Council of the European Union

Brussels, 15 February 2023
(OR. en)

6441/23

Interinstitutional File: 2022/0326(COD)

SOC 111
EMPL 70
EDUC 53
JEUN 31
ECOFIN 150
JAI 167
CODEC 193

NOTE

From:	General Secretariat of the Council
To:	Delegations
No. Cion doc.:	13365/22 - COM(2022) 526 final
Subject:	Proposal for a DECISION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL on a European Year of Skills 2023

Delegations will find in the Annex the four-column document on the above proposal.

Proposal for a DECISION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL on a European Year of Skills 2023 (Text with EEA relevance)

2022/0326(COD)
Non-versioned [LATEST TEXT]
14-02-2023 at 14h05

	Commission Proposal	EP Mandate	Council Mandate	Draft Agreement
Formula				
1	2022/0326 (COD)	2022/0326 (COD)	2022/0326 (COD)	2022/0326 (COD)
Proposal Title				
2	Proposal for a DECISION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL on a European Year of Skills 2023 (Text with EEA relevance)	Proposal for a DECISION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL on a European Year of Skills 2023 (Text with EEA relevance)	Proposal for a DECISION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL on a European Year of Skills 2023 (Text with EEA relevance)	Proposal for a DECISION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL on a European Year of Skills 2023 (Text with EEA relevance) Text Origin: Commission Proposal
Formula				
3	THE EUROPEAN PARLIAMENT AND THE COUNCIL OF THE EUROPEAN UNION,	THE EUROPEAN PARLIAMENT AND THE COUNCIL OF THE EUROPEAN UNION,	THE EUROPEAN PARLIAMENT AND THE COUNCIL OF THE EUROPEAN UNION,	THE EUROPEAN PARLIAMENT AND THE COUNCIL OF THE EUROPEAN UNION, Text Origin: Commission Proposal

	Commission Proposal	EP Mandate	Council Mandate	Draft Agreement
Citation 1				
4	Having regard to the Treaty on the Functioning of the European Union, and in particular Article 149 thereof,	Having regard to the Treaty on the Functioning of the European Union, and in particular Article 149 thereof,	Having regard to the Treaty on the Functioning of the European Union, and in particular Article 149 thereof,	Having regard to the Treaty on the Functioning of the European Union, and in particular Article 149 thereof, Text Origin: Commission Proposal
Citation 2				
5	Having regard to the proposal from the European Commission,	Having regard to the proposal from the European Commission,	Having regard to the proposal from the European Commission,	Having regard to the proposal from the European Commission, Text Origin: Commission Proposal
Citation 3				
6	After transmission of the draft legislative act to the national parliaments,	After transmission of the draft legislative act to the national parliaments,	After transmission of the draft legislative act to the national parliaments,	After transmission of the draft legislative act to the national parliaments, Text Origin: Commission Proposal
Citation 4				
7	Having regard to the opinion of the	Having regard to the opinion of the	Having regard to the opinion of the	Having regard to the opinion of the

	Commission Proposal	EP Mandate	Council Mandate	Draft Agreement
	European Economic and Social Committee[1], _____ 1. OJ C , , p. .	European Economic and Social Committee[1], _____ 1. OJ C , , p. .	European Economic and Social Committee[1], _____ 1. OJ C , , p. .	European Economic and Social Committee[1], _____ 1. OJ C , , p. . Text Origin: Commission Proposal
Citation 5				
8	Having regard to the opinion of the Committee of the Regions[1], _____ 1. OJ C , , p. .	Having regard to the opinion of the Committee of the Regions[1], _____ 1. OJ C , , p. .	Having regard to the opinion of the Committee of the Regions[1], _____ 1. OJ C , , p. .	Having regard to the opinion of the Committee of the Regions[1], _____ 1. OJ C , , p. . Text Origin: Commission Proposal
Citation 6				
9	Acting in accordance with the ordinary legislative procedure,	Acting in accordance with the ordinary legislative procedure,	Acting in accordance with the ordinary legislative procedure,	Acting in accordance with the ordinary legislative procedure, Text Origin: Commission Proposal
Formula				
10	Whereas:	Whereas:	Whereas:	Whereas: Text Origin: Commission Proposal

	Commission Proposal	EP Mandate	Council Mandate	Draft Agreement
Recital 1				
11	(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.	(1) ***People with skills that allow them to participate in a democratic society and to pursue their personal development, as well as*** a skilled workforce ~~*is*~~***and the existence of quality jobs, 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.*~~	(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 **adequate** and better **matched** 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.	
11a		***(1a) Skills mismatches and skills shortages are, inter alia, the main challenges that Union is currently facing. There is a need to offer education and training in areas***		

