events such as EuroSkills; ***calls on the Commission and Member States to increase accessibility and social inclusion in the Erasmus+ framework in order to facilitate the participation of vulnerable and marginalised young people in the programme. The Erasmus+ financial support for mobility should be tailored according to the social economic background of families, considering also the cost of living of destination countries. Support schools and civil society organisations should implement an effective information strategy to raise awareness of Erasmus+ opportunities and funds for young people in need.***

Or. en

**Amendment 208**

**Ilan De Basso, Carina Ohlsson, Marianne Vind, Milan Brglez, Gabriele Bischoff, João Albuquerque, Elisabetta Gualmini, Klára Dobrev, Vilija Blinkevičiūtė, Daniela Rondinelli, Alicia Homs Ginel, Lina Gálvez Muñoz, Estrella Durá Ferrandis**

**Motion for a resolution**  
**Paragraph 14**

*Motion for a resolution*

14. ***Stresses the need to promote vocational education, highlighting the attractiveness of and opportunities for development within the sector;*** calls on the Commission and the Member States to

*Amendment*

14. Calls on the Commission and the Member States, ***in cooperation with tripartite advisory bodies and the European Alliance for Apprenticeship,*** to carry out educational campaigns and



carry out educational campaigns and activities *to promote vocational education*, including through events such as *EuroSkills*;

activities, including *during the European Year of Skills and* through events such as *Euroskills, in order to promote the attractiveness and opportunities offered by quality VET and adult learning*;

Or. en

## **Amendment 209**

**Krzysztof Hetman, Jarosław Duda**

### **Motion for a resolution**

#### **Paragraph 14**

##### *Motion for a resolution*

14. Stresses the need to promote vocational education, highlighting the attractiveness of and opportunities for development within the sector; calls on the Commission and the Member States to carry out educational campaigns and activities to promote vocational education, including through events such as EuroSkills;

##### *Amendment*

14. Stresses the need to promote vocational education, highlighting the attractiveness of and opportunities for development within the sector; calls on the Commission and the Member States to carry out educational campaigns and activities to promote vocational education, including through events such as EuroSkills *and to promote the exchange of best practices in this area*;

Or. en

## **Amendment 210**

**Romeo Franz**

### **Motion for a resolution**

#### **Paragraph 15**

##### *Motion for a resolution*

15. Calls on the Member States to simplify administrative procedures and to provide SMEs with assistance, such as *consultancy* services, to identify training needs and to apply for financial support from the training fund for companies;

##### *Amendment*

15. Calls on the Member States to simplify administrative procedures and to provide SMEs *and social economy organisations* with assistance, such as *lifelong guidance* services, to identify training needs and to apply for financial support from the training fund for companies; *calls on the Commission and*

*Member States to increase investment through the European Social Fund Plus (ESF+) to support measures aimed at integrating disadvantaged youth and (NEETs) into the labour market as well as reducing school dropouts, particularly prominent among Romani people; insists, therefore in making a link to the targets and objectives within the Roma Framework Strategies is vital; highlights in this regards, that EU Institutions and Member States should likewise improve the inclusivity of apprenticeships to support school / training-to-work transitions, particularly in countries with weaker Vocational Education and Training (VET) systems;*

Or. en

**Amendment 211**  
**Miriam Lexmann**

**Motion for a resolution**  
**Paragraph 15**

*Motion for a resolution*

15. Calls on the Member States to simplify administrative procedures and to provide SMEs with assistance, such as consultancy services, to identify training needs and to apply for financial support *from the training fund for companies*;

*Amendment*

15. Calls on the Member States to simplify administrative procedures and to provide SMEs *and social economy organisations* with assistance, such as consultancy services, to identify training needs and to apply for financial support; *calls on the Commission and Member States to increase investment through the European Social Fund Plus (ESF+) to support measures aimed at integrating disadvantaged youth and those not in education, employment, or training (NEETs) into the labour market as well as reducing school dropouts, particularly prominent among the marginalised groups*;

Or. en

## Amendment 212

Ilan De Basso, Carina Ohlsson, Marianne Vind, Milan Brglez, Gabriele Bischoff, João Albuquerque, Elisabetta Gualmini, Klára Dobrev, Vilija Blinkevičiūtė, Daniela Rondinelli, Alicia Homs Ginel, Lina Gálvez Muñoz, Estrella Durá Ferrandis

### Motion for a resolution

#### Paragraph 15

##### *Motion for a resolution*

15. Calls on the Member States to simplify administrative procedures and to provide SMEs with assistance, such as consultancy services, to identify training needs and to apply for financial support **from the training fund for companies**;

##### *Amendment*

15. Calls on the Member States to simplify administrative procedures **related to VET where possible** and to provide SMEs with assistance, such as consultancy services, to identify training needs and to apply for financial support; **calls on the Commission and the Member States to increase investments in measures aimed at integrating disadvantaged youth and those not in education, employment, or training (NEETs) into the labour market; underlines the important role the European Social Fund Plus (ESF+) can play in this context**;

Or. en

## Amendment 213

Konstantinos Arvanitis

### Motion for a resolution

#### Paragraph 15

##### *Motion for a resolution*

15. Calls on the Member States to **simplify administrative procedures and to** provide SMEs with assistance, such as consultancy services, to identify training needs **and to apply for** financial support from the training fund for companies;

