



**2022/0326(COD)**

29.11.2022

**\*\*\*I**

## **DRAFT REPORT**

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

Committee on Employment and Social Affairs

Rapporteur: Loucas Furlas

### ***Symbols for procedures***

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

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

### ***Amendments to a draft act***

#### **Amendments by Parliament set out in two columns**

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

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

#### **Amendments by Parliament in the form of a consolidated text**

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

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

## CONTENTS

	<b>Page</b>
DRAFT EUROPEAN PARLIAMENT LEGISLATIVE RESOLUTION .....	5
EXPLANATORY STATEMENT.....	22



## DRAFT EUROPEAN PARLIAMENT LEGISLATIVE RESOLUTION

**on the proposal for a decision of the European Parliament and of the Council on a European Year of Skills 2023**

**(COM(2022)0526 – C9-0344/2022 – 2022/0326(COD))**

**(Ordinary legislative procedure: first reading)**

*The European Parliament,*

- having regard to the Commission proposal to Parliament and the Council (COM(2022)0526),
  - having regard to Article 294(2) and Article 149 of the Treaty on the Functioning of the European Union, pursuant to which the Commission submitted the proposal to Parliament (C9-0344/2022),
  - having regard to Article 294(3) of the Treaty on the Functioning of the European Union,
  - having regard to the opinion of the European Economic and Social Committee of ... <sup>1</sup>,
  - having regard to the opinion of the Committee of the Regions of ... <sup>2</sup>,
  - having regard to Rule 59 of its Rules of Procedure,
  - having regard to the opinion of the Committee on Culture and Education,
  - having regard to the report of the Committee on Employment and Social Affairs (A9-0000/2022),
1. Adopts its position at first reading hereinafter set out;
  2. Calls on the Commission to refer the matter to Parliament again if it replaces, substantially amends or intends to substantially amend its proposal;
  3. Instructs its President to forward its position to the Council, the Commission and the national parliaments.

---

<sup>1</sup> OJ C ... / Not yet published in the Official Journal.

<sup>2</sup> OJ C ... / Not yet published in the Official Journal.

## Amendment 1

### Proposal for a decision

#### Recital 1

*Text proposed by the Commission*

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

*Amendment*

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

Or. en

*Justification*

*If the European Union is to resist the external shocks described in this paragraph and others like them, it does not just need skilled workers but also citizens who have the skills to thrive in a democracy. These skills too need to be learnt and the Year should therefore focus on their dissemination and acquisition as well.*

## Amendment 2

### Proposal for a decision

#### Recital 2

*Text proposed by the Commission*

(2) Across the Union, companies report difficulties to find workers with the necessary skills. In 2021, 28 occupations were classified as having shortages, including the healthcare, hospitality, construction and service sectors, in addition to shortages of IT and security specialists, in particular cybersecurity

*Amendment*

(2) Across the Union, companies report difficulties to find workers with the necessary skills. In 2021, 28 occupations were classified as having shortages, including the healthcare, hospitality, construction and service sectors, in addition to **there being** shortages of IT and security specialists, in particular

experts, and workers with science, technology, engineering and mathematics background.<sup>22</sup> Increasingly, the biggest constraint to a successful digital and green transition is the lack of workers with the right skills. In many Member States, demographic ageing is expected to accelerate over the coming decade as “baby boom” cohorts retire, reinforcing the need to make use of the full potential of all working-age adults through continuous investments in their skills as well as **activating** more people, in particular women and young people especially those not in education, employment or training (NEETs).

---

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

cybersecurity experts, and workers with science, technology, engineering and mathematics background.<sup>22</sup> Increasingly, the biggest constraint to a successful digital and green transition is the lack of workers with the right skills. In many Member States, demographic ageing is expected to accelerate over the coming decade as “baby boom” cohorts retire, reinforcing the need to make use of the full potential of all working-age adults through continuous investments in their skills as well as **activating** more people, in particular women and young people especially those not in education, employment or training (NEETs), **and people belonging to vulnerable groups, marginalised persons and those living in remote and rural areas. Strengthening career guidance from an early age and supporting equal access to information and guidance by students and adult learners can help young people choose suitable educational vocational pathways leading to appropriate employment opportunities.**