	Commission Proposal	EP Mandate	Council Mandate	Draft Agreement
		linked to skills needs that are identified in labour markets and future-oriented sectors to overcome labour shortages in light of the digital and green transitions. More and better skills, hard and soft skills, knowledge and qualifications, whether acquired in formal, non-formal or informal settings, open up new opportunities and empower individuals to participate fully 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.		
11b		***(1b) An efficient and comprehensive skills strategy should be combined with the creation of quality jobs and retention policies. Too often, skills mismatches and shortages are in fact the result of unattractive job positions and poor working conditions in some sectors. According to the European skills and job survey of the European Centre for the Development of Vocational Training***		

	Commission Proposal	EP Mandate	Council Mandate	Draft Agreement
		(CEDEFOP), about 45 % of adult workers in the Union believe that their skills can be either better developed or better utilised at work. At the same time, 70 % of undertakings suffer from skills shortages but few of them link this to obstacles they create to find skilled workers, such as recruitment problem, geographical location of the undertaking, salary level and working conditions. Offering decent wages, stable work contracts, a good work-life balance, regular trainings and attractive career developments are as important as comprehensive skills strategies to provide undertakings in the Union with a skilled workforce.		
11c		***(1c) A Union action plan on mental health should be developed to address the growing crisis of mental health among the Union population, with specific support for appropriate cross-sector mental health education and training.***		

	Commission Proposal	EP Mandate	Council Mandate	Draft Agreement
Recital 2				
12	(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 experts, and workers with science, technology, engineering and mathematics background.[1] 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 activitating more people, in particular women and young people especially those not in education, employment or training (NEETs). _____ 1. European Labour Authority, Report on labour shortages and surpluses 2021 and	(2) Across the Union, ~~*companies*~~***undertakings*** report difficulties to find workers with the necessary skills ***while for many workers it is difficult to find quality jobs which match the level of their skills and qualifications***. 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 cybersecurity experts, and workers with science, technology, engineering and mathematics background ***as well as specialists that can support the societal adaptations to the green and digital transitions.[1] Increasing the participation of women in the science, technology, engineering and mathematics sectors as well as in the artificial intelligence sector in order to ensure that more women enter those sectors, while also combatting prevailing stereotypes, recognising women's entrepreneurial skills and thereby promoting women's empowerment***	(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 experts, and workers with science, technology, engineering and mathematics **(STEM)** background.[1] Increasingly, the biggest constraint to ~~a~~ successful digital and green ~~transition~~**transitions** 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 activitating more people, in particular**, low skilled,** women and young people especially those not in **employment,** education, ~~employment~~ or training (NEETs). **Increasing the access to**	

	Commission Proposal	EP Mandate	Council Mandate	Draft Agreement
	ENISA, Cybersecurity skills development in the EU, March 2020. The ENISA studies identify that there is a gap of 291,000 professionals in cybersecurity.	***and economic independence.*** ~~-~~[1] Increasingly, the biggest constraint to a successful digital and green ~~*transition*~~***transitions*** 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 activitating more people, in particular women and young people especially those not in education, employment or training (NEETs)*~~***quality job offers with decent wages and working conditions, which may result, together with other reasons, in the lack of a skilled workforce. According to CEDEFOP, 45 % of workers think that their skills do not fully match the job they do, while 70% of the undertakings suffer from skills shortages but few of them link this to obstacles that they create to find skilled workers, such as recruitment processes, geographical location, salary levels and working conditions***. _____ 1. European Labour Authority, Report on	**education and training opportunities of disadvantaged groups, such as persons with disabilities and low-skilled persons, and fighting against stereotypes in education and training, in particular gender stereotypes, would help increase employment and reduce skills shortage.** _____ 1. 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.	

	Commission Proposal	EP Mandate	Council Mandate	Draft Agreement
		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.		
12a		***(2a) In many Member States, demographic ageing is expected to accelerate over the coming decade as "baby boom" cohorts retire, which reinforces the need to make use of the full potential of all working age adults through continuous investment in their skills as well as motivating more people in this regard, in particular women, young people, people who are not in education, employment or training (NEETs), persons with disabilities, persons with special needs, persons from disadvantaged backgrounds and persons living in remote areas. In that regard, decent working conditions and access to social security systems, quality social services and an attractive living environment will play an even more prominent role in attracting and retaining skilled workers. Strengthening personal***		

	Commission Proposal	EP Mandate	Council Mandate	Draft Agreement
		development from an early age and career guidance as well as supporting equal access to information can help people to choose suitable learning and educational pathways leading to quality employment opportunities.		
12b		***(2b) Young people and women have more difficulties in participating in the labour market. The results of the OECD 2018 Programme for International Student Assessment show that more than 20 % of pupils in the Union have insufficient proficiency in three basic skills: literacy, numeracy and scientific thinking. Those trends continue into adulthood. According to data of the OECD's Programme for the International Assessment of Adult Competencies, one in five adults has inadequate literacy and numeracy skills, and two in five have no or very low digital skills. Women's participation in the labour market is affected because of the disproportionate burden on them of household and unpaid care work and because of poor***		