##### *Amendment*

15. Calls on the Member States to provide SMEs **and social economy organisations** with assistance, such as consultancy services, to identify training needs; **in case SMEs are not able to carry out vocational trainings, the creation of local organisations like the chamber of craftsmen or the chamber of commerce should carry out trainings with the** financial support from the training fund for

companies;

Or. en

**Amendment 214**  
**Konstantinos Arvanitis**

**Motion for a resolution**  
**Paragraph 15 a (new)**

*Motion for a resolution*

*Amendment*

***15a. Calls on the European Commission and EU Member States to increase investment through the European Social Fund Plus (ESF+) to support measures aimed at integrating disadvantaged youth and those not in education, employment, or training (NEETs) into the labour market as well as reducing school dropouts;***

Or. en

**Amendment 215**  
**Konstantinos Arvanitis**

**Motion for a resolution**  
**Paragraph 15 b (new)**

*Motion for a resolution*

*Amendment*

***15b. Calls the Member States to create a system of certified trainings which describes the skills and competences to be acquired, the content of the training, the necessary qualifications of the trainers who carry out the training, the usual length in hours/ days/ weeks/ months; the standards for the certification shall be established by national authorities in the field of vocational training and education and/or sectorial level in cooperation with the social partners; The certified trainings shall be generally recognized by all***

*companies on national and transnational level and depending of the type of skills on sectorial level;*

Or. en

#### **Amendment 216**

**Anna Zalewska, Elżbieta Rafalska, Margarita de la Pisa Carrión**

#### **Motion for a resolution**

#### **Paragraph 16**

##### *Motion for a resolution*

16. Encourages the Member States to set up a mechanism for certifying companies that offer vocational training for workers, so that those offering high-quality apprenticeships, traineeships and training can be identified;

##### *Amendment*

16. Encourages the Member States to set up a mechanism for certifying companies that offer vocational training for workers, so that those offering high-quality apprenticeships, traineeships and training can be identified, *in particular from the perspective of acquiring digital skills, which would make it easier for potential employees and employers to find effective training in line with the preferences and requirements of the market, points out that, to this end, 'high-quality' features need to be identified, such as: length of training, clearly-defined training objectives, the ability to acquire additional skills at work, active supervision and assistance, and the ability to acquire new knowledge; encourages the creation of new certification mechanisms in the case of firms that provide apprenticeships for schools for the purpose of providing pupils with skills for their future careers;*

Or. pl

#### **Amendment 217**

**Konstantinos Arvanitis**

#### **Motion for a resolution**

#### **Paragraph 16**

*Motion for a resolution*

16. Encourages the Member States to set up a mechanism **for certifying** companies that offer vocational training for workers, so that those offering high-quality apprenticeships, traineeships and training can be identified;

*Amendment*

16. Encourages the Member States to set up a mechanism **that monitors and allows the promotion of** companies that offer **certified** vocational training for workers **respecting quality assurance requirements, and the quality standards of the European Framework for Quality and Effective Apprenticeships, with the involvement of trade unions in the process**, so that those offering high-quality apprenticeships, traineeships and training can be identified **and supported**;

Or. en

**Amendment 218**

**Ilan De Basso, Carina Ohlsson, Marianne Vind, Milan Brglez, Gabriele Bischoff, João Albuquerque, Elisabetta Gualmini, Klára Dobrev, Vilija Blinkevičiūtė, Daniela Rondinelli, Alicia Homs Ginel, Lina Gálvez Muñoz, Estrella Durá Ferrandis**

**Motion for a resolution**

**Paragraph 16**

*Motion for a resolution*

16. Encourages the Member States to set up a mechanism for certifying companies that offer **vocational training for workers**, so that those offering **high-quality** apprenticeships, **traineeships** and training can be identified;

*Amendment*

16. Encourages the Member States, **in cooperation with social partners**, to set up a **transparent** mechanism for certifying companies that offer **VET in line with the quality standards of the European Framework for Quality and Effective Apprenticeship**, so that those offering **quality** apprenticeships and training can be identified;

Or. en

**Amendment 219**

**Miriam Lexmann**

**Motion for a resolution**

**Paragraph 16**

*Motion for a resolution*

16. Encourages the Member States to set up a mechanism for certifying **companies** that offer vocational training for workers, so that those offering high-quality apprenticeships, traineeships and training can be identified;

*Amendment*

16. Encourages the Member States to set up a mechanism for certifying **workplaces** that offer vocational training for workers, so that those offering high-quality apprenticeships, traineeships and training can be identified **and supported**;

Or. en

**Amendment 220**

**Krzysztof Hetman, Jarosław Duda**

**Motion for a resolution  
Paragraph 16 a (new)**

*Motion for a resolution*

*Amendment*

**16a. Highlights the benefits that international mobility provides both for learners and educators in CVET, stresses the potential of Erasmus+ programme in this regard;**

Or. en

**Amendment 221**

**Romeo Franz**

**Motion for a resolution  
Paragraph 17 a (new)**

*Motion for a resolution*

*Amendment*

**17a. Welcomes initiatives that aim to increase participation in education and learning, such as the Council recommendation on individual learning accounts and valuable Member State policies, such as remunerated educational leave;**

Or. en

