



2020/2243(INI)

9.7.2021

COMPROMISE AMENDMENTS

1 - 20

Draft opinion

Ilana Cicurel

(PE689.863v01-00)

The European Education Area: a shared holistic approach to education, skills and competences
(2020/2243(INI))

Amendment 1
Ilana Cicurel

Compromise amendment replacing Amendment(s): COMP A replacing AMs 25, 24, 27

Draft opinion
Recital A

Draft opinion

A. whereas everyone has the right to inclusive **and quality** education, training and lifelong learning in order to acquire and maintain **the skills that** will enable **them to develop their professional and personal potential to the fullest extent**;

Amendment

A. whereas everyone **of any age group and socio-economic background** has the right to **quality, inclusive, accessible and affordable** education, training, **up-skilling, re-skilling** and lifelong learning **in a barrier free environment, as stated amongst others in the Charter of Fundamental Rights of the European Union**, in order to acquire and maintain skills **and competences**; **whereas these will enable the development of personal and professional goals, while fully participating in society and successfully managing the transition into the labour market**;

Or. en

Amendment 2
Ilana Cicurel

Compromise amendment replacing Amendment(s): COMP B replacing AMs 40, 42, 39, 38, 41, 44

Draft opinion
Recital B

Draft opinion

B. whereas a qualified mobile workforce is key for a globally **competitive** economy that provides quality jobs; whereas the recognition of qualifications **and** learning periods is a crucial prerequisite for the free movement of learners, educators and the workforce within the **EU**;

Amendment

B. **whereas the EEA is a driving force for a socially-just society, prosperity and the economy and has contributed to fostering common European values**; whereas a qualified mobile workforce is key for a globally **sustainable** economy that provides **stable**, quality jobs **and improves the well-being of society**; whereas **people with low skills and**

qualifications, persons with disabilities and people from disadvantaged backgrounds, are at greater risk of unemployment, poverty, and social exclusion; whereas the strengthened cooperation between universities and other educational institutions as well as the recognition of qualifications, learning and training periods, including those gained by informal learning and volunteering, is a crucial prerequisite for the free movement of learners, educators, volunteers and the workforce within the Union;

Or. en

Amendment 3

Ilana Cicurel

Compromise amendment replacing Amendment(s): COMP C replacing AMs 50, 51, 49, 53, 54, 66

Draft opinion

Recital C

Draft opinion

C. whereas investing in education, training and the effective use of skills *will be* crucial for *the EU's* economic and social prosperity, particularly in the light of the green and digital transitions, demographic change *and* globalisation, which are changing the nature of work, the content of jobs and the skills and qualifications required;

Amendment

C. whereas investing in *lifelong learning* education, training and the effective use of skills, *including soft-skills, is* crucial for *growth, innovation, social cohesion, as well as* economic and social prosperity *of the Union*, particularly in the light of the green and digital transitions, demographic change, globalisation *and the COVID-19 pandemic*, which are changing the nature of work, the content of jobs and the skills and qualifications required; *whereas development of specific targets and benchmarks as well as the system of monitoring of their implementation is crucial for achieving the EEA by 2025; whereas training and education should aim primarily to achieve the development of learners and value the integral growth of every person, with a special attention to all facets of the individual and without*

*restricting the objectives of education
solely to employability;*

Or. en

Amendment 4
Ilana Cicurel

Compromise amendment replacing Amendment(s): 23, 59, 67, 69, 76, 74

Draft opinion
Recital C a (new)

Draft opinion

Amendment

C a. whereas in addition to crucial basic skills, it is also important to focus on multilingualism, digital skills and cross-cuttings skills such as critical and innovative thinking, entrepreneurship, creativity, intercultural competences, team work and media literacy; whereas all non-formal and informal skills are key for the active participation and inclusion in the labour market and society as a whole; whereas, besides a strong focus on STEM subjects in up-skilling and re-skilling programmes, similar attention should be given to humanities and social sciences, since they can, among others, contribute to the social dimension of the green and digital twin transition and lead to a human-centred approach to the digital and scientific areas;

Or. en

Amendment 5
Ilana Cicurel

Compromise amendment replacing Amendment(s): 61, 46, 47, 72, 75

Draft opinion
Recital C b (new)

C b. whereas the European Pillar of Social Rights Action Plan sets out as a target that at least 60% of all adults should participate in training every year; whereas in 2020 only 49.1% of teachers in the Union received formal education or vocational training in ICT^{1a}; whereas progress over the past decade in adult learning participation has been slow and very uneven across Member States and the target for 2020 has not been reached^{1b}; whereas the OECD Programme for International Assessment of Adult Competencies shows a constant high share of adults and teenagers with insufficient basic skills^{1c}; whereas according to the European Commission by 2025 at least four in five VET graduates should be employed and three in five should benefit from on-the-job training^{1d};