	Commission Proposal	EP Mandate	Council Mandate	Draft Agreement
		provision of care and support services.		
Recital 3				
13	(3) The availability of skilled staff or experienced managers also remains the most important problem for a quarter of Union's 25 million small and medium-sized enterprises (SMEs)[1], constituting the backbone of Union's economy, representing 99% of all businesses and employing 83 million people. The Commission Communication "An SME strategy for sustainable Europe"[2] recognises the essential role of SMEs to Europe's competitiveness and prosperity. _____ 1. Eurostat, Key Figures on European Businesses, 2022 Edition, p. 10. 2. Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the regions "An SME Strategy for a sustainable and digital Europe" (COM/2020/103 final)	(3) The availability of skilled staff or experienced managers***, who play an essential role in the Union's sustainable growth,*** also remains the most important problem for a quarter of Union's 25 million small and medium-sized enterprises (SMEs)[1], constituting the backbone of Union's economy***, and prosperity***, representing 99% of all businesses and employing 83 million people. The Commission Communication "An SME strategy for sustainable Europe"[2] recognises the essential role of SMEs to Europe's competitiveness and prosperity. _____ 1. Eurostat, Key Figures on European Businesses, 2022 Edition, p. 10. 2. Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the regions "An SME Strategy for a sustainable and digital Europe" (COM/2020/103 final)	(3) The availability of skilled staff or experienced managers also remains the most important problem for a quarter of Union's 25 million small and medium-sized enterprises (SMEs)[1], constituting the backbone of Union's economy, representing 99% of all businesses and employing 83 million people. The Commission Communication "An SME strategy for sustainable Europe"[2] recognises the essential role of SMEs to Europe's competitiveness and prosperity. _____ 1. Eurostat, Key Figures on European Businesses, 2022 Edition, p. 10. 2. Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the regions "An SME Strategy for a sustainable and digital Europe" (COM/2020/103 final)	
Recital 4				

	Commission Proposal	EP Mandate	Council Mandate	Draft Agreement
14	(4) Low skills of working-age adults remain a significant challenge for the Union, pointing to considerable untapped potential of upskilling and reskilling to help mitigate increasing labour shortages in sectors such as manufacturing and services, and in particular in economic activities related to hospitality and manufacturing of computer and electronic equipment, and the care sector.[1] However, participation in adult learning in the Union has stagnated over the last decade and 21 Member States fell short of the 2020 EU-level target. For many adults, such as those in atypical forms of work, employees of small and medium-sized enterprises, the unemployed, the inactive and the low-qualified, skills development opportunities are too often out of reach. Increasing the upskilling and reskilling opportunities for these groups, and all working-age adults, also contributes to reaching the EU employment target of 78%, with employment rate in the EU in 2021 being at 73.1%.[2] _____ 1. European Commission, 2021 Labour Market and Wage Developments in	(4) ***The lack of an adequately skilled workforce and the low participation in training activities*** ~~*Low skills*~~ of working-age adults ~~*remain*~~***reduce their opportunities in the labour market, which result in social and economic inequalities that represent*** a significant challenge for the Union~~*, pointing*~~***. They also point*** to considerable untapped potential of upskilling and reskilling to help mitigate increasing labour shortages in sectors such as manufacturing and services, and in particular in economic activities related to hospitality and manufacturing of computer and electronic equipment, and the care sector.[1] However, participation in adult learning in the Union has stagnated over the last decade and 21 Member States fell short of the 2020 EU-level target. For many adults, such as those in atypical forms of work, employees of small and medium-sized enterprises, the unemployed, the inactive and the low-qualified, skills development opportunities are too often out of reach. Increasing the upskilling and	(4) Low **and inadequate** skills of working-age adults remain a significant challenge for the Union, pointing to considerable untapped potential of upskilling and reskilling to help mitigate increasing labour shortages in sectors such as manufacturing and services, and in particular in economic activities related to hospitality and manufacturing of computer and electronic equipment, and the care sector.[1] However, participation in adult learning in the Union has stagnated over the last decade and 21 Member States fell short of the 2020 EU-level target. For many adults, such as those in atypical forms of work, employees of small and medium-sized enterprises, the unemployed, the inactive and the low-qualified, skills development opportunities are too often out of reach. Increasing the upskilling and reskilling opportunities for these groups~~,~~ and **for** all working-age adults, also contributes to reaching the EU employment target of 78%, with employment rate in the EU in 2021 being at 73.1%.[2] _____ 1. European Commission, 2021 Labour	