---

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

Or. en

### Amendment 3

#### Proposal for a decision Recital 2 a (new)

*Text proposed by the Commission*

*Amendment*

***(2a) The OECD 2018 Programme for International Student Assessment (PISA) results show that more than 20 % pupils in the Union have insufficient proficiency in three basic skills: literacy, numeracy and scientific thinking. Those skills are fundamental to the formation of a skilled***

*workforce and also form the basis for other skills, such as media literacy, basic and advanced digital literacy, critical thinking, systemic thinking and communicative skills, which are necessary for citizens to thrive in a democracy and to pursue personal development.*

Or. en

#### *Justification*

*This broadens the range of skills that become the focus of activities during the European Year of skills in a way that is more consonant with a holistic lifelong learning perspective.*

#### **Amendment 4**

##### **Proposal for a decision Recital 8 a (new)**

*Text proposed by the Commission*

*Amendment*

***(8a) In its resolution of 7 July 2021 on an old continent growing older - possibilities and challenges related to ageing policy post - 2020<sup>1a</sup>, the European Parliament stresses the importance of the creation of age-appropriate lifelong learning opportunities and calls for the development of opportunities for the better integration of older people, including online education, whether they are still part of the labour market or are already retired. It also encourages the Member States to allocate appropriate spending from ESF+, the ERDF and the Just Transition Fund, for the training of older workers, ensuring equal access to public services, to encourage companies to employ older workers, and to adapt public infrastructure, including transport, as well as public spaces to the needs of older people.***

---

<sup>1a</sup> P9\_TA(2021)0347.

Or. en



## Amendment 5

### Proposal for a decision Recital 9 a (new)

*Text proposed by the Commission*

*Amendment*

***(9a) In its resolution of 17 February 2022 on empowering European youth: post-pandemic employment and social recovery<sup>1a</sup> (the ‘resolution on European youth’), the European Parliament calls on labour mobility and skills for the future, in particular insisting that the ALMA (aim, learn, master, achieve) initiative must comply with quality standards that uphold young people’s labour rights such as decent remuneration, good working conditions and access to social protection. Moreover, it calls on the Member States to consider developing permanent, certified and free access for young people to online and offline courses for digital skills and literacy in all Union languages in partnership with public entities and private companies, and insists that Member States develop more programmes such as eTwinning and the Electronic Platform for Adult Learning in Europe. The European Parliament also refers to the need to link access to online courses with the reinforced initiatives to address shortages in accessing internet and digital tools in order to leave no one behind, and insists that the courses be built in an accessible way to avoid excluding young people with disabilities. The European Parliament also stresses the importance of green skills development and employment opportunities in a climate-neutral, energy efficient and circular economy, especially in the regions most impacted by the green transition, such as those heavily dependent on the agricultural sector and those involved in combating climate change, production of energy from renewable sources, reducing carbon emissions, increasing energy efficiency, waste and water management, improving air quality, and restoring and preserving***

*biodiversity with a special focus on regions undergoing fair transition.*

---

*<sup>1a</sup> P9\_TA(2022)0045.*

Or. en

## Amendment 6

### Proposal for a decision Recital 9 b (new)

*Text proposed by the Commission*

*Amendment*

*(9b) In its resolution on European youth, the European Parliament calls on the Member States to facilitate access for young people to paid, quality and inclusive traineeships and apprenticeships, and calls on the Commission and the Member States to propose, in collaboration with the European Parliament and respecting the principle of subsidiarity, a common legal framework to ensure fair remuneration for traineeships in order to avoid exploitative practices.*

Or. en

## Amendment 7

### Proposal for a decision Recital 12 a (new)

*Text proposed by the Commission*

*Amendment*

*(12a) In its resolution of 5 July 2022 on mental health in the digital world of work<sup>1a</sup>, the European Parliament underlines that improving digital skills in the workplace or allowing for flexible working hours can help to mitigate work-related stress. It also expresses concerns that teleworking is not yet available to all workers and stresses the impact of the shift to teleworking on the mental health of those in danger of digital exclusion. It stresses the importance of fighting the*

*digital divide in Europe and the necessity of retraining younger and older people in order to ensure a sufficient level of digital skills for all workers. It calls for more targeted investments in the provision of digital skills, especially groups that are more digitally excluded such as people of a low socio-economic status and a limited educational background, older people, people in rural and remote areas and people with disabilities.*

---

<sup>1a</sup> P9\_TA(2022)0279.