1a

<https://op.europa.eu/webpub/eac/education-and-training-monitor-2020/en/>

1b Education and Training Monitor (2020), European Commission

1c Council Recommendation of 22 May 2018 on key competences for lifelong learning ST/9009/2018/INIT

1d

https://ec.europa.eu/info/sites/default/files/3_en_document_travail_service_part1_v3_en_0.pdf

Or. en

Amendment 6 **Ilana Cicurel**

Compromise amendment replacing Amendment(s): 29, 35, 34, 64, 57, 55

C c. whereas the COVID-19 pandemic has shown profound differences in access to digital education among learners particularly from disadvantaged groups with one fifth of children in the EU lacking two out of five important resources for online learning^{1a}; whereas the pandemic is likely to have a severe impact on the labour market, disclosed a wide gap between digital skills of people and labour market demands^{1b}, and exacerbated existing divides and inequalities in access to education and skills; whereas these have a significant impact on citizens' employment prospects, earnings and inclusion in society; whereas mainly young people entering the workforce at the time of the pandemic have had difficulties securing their first jobs^{1c}; whereas education and training, up-skilling and re-skilling, is essential for leveraging opportunities and addressing the challenges generated by the COVID-19 crisis; whereas the pandemic represents an opportunity to develop intersectional policies aimed at building more resilient and inclusive educational systems that better prepare learners and workforce for the labour market and multiple global challenges of today;

^{1a} *European Commission, Fairness policy briefs 4/2020, Educational inequalities in Europe and physical school closures during Covid-19,*

https://ec.europa.eu/jrc/sites/jrcsh/files/fairness_pb2020_wave04_covid_education_jrc_i1_19jun2020.pdf

^{1b} *Eurostat: Do young people in the EU have digital skills?*

<https://ec.europa.eu/eurostat/web/product>

Amendment 7
Ilana Cicurel

Compromise amendment replacing Amendment(s): 80, 87, 86, 82, 79

Draft opinion
Paragraph 1

Draft opinion

1. Welcomes the Commission communication of 30 September 2020 entitled ‘Achieving the European Education Area by 2025’ (COM(2020)0625) which encompasses six dimensions – quality, inclusion and gender equality, the green and digital transitions, teachers and trainers, higher education and the geopolitical dimension – and a set of targets with the aim of improving outcomes and ensuring resilient and future-looking education systems;

Amendment

1. Welcomes the Commission communication of 30 September 2020 entitled ‘Achieving the European Education Area by 2025’ (COM(2020)0625) which encompasses six dimensions – quality, inclusion and gender equality, the green and digital transitions, teachers and trainers, higher education and the geopolitical dimension – and a set of targets with the aim of improving outcomes and ensuring resilient and future-looking education systems; ***Calls on the Member States to set priorities to achieve a functioning and effective EEA by 2025; Recalls that key areas in which the Union can support and complement the effort of the Member States need to be clearly identified and implemented with the targets developed in cooperation with the Member States, academic institutions and other relevant stakeholders, in line with Article 165 of the TFEU and the principle of subsidiarity. Insists on considering education and training as a common investment for not only the recovery, resilience and competitiveness of the Union, but also for ensuring its social cohesion and allowing for personal development throughout life; Reminds that the creation of the EEA by 2025 is a***

way to harness the full potential of education and culture as drivers for economic growth and job creation as well as improved social cohesion;

Or. en

Amendment 8
Ilana Cicurel

Compromise amendment replacing Amendment(s): 84, 82, 159, 150

Draft opinion
Paragraph 1 a (new)

Draft opinion

Amendment

1 a. Points out that during the COVID-19 crisis the importance of having a very high internet capacity and connectivity for all became apparent, especially in the educational sector; underlines that all connectivity and equipment gaps should be tackled as soon as possible, with special focus on vulnerable groups; Notes the efforts of the European Commission and Member States to ensure pedagogical continuity during the COVID-19 crisis; stresses that the digitalisation of education must only be complementary to face-to-face learning, not forgetting that face-to-face learning must remain the key as it teaches also valuable social skills; underlines that following the COVID-19 pandemic remote learning could become part of a modern blended learning approach; Recalls, in this regard, the need to invest in innovative ways of teaching enabled by the digital development; Regrets that the Covid-19 crisis has increased and is likely to continue increasing youth unemployment in the European Union;