	Commission Proposal	EP Mandate	Council Mandate	Draft Agreement
	Europe, p. 26 2. Eurostat, Employment (as % of the population aged 20 to 64), (LFSI_EMP_A)	reskilling opportunities for these groups, and all working-age adults, also contributes to reaching the EU employment target of 78%, with employment rate in the EU in 2021 being at 73.1%.[2] ***Further efforts are needed to provide effective support to low-skilled and low qualified workers and the unemployed in line with the Council recommendations of 19 December 2016 on Upskilling Pathways: New Opportunities for Adults and of 15 February 2016 on the integration of the long-term unemployed into the labour market.*** _____ 1. European Commission, 2021 Labour Market and Wage Developments in Europe, p. 26 2. Eurostat, Employment (as % of the population aged 20 to 64), (LFSI_EMP_A)	Market and Wage Developments in Europe, p. 26 2. Eurostat, Employment (as % of the population aged 20 to 64), (LFSI_EMP_A)	
Recital 5				
15	(5) The first principle of the European Pillar of Social Rights[1] states that everyone has the right to quality and inclusive education, training and lifelong learning in order to maintain and acquire skills that enable them to participate fully	(5) The first principle of the European Pillar of Social Rights[1] states that everyone has the right to quality and inclusive education, training and lifelong learning in order to maintain and acquire skills that enable them to participate fully	(5) The first principle of the European Pillar of Social Rights[1] states that everyone has the right to quality and inclusive education, training and lifelong learning in order to maintain and acquire skills that enable them to participate fully	

	Commission Proposal	EP Mandate	Council Mandate	Draft Agreement
	in society and successfully manage transitions in the labour market. Principle 4 touches on active support for employment, to uphold everyone's right to timely and tailor-made assistance to improve their employment or self-employment prospects, including the right to receive support for training and re-qualification. Principle 5 on secure and adaptable employment emphasises that, regardless of the type and duration of the employment relationship, workers should enjoy fair and equal treatment with respect to working conditions, access to social protection and training. Article 14(1) of the Charter of Fundamental Rights of the European Union (the 'Charter')[2] states that everyone has the right to education and access to vocational and continuing training. _____ 1. Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the regions Establishing a European Pillar of Social Rights (COM/2017/0250 final) 2. Charter of fundamental rights of the European Union (2000/C 364/01)	in society and successfully manage transitions in the labour market. Principle 4 touches on active support for employment, to uphold everyone's right to timely and tailor-made assistance to improve their employment or self-employment prospects, including the right to receive support for training and re-qualification. Principle 5 on secure and adaptable employment emphasises that, regardless of the type and duration of the employment relationship, workers should enjoy fair and equal treatment with respect to working conditions, access to social protection and training. Article 14(1) of the Charter of Fundamental Rights of the European Union (the 'Charter')[2] states that everyone has the right to education and access to vocational and continuing training. _____ 1. Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the regions Establishing a European Pillar of Social Rights (COM/2017/0250 final) 2. Charter of fundamental rights of the European Union (2000/C 364/01)	in society and successfully manage transitions in the labour market. Principle 4 touches on active support for employment, to uphold everyone's right to timely and tailor-made assistance to improve their employment or self-employment prospects, including the right to receive support for training and re-qualification. Principle 5 on secure and adaptable employment emphasises that, regardless of the type and duration of the employment relationship, workers should enjoy fair and equal treatment with respect to working conditions, access to social protection and training. Article 14(1) of the Charter of Fundamental Rights of the European Union (the 'Charter')[2] states that everyone has the right to education and access to vocational and continuing training. _____ 1. ~~Communication from the Commission to the~~ **Interinstitutional proclamation on the "**European ~~Parliament, the Council, the European Economic and Social Committee and the Committee of the regions Establishing a European Pillar of Social Rights (COM/2017/0250 final~~**Pillar of Social Rights", OJ C-428, 13 November 2017, p.10-15.**) 2. Charter of fundamental rights of the	