Or. en

## **Amendment 8**

### **Proposal for a decision Recital 12 b (new)**

*Text proposed by the Commission*

*Amendment*

*(12b) In its resolution of 19 May 2022 on establishing the European Education Area by 2025 – micro-credentials, individual learning accounts and learning for a sustainable environment<sup>1a</sup>, the European Parliament calls on the Council to adopt a common definition of micro-credentials and common standards for the European Education Area as a basis for quality assurance, recognition, transparency and portability. It also calls for the use of micro-credentials to recognise skills acquired in the course of learning mobility and civic-engagement, underscoring activities such as youth work, mentoring and volunteering. It reminds public authorities of their essential role in ensuring that those who are usually left behind find micro-credentials readily accessible and relevant, that there is balance in the skills training offered to adults, and points out that basic, transversal, psychosocial and soft skills are as important to the green and digital transitions as technical skills.*

*Justification*

*This broadens the range of skills that become the focus of activities during the European Year of skills in a way that is more consonant with a holistic lifelong learning perspective.*

**Amendment 9**

**Proposal for a decision**  
**Recital 13**

*Text proposed by the Commission*

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

---

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

*Amendment*

(13) The Council Recommendation on vocational education and training (VET)<sup>38</sup> supports modernisation of VET systems to equip young people and adults with the knowledge, skills and competences they need to thrive in the evolving labour market and society, to manage the recovery and the just transitions to the green and digital economy, in times of demographic change and throughout all economic cycles. It promotes VET as a driver for innovation and growth, which is agile in adapting to labour market changes and providing skills for occupations in high demand. ***The European Parliament underlines, in its resolution on European youth, the importance of the initiative to establish European Centres of Vocational Excellence with the aim of providing high-quality vocational skills and supporting entrepreneurial activities, and it calls for the creation of a stand-alone VET Area and a European apprentice's statute.***

---

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

**Amendment 10****Proposal for a decision  
Recital 14***Text proposed by the Commission*

(14) Skills for the **green** transition and the upskilling and reskilling of the workforce will be needed in the context of the shift to a modern, resource-efficient and competitive economy, as laid out under the European Green Deal<sup>39</sup> setting the path towards EU climate neutrality by 2050. The Commission Communication “Fit for 55”<sup>40</sup> recognises that the green transition can only succeed if the Union has the skilled workforce it needs to stay competitive and points to the flagship actions of the Skills Agenda to equip people with the skills that are needed for the green and digital transitions.

---

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

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

*Amendment*

(14) Skills for the **fair** transition and the upskilling and reskilling of the workforce will be needed in the context of the shift to a modern, resource-efficient and competitive economy, as laid out under the European Green Deal<sup>39</sup> setting the path towards EU climate neutrality by 2050. The Commission Communication “Fit for 55”<sup>40</sup> recognises that the green transition can only succeed if the Union has the skilled workforce it needs to stay competitive and points to the flagship actions of the Skills Agenda to equip people with the skills that are needed for the green and digital transitions.

---

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

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

**Amendment 11****Proposal for a decision  
Recital 15**

(15) The Digital Decade Policy Programme 2030<sup>41</sup> reiterates the objective of ensuring that at least 80% of the EU population have at least basic digital skills by 2030, and sets the target of 20 million employed ICT specialists, with the aim of achieving gender convergence, by 2030, also by creating a cooperation framework between the Member States and the Commission. The Digital Decade<sup>42</sup> stresses the lack of capacity of specialised education and training programmes to train additional ICT experts. The Digital Education Action Plan 2021-2027<sup>43</sup> emphasises that technological means should be used to ease accessibility and strengthen flexibility of learning opportunities, including upskilling and reskilling.