Or. en

Amendment 9
Ilana Cicurel

Compromise amendment replacing Amendment(s): 125, 176, 113, 93, 95, 161, 82

Draft opinion
Paragraph 1 b (new)

Draft opinion

Amendment

1 b. Emphasises the need for close cooperation, a structured dialogue and exchange of best practices on common challenges and opportunities between all relevant stakeholders involved in the areas of education and training, up-skilling and re-skilling at local, regional, national and European level, involved; calls for an effective and well-established governance system for the implementation of the European Education Area, building on the ET 2020 framework; highlights that the successful transition towards the European Education Area requires cooperation between teachers, trainers, learners, parent and other relevant associations and organisations, academia, civil society organisations and social partners; emphasises the need for increased cooperation and research on education which stimulates social cohesion, economic growth and innovation;

Or. en

Amendment 10
Ilana Cicurel

Compromise amendment replacing Amendment(s): 101, 102, 97, 98, 99, 105

Draft opinion
Paragraph 2

Draft opinion

Amendment

2. Highlights the importance of ensuring inclusive and quality education,

2. Highlights the importance of ensuring ***learner-centred, integrated,***

and promoting lifelong learning, including vocational education and training (VET), for all across the Union, to ensure equal opportunities in the labour market; welcomes, *in this context*, the development of a European approach to micro-credentials and individual learning accounts;

inclusive, *accessible, affordable* and quality education, and promoting lifelong learning, including vocational education and training (VET), *and non-formal and informal competences as well as providing flexible pathways to learning* for all *age learners* across the Union, to ensure equal opportunities in the labour market; *recalls that inclusive education needs to be accessible for all, with no discrimination based on gender, racial, ethnic or social origin, language, religion or belief, disability, age or sexual orientation; recalls in this regard the need to ensure equal access to employee training;* welcomes, the *exchange of best practices and* development of a European approach to micro-credentials and individual learning accounts *with a view to ensuring up- and reskilling and qualifications for all;*

Or. en

Amendment 11
Ilana Cicurel

Compromise amendment replacing Amendment(s): 83, 100, 90, 175

Draft opinion
Paragraph 2 a (new)

Draft opinion

Amendment

2 a. *Considers that boosting existing education and training programmes along the lines of the Erasmus+ programme, which promotes learning mobility throughout Europe and beyond, is key to making the idea of a European Education Area a reality; Welcomes the launch of the Erasmus+ 2021-2027 programme, the increased budget and the new measures aimed at making access to the programme fairer and more inclusive, reducing inequalities, boosting professional training and reducing territorial disparities by simplifying administrative*

procedures; Calls on the European Commission to support all Member States so that the goals set by the Erasmus + Program, can be implemented without unnecessary administrative barriers; Calls on the European Commission and Member States to promote and facilitate increased mobility for teachers and learners of all age; Welcomes the new professional mobility action, Erasmus Pro, which gives learners and apprentices the opportunity to spend 3 to 12 months abroad to develop their professional and linguistic competences;

Or. en

Amendment 12
Ilana Cicurel

Compromise amendment replacing Amendment(s): 104, 97, 109, 127, 121, 162, 100

Draft opinion
Paragraph 2 b (new)

Draft opinion

Amendment

2 b. *Insists on the valorisation and full recognition of vocational education and training as a path of Excellence and in line with the Council recommendation on vocational education and training; Insists for vocational education and training to be fully integrated in the European Education Area and recognised on the labour market; calls on Member States and stakeholders to ensure that all VET graduates have access to the labour market and long-term professional perspectives; highlights the need to ensure effective social dialogue on VET and adult learning to consolidate efficient governance in the sector at all levels; highlights the need for some Member States to address the lack of attractiveness and prestige deficit of VET5a and dual education systems; considers education and training, including VET and*

Technical and Vocational Education and Training (TVET), in future-oriented sectors, skills and competences, to be essential; highlights the importance of improving and encouraging TVET paths; welcomes, in this context, the initiative of Centres of Vocational Excellence and the development of a European approach to micro-credentials, modularisation and individual learning accounts; encourages the European Commission and Member States to work towards longer periods of mobility in vocational education and training, with a genuine European apprenticeship statute, and in partnership with the private sector; encourages the European Commission to work with Member States on an action plan to remove the remaining obstacles to European mobility, such as overcoming the administrative burden and promoting language learning; recalls in this context the responsibility of the private sector regarding investment in VET and personalized lifelong learning; calls for facilitating public-private partnerships in VET as well as in formal and informal training, and in the up- and reskilling of the European workforce, also to strengthen the efficiency of educational systems and to match labour market needs, without undermining the independence of educational institutions; urges Member States to encourage the employability of VET graduates in the private sector with education and training incentive measures; calls for the European Education Area, Skills Agenda, Council Recommendation on VET and interlinked policy initiatives to complement and mutually reinforce each other;