	Commission Proposal	EP Mandate	Council Mandate	Draft Agreement
			European Union (2000/C 364/01)	
Recital 6				
16	(6) Principle 3 of the European Pillar of Social Rights underlines that regardless of gender, racial or ethnic origin, religion or belief, disability, age or sexual orientation, everyone has the right to equal treatment and opportunities, and this includes employment and education. The European Year of Skills should be carried out in a way that is inclusive and actively promotes equality for all. The European Pillar of Social Rights Action Plan[1] points out that by increasing participation of groups which are currently under-presented in the labour market, we can achieve a more inclusive employment growth. _____ 1. The European Pillar of Social Rights Action Plan (europa.eu)	(6) Principle 3 of the European Pillar of Social Rights underlines that regardless of gender, racial or ethnic origin, religion or belief, disability, age or sexual orientation, everyone has the right to equal treatment and opportunities, and this includes employment***, education and training*** ~~*and education*~~. The European Year of Skills should be carried out in a way that is inclusive and actively promotes equality for all. The European Pillar of Social Rights Action Plan[1] ***sets a target of at least 60 % of all adults participating in training every year by 2030 and*** points out that by increasing participation of groups which are currently under-presented in the labour market~~, we can~~ ***it is possible to*** achieve a more inclusive employment growth ***and promote gender-sensitive initiatives and policies***. _____ 1. -The European Pillar of Social Rights Action Plan (europa.eu)	(6) Principle 3 of the European Pillar of Social Rights underlines that regardless of gender, racial or ethnic origin, religion or belief, disability, age or sexual orientation, everyone has the right to equal treatment and opportunities, and this includes employment and education. The European Year of Skills should be carried out in a way that is inclusive and actively promotes equality for all. The European Pillar of Social Rights Action Plan[1] points out that by increasing participation of groups which are currently ~~under-presented~~**under-represented** in the labour market, **including low skilled, young people, in particular NEETs, older workers and persons with disabilities,** we can achieve a more inclusive employment growth. _____ 1. -The European Pillar of Social Rights Action Plan (europa.eu)	

	Commission Proposal	EP Mandate	Council Mandate	Draft Agreement
Recital 7				
17	(7) The European Skills Agenda[1], adopted in July 2020, calls for a skills revolution to ensure the recovery of our economy, strengthen Europe's global competitiveness and turn the green and digital transitions into opportunities for all. It aims to foster collective action on skills, ensure that training content is aligned with the evolving labour market needs, and better match training opportunities with people's aspirations to incentivise their uptake across the working-age population. The European Parliament welcomed the objectives and actions of the European Skills Agenda in its Resolution of 11 February 2021.[2] _____ 1. Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions - European Skills Agenda for sustainable competitiveness, social fairness and resilience (COM(2021)274 final) 2. European Parliament, European Parliament resolution of 11 February 2021 on the Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of	(7) The European Skills Agenda[1], adopted in July 2020, calls for a skills revolution to ensure the recovery of our economy, strengthen Europe's global competitiveness and ***social fairness and*** turn the green and digital transitions into opportunities for all. It aims to foster collective action on skills, ~~*ensure that training content is aligned*~~***to improve the overall qualifications of people for the purpose of a more active and engaged citizenship, to increase the alignment of training content*** with the evolving labour market needs, and better match training opportunities with people's aspirations to incentivise their uptake across the working-age population***. Member States should promote training schemes through which young people can discover their vocation and talents***. The European Parliament welcomed the objectives and actions of the European Skills Agenda in its Resolution of 11 February 2021.[2] _____ 1. Communication from the Commission to the European Parliament, the Council, the	(7) The European Skills Agenda[1], adopted **by the European Commission** in July 2020, calls for a skills revolution to ensure the recovery of our economy, strengthen Europe's global competitiveness and turn the green and digital transitions into opportunities for all. It aims to foster collective action on skills, ensure that training content is aligned with the evolving labour market needs, and better match training opportunities with people's aspirations to incentivise their uptake across the working-age population. The European Parliament welcomed the objectives and actions of the European Skills Agenda in its Resolution of 11 February 2021.[2] _____ 1. **[1]** Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions - European Skills Agenda for sustainable competitiveness, social fairness and resilience (COM(2021)274 final) 2. **[2]** European Parliament, European Parliament resolution of 11 February 2021 on the Communication from the Commission to the European Parliament, the Council, the European	