(15) The Digital Decade Policy Programme 2030<sup>41</sup> **highlights the fact that basic and advanced digital skills provide collective resilience for our democratic societies and empower citizens to steer their own destinies.** It reiterates the objective of ensuring that at least 80% of the EU population have at least basic digital skills by 2030, and sets the target of 20 million employed ICT specialists, with the aim of achieving gender convergence, by 2030, also by creating a cooperation framework between the Member States and the Commission. The Digital Decade<sup>42</sup> stresses the lack of capacity of specialised education and training programmes to train additional ICT experts. The Digital Education Action Plan 2021-2027<sup>43</sup> emphasises that technological means should be used to ease accessibility and strengthen flexibility of learning opportunities, including upskilling and reskilling. **Platform work can offer advantages for students and those who wish to combine study and work, as well as creating access to employment for young people who are not in education, employment or training (NEETs), and people with lower skill levels, while ensuring the highest possible level of social protection, in accordance with their employment status.**

---

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

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

<sup>43</sup> Communication from the Commission to the European Parliament, the Council, the

---

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

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

<sup>43</sup> Communication from the Commission to the European Parliament, the Council, the

*Justification*

*This broadens the scope for teaching basic and advanced digital skills beyond matching labour market needs in a way that is consonant with Action 8 of the European Skills Agenda and a holistic lifelong learning perspective.*

**Amendment 12**

**Proposal for a decision  
Recital 15 a (new)**

*Text proposed by the Commission*

*Amendment*

***(15a) In its resolution of 6 July 2022 on the EU action plan for the social economy<sup>1a</sup>, the European Parliament highlights the importance of strengthening the business planning and the implementation and evaluation skills of social economy entities, as well as of relevant media literacy, management skills, participatory leadership, lifelong learning, resilience and skills required for ongoing transitions, including the fair and digital transitions.***

---

<sup>1a</sup> P9\_TA(2022)0288.

**Amendment 13**

**Proposal for a decision  
Recital 20**

*Text proposed by the Commission*

*Amendment*

(20) In the past, the Union witnessed significant increases in the public investments in initial education and training. However, so far, this has not been

(20) In the past, the Union witnessed significant increases in the public investments in initial education and training. However, so far, this has not been

matched with corresponding increases in investments to support continuing skills development throughout the entire working life.<sup>49</sup> The Council Conclusions of 8 June 2020<sup>50</sup> invite Member States to “explore possible models for public and private financing of lifelong learning and the development of skills on an individual level”, and call on the Commission to support Member States in these efforts.

matched with corresponding increases in investments to support continuing skills development throughout the entire working life.<sup>49</sup> The Council Conclusions of 8 June 2020<sup>50</sup> invite Member States to “explore possible models for public and private financing of lifelong learning and the development of skills on an individual level”, and call on the Commission to support Member States in these efforts. ***In its resolution on European youth, the European Parliament notes that support should be given to national Public Employment Services for its implementation through the ESF+ budget line in coordination with private and public partners, while creating synergies with the European Education Area. It considers it key to ensure the added value of ALMA in addition to the existing opportunities under Erasmus+ and the European Solidarity Corps and to ensure that virtual learning and cooperation remain combined with physical mobility under ESF+.***

---

<sup>49</sup> See for instance the increase in tertiary attainment, cf. Education and Training Monitor 2021

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

---

<sup>49</sup> See for instance the increase in tertiary attainment, cf. Education and Training Monitor 2021

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

Or. en

## **Amendment 14**

### **Proposal for a decision Recital 22**

*Text proposed by the Commission*

(22) Regulation (EU) 2021/1056 of the European Parliament and of the Council establishing the Just Transition Fund<sup>53</sup> recognises that upskilling and reskilling of

*Amendment*

(22) Regulation (EU) 2021/1056 of the European Parliament and of the Council establishing the Just Transition Fund<sup>53</sup> recognises that upskilling and reskilling of



workers and jobseekers is an instrument needed to ensure a fair and inclusive green transition and to mitigate adverse consequences. The Council Recommendation on ensuring a fair transition towards climate neutrality<sup>54</sup> sets out specific guidance to help Member States devise and implement policy packages on relevant employment and social aspects, including upskilling and reskilling policies. Furthermore, the Council Recommendation on learning for the green transition and sustainable development<sup>55</sup> promotes policies and programmes to ensure that learners of all ages acquire the knowledge and skills to benefit from a changing labour market, live sustainably and take action for a sustainable future.