Or. en

Amendment 13
Ilana Cicurel

Compromise amendment replacing Amendment(s): Thematic Topic: FUNDING - COMP 7
replacing AMs RE 110, SD 111, EPP 112, RE 82

Draft opinion
Paragraph 2 c (new)

Draft opinion

Amendment

2 c. *Calls on the European Commission and Member States to support the Pact for Skills, requiring collective action of Member States, companies, social partners and other stakeholders; reiterates the need for adequate funding and investment geared to achieving the goals of the European Education Area calls in this respect on the European Commission to ensure funding via Next Generation EU and urges the Member states to devote sufficient resources for the educational sector under Flagship initiative 7 in their National Recovery and Resilience Plans for reskilling and up-skilling for education, training and research; encourages Member States to significantly increase public spending on education; calls on the Commission to encourage Member States to put forward long-term strategic plans encompassing visions for the education system that is resilient to future challenges and potential crises and flexible also in terms of the fast technological changes in the digital age;*

Or. en

Amendment 14
Ilana Cicurel

Compromise amendment replacing Amendment(s): 114, 118, 117, 116, 119, 115

Draft opinion
Paragraph 3

Draft opinion

3. Underlines that basic and cross-cutting skills, up- and re-skilling and lifelong learning are vital for sustainable growth, productivity, investment and innovation, and are therefore key factors for the competitiveness of businesses, especially small and medium-sized enterprises (*SMEs*);

Amendment

3. ***Highlights the role of the European Education Area in fostering citizen's sense of being part of European savoir-faire; underlines that basic, soft and cross-cutting skills, up- and re-skilling and lifelong, individualized learning in the context of the green and digital transitions; demographic change, globalisation and the COVID-19 pandemic are vital for sustainable growth, productivity, adaptation to the transformations of the labour market, investment and innovation, and are therefore key factors for the competitiveness of businesses, especially micro, small and medium-sized enterprises (MSMEs); In this respect reminds that education policies are intrinsically linked to other EU policies and synergies need to be ensured with inter alia the European Pillar of Social Rights and the related action plan, the New Industrial Strategy for Europe, the New Skills Agenda and the European Digital Strategy;***

Or. en

Amendment 15

Ilana Cicurel

Compromise amendment replacing Amendment(s): 116, 123, 114

Draft opinion

Paragraph 3 a (new)

Draft opinion

Amendment

3 a. Highlights the experience, knowledge and skills obtained by informal and non-formal ways of learning for example by volunteering, providing informal help or care; notes that the formal recognition of these skills could help people to gain more opportunities on the labour market; insists on the short

and long term benefits of the practice of mentoring in educational systems, businesses and our society as a whole; encourages Member states to incentivise associations and companies using mentoring programmes with thorough policies and resources; encourages the European Commission to promote mentoring and work with Member States towards the development of mentoring certification and labelling;

Or. en

Amendment 16
Ilana Cicurel

Compromise amendment replacing Amendment(s): 110, 120, 153

Draft opinion
Paragraph 3 b (new)

Draft opinion

Amendment

3 b. Highlights the importance of supporting and preparing teachers and trainers to be able to provide quality education; Underlines the importance of ensuring that teachers and educators receive appropriate, flexible, high-quality training with a special focus on digital literacy and digital skills; Recalls the necessity to provide the opportunities for the continuous professional development of teachers, the mobility opportunities for them and to increase the attractiveness of the teaching profession; stresses in this regard the importance of teachers academies also for the VET sector and also of providing financial support for training courses designed for teachers and educators; highlights the need to prepare more teachers for highly demanded areas like STEM or for teaching learners with special needs; highlights the need for teachers to support and be supported by parents due to their complementary roles in the education of

children; recalls that training courses should also take into account the multicultural and multilingual environments in which teachers and educators work;

Or. en

Amendment 17
Ilana Cicurel

Compromise amendment replacing Amendment(s): 132, 138, 137, 133

Draft opinion
Paragraph 4

Draft opinion

4. Calls on the Commission and the Member States to facilitate and promote transparent mobility through the full implementation of the Professional Qualifications Directive¹, **and better use** of tools such as the European Employment Services (EURES) job mobility portal, the Europass online platform and the European Skills, Competences, Qualifications and Occupations (ESCO) classification system; **highlights, in this context, the need to improve the recognition of third-country nationals' competences on the Union's labour market;**

¹ Directive 2005/36/EC of the European Parliament and of the Council of 7 September 2005 on the recognition of professional qualifications, OJ L 255,