	Commission Proposal	EP Mandate	Council Mandate	Draft Agreement
	the Regions European Skills Agenda for sustainable competitiveness, social fairness and resilience (2020/2818(RSP))	European Economic and Social Committee and the Committee of the Regions - European Skills Agenda for sustainable competitiveness, social fairness and resilience (COM(2021)274 final) 2. European Parliament, European Parliament resolution of 11 February 2021 on the Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions European Skills Agenda for sustainable competitiveness, social fairness and resilience (2020/2818(RSP))	Economic and Social Committee and the Committee of the Regions European Skills Agenda for sustainable competitiveness, social fairness and resilience (2020/2818(RSP))	
Recital 8				
18	(8) On 25 June 2021, the European Council welcomed the EU headline targets of the European Pillar of Social Rights Action Plan, in line with the Porto Declaration[1], thereby supporting the ambition of ensuring, by 2030, an employment rate of at least 78% and that at least 60% of all adults participate in training every year. _____ 1. European Council Conclusions, 24-25 June 2021. This follows up on the Porto Declaration of 8 May 2021	(8) On 25 June 2021, the European Council welcomed the EU headline targets of the European Pillar of Social Rights Action Plan, in line with the Porto Declaration[1], thereby supporting the ambition of ensuring, by 2030, an employment rate of at least 78% and that at least 60% of all adults participate in training every year. _____ 1. European Council Conclusions, 24-25 June 2021. This follows up on the Porto Declaration of 8 May 2021	(8) On 25 June 2021, the European Council welcomed the EU headline targets of the European Pillar of Social Rights Action Plan, in line with the Porto Declaration[1], thereby ~~supporting~~**welcoming** the ambition of ensuring, by 2030, an employment rate of at least 78% and that at least 60% of all adults participate in training every year. _____ 1. European Council Conclusions, 24-25 June 2021. This follows up on the Porto Declaration of 8 May 2021	
Recital 9, first subparagraph				
19	(9) On 14 September 2022,	(9) On 14 September 2022,	(9) On 14 September 2022,	

	Commission Proposal	EP Mandate	Council Mandate	Draft Agreement
	President von der Leyen announced in her State of the European Union[1] Address that the European Commission would propose to make 2023 the European Year of Skills. The President pointed to the problem of labour shortages in certain sectors and underlined the importance of investments in professional education and upskilling. She also underlined that attracting the right skills to Europe has to be part of the solution, supported by speeding up and facilitating the recognition of qualification also of third country nationals. In bringing the European Year of Skills to life, the Commission seeks to increase momentum and foster implementation of the many actions it has already taken to strengthen reskilling and upskilling in the Union to address labour market shortages and support the sustainable growth of the EU social market economy. _____ 1. State of the Union Address 2022, online at: https://state-of-the-union.ec.europa.eu/index_en	President von der Leyen announced in her State of the European Union[1] Address that the European Commission would propose to make 2023 the European Year of Skills. The President pointed to the problem of labour shortages in certain sectors and underlined the importance of investments in professional education and upskilling. She also underlined that attracting the right skills to Europe has to be part of the solution, supported by speeding up and facilitating the recognition of qualification also of third country nationals. In bringing the European Year of Skills to life, the Commission seeks to increase momentum and foster implementation of the many actions it has already taken to strengthen reskilling and upskilling in the Union to address labour market shortages and support the sustainable growth of the EU social market economy***, by ensuring high quality jobs that are fairly and adequately payed.***. _____ 1. State of the Union Address 2022, online at: https://state-of-the-union.ec.europa.eu/index_en	President ~~von der Leyen~~**of the European Commission** announced in her State of the European Union[+] Address [1] that the European Commission would propose to make 2023 the European Year of Skills. The President pointed to the problem of labour shortages in certain sectors and underlined the importance of investments in professional education and upskilling. She also underlined that attracting the right skills to Europe has to be part of the solution, supported by speeding up and facilitating the recognition of qualification also of third country nationals. In bringing the European Year of Skills to life, the Commission seeks to increase momentum and foster implementation of the many actions it has already taken to strengthen reskilling and upskilling in the Union to address labour market shortages and support the sustainable growth of the EU social market economy. _____ 1. State of the Union Address 2022, online at: https://state-of-the-union.ec.europa.eu/index_en	

	Commission Proposal	EP Mandate	Council Mandate	Draft Agreement
19a		***In some Member States, traineeships have been unduly extended to workers who are not carrying out their first work experience and who are being used as a device to reduce labour costs, distorting the purpose of traineeships to equip young people with the right set of skills needed in the labour market and allowing unfair competition. Therefore, it is important to ensure at Union level a legislative framework that guarantees, through traineeships for young people, genuine learning opportunities of limited duration, linked to their studies or as a first working experience***		
Recital 9, second subparagraph				
20	On 15 September 2021, President von der Leyen announced in her State of the European Union Address the launch of a structured dialogue at top-level to strengthen commitments on digital skills and education. Member States appointed national coordinators for	———On 15 September 2021, President von der Leyen announced in her State of the European Union Address the launch of a structured dialogue at top-level to strengthen commitments on digital skills and education. Member States appointed national coordinators for	——— **(9a)** On 15 September 2021, President ~~von der Leyen~~**of the European Commission** announced in her State of the European Union Address[1] the launch of a structured dialogue at top-level to strengthen commitments on digital skills and education**, also discussed in the**	