---

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

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

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

workers and jobseekers is an instrument needed to ensure a fair and inclusive green transition and to mitigate adverse consequences. The Council Recommendation on ensuring a fair transition towards climate neutrality<sup>54</sup> sets out specific guidance to help Member States devise and implement policy packages on relevant employment and social aspects, including upskilling and reskilling policies. Furthermore, the Council Recommendation on learning for the green transition and sustainable development<sup>55</sup> promotes policies and programmes to ensure that learners of all ages acquire the knowledge and skills to benefit from a changing labour market, live sustainably and take action for a sustainable future. ***In its resolution of 17 December 2020 on a strong social Europe for Just Transitions<sup>55a</sup>, the European Parliament calls for public policy on skills to be oriented to the certification and validation of qualifications and competences, and stresses that skills-based compensation systems should be established in companies accessing public funds for upskilling workers and in agreement with workers' representatives, as such a system would ensure that there is a return on that public investment.***

---

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

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

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

<sup>55a</sup> ***P9\_TA(2020)0371.***

Or. en

## Amendment 15

### Proposal for a decision

#### Recital 26

*Text proposed by the Commission*

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

*Amendment*

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

Or. en

## Amendment 16

### Proposal for a decision

#### Recital 28 a (new)

*Text proposed by the Commission*

*Amendment*

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

Or. en

## Amendment 17

### Proposal for a decision

#### Article 2 – paragraph 1 – introductory part

*Text proposed by the Commission*

*Amendment*

In line with principles 1, 4 and 5 of the European Pillar of Social Rights, contributing to the objectives set out in the 2020 European Skills Agenda and the EU headline targets set by the European Pillar of Social Rights Action Plan, the overall objective of the European Year shall be to

In line with the principles 1, 4 and 5 of the European Pillar of Social Rights, contributing to the objectives set out in the 2020 European Skills Agenda and the EU headline targets set by the European Pillar of Social Rights Action Plan, the overall objective of the European Year shall be to

further promote a mindset of reskilling and upskilling thereby boosting competitiveness of European companies, in particular small and medium-sized enterprises, realising the full potential of the digital and green transitions in a socially fair, inclusive and just manner. More specifically, the activities of the Year will promote skills policies and investments to ensure that nobody is left behind in the twin transition and the economic recovery, and to notably address labour shortages for a better skilled workforce in the Union that is able to seize the opportunities of this process, by:

further promote a mindset of reskilling and upskilling thereby boosting competitiveness of European companies, in particular small and medium-sized enterprises, realising the full potential of the digital and green transitions in a socially fair, inclusive and just manner, ***including through the right to minimum wages, which ensures a decent standard of living.*** More specifically, the activities of the Year will promote skills policies and investments to ensure that nobody is left behind in the twin transition and the economic recovery, and to notably address labour shortages for a better skilled workforce in the Union that is able to seize the opportunities of this process, by:

Or. en

## Amendment 18

### Proposal for a decision

#### Article 2 – paragraph 1 – point 3

##### *Text proposed by the Commission*

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

##### *Amendment*

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

Or. en

## Amendment 19

### Proposal for a decision

#### Article 3 – paragraph 1 – point a

##### *Text proposed by the Commission*

(a) conferences, forum discussions and

##### *Amendment*

(a) conferences, forum discussions and

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

further events to promote debate on the role and contribution of skills policies to achieve competitive, sustainable and fair economic growth, *including on wages, on preventing poverty and in-work poverty, on enhancing mental health and wellbeing, and on ensuring remuneration for traineeships to avoid exploitative practices, taking into account* the demographic *challenges*, and to mobilise relevant stakeholders to ensure access to training is a reality on the ground;

Or. en

## Amendment 20

### Proposal for a decision Article 3 – paragraph 1 – point g

*Text proposed by the Commission*

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

*Amendment*

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

Or. en

## Amendment 21

### Proposal for a decision Article 5 – paragraph 2

*Text proposed by the Commission*

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

*Amendment*

2. The Commission shall rely on the expertise and assistance of relevant Union Agencies in implementing the European Year, *in particular on synergies with the activities of the European Centre for the Development of Vocational Training (CEDEFOP), the European Training Foundation (ETF) and the European Union Agency for Cybersecurity (ENISA)*.

Or. en

## Amendment 22

### Proposal for a decision Article 5 – paragraph 4

*Text proposed by the Commission*

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

*Amendment*

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

Or. en

## Amendment 23

### Proposal for a decision Article 7 – paragraph 1

*Text proposed by the Commission*

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

*Amendment*

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

Or. en

## EXPLANATORY STATEMENT

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

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

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

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

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

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