Amendment

4. Calls on the Commission and the Member States to facilitate and promote transparent mobility **for all, including persons with disabilities, special needs and persons from disadvantaged background** through the full implementation of the Professional Qualifications Directive, **as well as further developing the European Student Card, and to improve the use and visibility** of tools such as the European Employment Services (EURES) job mobility portal, the Europass online platform, **which will be interoperable with the databases of job offers available at EURES**, and the European Skills, Competences, Qualifications and Occupations (ESCO) classification system, **Erasmus + with the special focus on VET learners and staff, EU Skills Profile Tool for Third Country Nationals, and ENIC-NARIC networks;** **stresses the need to promote centres of vocational excellence and to enhance their relevance to skills development;**

¹ Directive 2005/36/EC of the European Parliament and of the Council of 7 September 2005 on the recognition of professional qualifications, OJ L 255,

Amendment 18
Ilana Cicurel

Compromise amendment replacing Amendment(s): 132; 134; 143; 142; 123, 147; 146; 144, 156

Draft opinion
Paragraph 4 a (new)

Draft opinion

Amendment

4 a. Highlights, in this context, the need to improve the recognition of knowledge, skills, non-formal and informal competences gained during the qualifications, volunteering, learning and training periods abroad; Stresses the need to improve the recognition of skills of third-country nationals in order to facilitate their access to education and employment in the Union, through simplification and acceleration of recognition and validation processes; underlines that specific attention should be paid to most vulnerable groups; Is of the opinion that the mutual recognition of trainings, volunteering programs, learning outcomes, qualifications and diplomas at all education levels, and progress in the recognition and validation of non-formal and informal learning, will help to overcome skills shortages and skills mismatches and enable adults to obtain full qualification; Calls on reducing difficulties arising from the absence of automatic validation for annual learning outcomes; Emphasises that in addition to the European graduate tracking initiative it is necessary to monitor and gather information on emerging skills trends and developments; Encourages Member States to put into effect the 2018 Council Recommendation on key competences for lifelong learning

to promote progress in all 8 key areas such as opportunities for young learners to undertake at least one practical entrepreneurial experience during their education;

Or. en

Amendment 19
Ilana Cicurel

Compromise amendment replacing Amendment(s): 149, 155, 151, 150, 154

Draft opinion
Paragraph 5

Draft opinion

5. *Stresses* the opportunities created by ***digital work to achieve the inclusion of all*** in the labour market; highlights, in this regard, the need to provide access to the development of digital skills, as well as competences in science, technology, engineering and mathematics (STEM), and cross-cutting soft skills such as critical thinking, creativity ***and*** entrepreneurship, ***to*** everyone; underlines that special attention must be paid to the inclusion of disadvantaged groups in this context, in particular persons with disabilities;

Amendment

5. *Welcomes* the opportunities created by ***digitalisation to improve inclusiveness*** in the labour market; ***deplores the persistence of the digital divide in the Union and*** highlights, in this regard, the need to provide access to ***high-speed internet, high-quality software and digital equipment as a necessary precondition for*** the development of digital skills, as well as competences in science, technology, engineering and mathematics (STEM); ***emphasises the importance of acquiring social skills, language skills*** and cross-cutting soft skills such as critical thinking, creativity, entrepreneurship, ***intercultural skills, team work and media literacy for*** everyone; underlines that special attention must be paid to the inclusion of disadvantaged ***and vulnerable*** groups in this context, in particular persons with disabilities ***also through facilitation of individual learning paths***; ***Recalls that education systems should not only embrace the knowledge and skills but should also enhance the well-being and physical health of the learners***;

Or. en

Amendment 20
Ilana Cicurel

Compromise amendment replacing Amendment(s): 171, 168, 169

Draft opinion
Paragraph 6

Draft opinion

6. Regrets the persistent gender employment and pay gap; highlights, in this regard, the need to tackle gender stereotypes and to increase women's representation in education, training and employment in STEM subjects and occupations.

Amendment

6. Regrets the persistent gender employment and pay gap ***as well as the consequent gender pension gap***; highlights, in this regard, the need to tackle gender stereotypes and to increase ***and support*** women's representation in education, training and employment in STEM subjects and occupations ***as well as in other fields of knowledge and employment***; ***Stresses that it is essential to create a positive and inclusive learning and working environment and to counter unconscious bias and gender stereotypes with respect to subject and career choices, recalls the responsibility of public and private stakeholders in this regard; notes that the future EEA framework should integrate an intersectional perspective, with the aim of preventing any kind of discrimination, including multiple discrimination***;

Or. en