	Commission Proposal	EP Mandate	Council Mandate	Draft Agreement
	this process. The European Year of Skills 2023 will build on the structured dialogue process, expanding its focus in line with the objectives of this Decision.	this process. The European Year of Skills 2023 will build on the structured dialogue process, expanding its focus in line with the objectives of this Decision.	**Education Council on 29 November 2021**. Member States appointed national coordinators for this process. The European Year of Skills 2023 will build on the structured dialogue process, expanding its focus in line with the objectives of this Decision. _____ **1. State of the Union Address 2021, online at: State of the Union 2021 | European Commission (europa.eu)**	
Recital 9, third subparagraph				
21	The Year of Skills follows the 2022 European Year of Youth which sought to empower, honour, support and engage with young people, including those with fewer opportunities, in a post-COVID-19 pandemic perspective with a view to having a long-term positive impact for young people. The European Year of Youth already emphasised the importance of skills to find good quality employment for young people.	~~———~~The Year of Skills follows the 2022 European Year of Youth which sought to empower, honour, support and engage with young people, including those with fewer opportunities, in a post-COVID-19 pandemic perspective with a view to having a long-term positive impact for young people. The European Year of Youth already emphasised the importance of skills to find good quality employment for young people. ***Young people's smooth integration into the labour market must be guaranteed by providing them with quality jobs and education and training***	~~———~~**(9b)** The Year of Skills follows the 2022 European Year of Youth which sought to empower, honour, support and engage with young people, including those with fewer opportunities, in a post-COVID-19 pandemic perspective with a view to having a long-term positive impact for young people. The European Year of Youth ~~already~~**also** emphasised the importance of skills to find good quality employment for young people.	

	Commission Proposal	EP Mandate	Council Mandate	Draft Agreement
		opportunities.		
Recital 10				
22	(10) As companies and other stakeholders know best what skills are needed in their industrial ecosystems, strengthening their collective action on skills development has to be part of the solution. The Pact for Skills brings together companies, social partners, education and training providers, public employment services and other key skills stakeholders, both private and public. So far, more than 700 organisations have signed up and 12 large scale partnerships in strategic sectors have been set up, with pledges to promote 6 million training opportunities. The regional dimension is also important, including in border regions, where finding workers with the right skills requires targeted measures to support effective cross-border labour markets. Similarly, disadvantaged and remote regions, including the outermost, face particular challenges as access to the labour market and upskilling and reskilling opportunities are	(10) As ~~*companies*~~***undertakings, trade unions, workers, chambers of commerce*** and other stakeholders know best what skills are needed in their industrial ecosystems, strengthening their collective action on skills development has to be part of the solution. The Pact for Skills brings together ~~*companies,*~~ social partners, education and training providers, public employment services and other key skills stakeholders, both private and public. So far, more than 700 organisations have signed up and 12 large scale partnerships in strategic sectors have been set up, with pledges to promote 6 million training opportunities. ***Stakeholders, including the social partners who have signed large-scale skills partnerships, should be accompanied in delivering tangible results assuring that the skills dimension stays at the heart of the discussion on the green and digital transitions and of recovery and resilience plans.*** The regional	(10) As companies and other stakeholders know best what skills are needed in their industrial ecosystems, strengthening their collective action on skills development has to be part of the solution. **For example** the Pact for Skills[1] brings together companies, social partners, education and training providers, public employment services and other key skills stakeholders, both private and public. So far, more than 700 organisations have signed up and 12 large scale partnerships in strategic sectors have been set up, with pledges to promote 6 million training opportunities. The regional dimension is also important, including in border regions, where finding workers with the right skills requires targeted measures to support effective cross-border labour markets. Similarly, disadvantaged and remote regions, including the outermost, face particular challenges as access to the labour market and upskilling and reskilling opportunities are	

	Commission Proposal	EP Mandate	Council Mandate	Draft Agreement
	limited.	~~*dimension is*~~***and local dimensions are*** also important, including in border regions, where finding workers with the right skills requires targeted measures to support effective cross-border labour markets. Similarly, disadvantaged and remote ~~*regions*~~***areas***, including the outermost ***regions***, face particular challenges as access to the labour market and upskilling and reskilling opportunities are limited.	limited. _____ **1. Pact for Skills official website: https://pact-for-skills.ec.europa.eu/index_en**	
22a			**(10a) The Council Resolution on a strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030)[1], adopted in February 2021, establishes as one of the strategic priorities of the framework "Making lifelong learning a reality for all", as well as concrete actions aimed to update or acquire skills (upskilling and reskilling) throughout the working life.** _____ **1. Council Resolution on a strategic**	

	Commission Proposal	EP Mandate	Council Mandate	Draft Agreement
			framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030) (OJ C 66, 26.2.2021, p. 1)	
22b		***(10b) Effective social dialogue and collective bargaining processes are crucial to anticipating the needs of the labour market and the need for skills, as well as to defining strategies at both Union and national level. Member States should promote the role of the social partners and support their activities and prerogatives on issues related to changes to the labour market, to the skills needed and to the update of the curricula of education and training systems.***		
Recital 11				
23	(11) The Council Recommendations on Individual Learning Accounts[1] and Micro-credentials for lifelong learning and employability[2] help people to update or complete their skill-sets, also in response to emerging skills	(11) The Council Recommendations on Individual Learning Accounts[1] and Micro-credentials for lifelong learning and employability[2] help people to ~~*update or complete*~~***embark on and continue*** their ~~*skill-sets, also in*~~	(11) The Council Recommendations on Individual Learning Accounts**[12]** and Micro-credentials for lifelong learning and employability**[23]** help people to update or complete their skill-sets, also in response to emerging skills	

	Commission Proposal	EP Mandate	Council Mandate	Draft Agreement
	needs in the labour market, in a more flexible and targeted way. The Council Resolution from December 2021 on a new European Agenda for Adult Learning 2021-2030[3] promotes upskilling and reskilling that can in turn reduce skills mismatches and labour shortages. Skills guidance and skills self-assessment opportunities are among the measures which support people in their up- and reskilling. _____ 1. Council Recommendation of 16 June 2022 on individual learning accounts (OJ C 243, 27.6.2022, p. 26) 2. Council Recommendation of 16 June 2022 on a European approach to micro-credentials for lifelong learning and employability (OJ C 243, 27.6.2022, p. 10) 3. Council Resolution on a new European agenda for adult learning 2021-2030 (OJ C 504, 14.12.2021, p. 9)	~~*response to emerging skills needs in the labour market,*~~***learning pathways*** in a more flexible and targeted way. The Council Resolution from December 2021 on a new European Agenda for Adult Learning 2021-2030[3] promotes ~~*upskilling and reskilling that can in turn reduce*~~***formal, non-formal and informal learning opportunities capable of providing all the necessary knowledge,*** skills ~~*mismatches and labour shortages. Skills*~~***and competences to create an inclusive, sustainable, socially just and more resilient Union. It emphasises adult learning as an important part of lifelong learning. Learning, quality career*** guidance and skills self-assessment opportunities are among the measures ~~*which*~~***needed to*** support people ~~*in*~~***on*** their ~~*up- and reskilling*~~***learning pathways***. _____ 1. Council Recommendation of 16 June 2022 on individual learning accounts (OJ C 243, 27.6.2022, p. 26) 2. Council Recommendation of 16 June 2022 on a European approach to micro-credentials for lifelong learning and employability (OJ C 243, 27.6.2022, p. 10) 3. Council Resolution on a new European agenda for adult learning 2021-2030 (OJ C 504, 14.12.2021, p. 9)	needs in the labour market, in a more flexible and targeted way. The Council Resolution from December 2021 on a new European Agenda for Adult Learning 2021-2030[~~3~~**34**] promotes upskilling and reskilling that can ~~in turn~~ reduce skills mismatches and labour shortages. Skills guidance and skills self-assessment opportunities are among the measures which support people in their up- and reskilling. _____ ~~1. Council Recommendation of 16 June 2022 on individual learning accounts (OJ C 243, 27.6.2022, p. 26)~~ 2. **[2]** Council Recommendation of 16 June 2022 on ~~a European approach to micro-credentials for lifelong~~**individual** learning ~~and employability~~**accounts** (OJ C 243, 27.6.2022, p. ~~10~~**26**) 3. **[3]** Council ~~Resolution on a new~~ **Recommendation of 16 June 2022 on a** European ~~agenda for adult~~**approach to micro-credentials for lifelong** learning ~~2021-2030 (OJ C 504, 14.12.2021, p. 9)~~**and employability (OJ C 243, 27.6.2022, p. 10)** **4. [4] Council Resolution on a new European agenda for adult learning 2021-2030 (OJ C 504, 14.12.2021, p. 9)**	

	Commission Proposal	EP Mandate	Council Mandate	Draft Agreement
Recital 12				
24	(12) The strengthened active labour market policies advocated for by the EASE (Effective Active Support to Employment) Commission Recommendation[1] aim to support transitions into new employment amid the recovery from the COVID-19 crisis and the better matching of skills in the labour market, supported by employment services with a sufficient administrative capacity. _____ 1. Commission Recommendation of 4.3.2021on an effective active support to employment following the COVID-19 crisis (EASE) (OJ L 80, 8.3.2021, p. 1)	(12) The strengthened active labour market policies advocated for by the EASE (Effective Active Support to Employment) Commission Recommendation[1] aim to support transitions into new employment ~~*amid the recovery from the COVID-19 crisis*~~ and the better matching of skills in the labour market, supported by employment services with ~~*a sufficient administrative capacity*~~***capacity building activities that not only include the labour market but also teaching and trainer staff levels who teach the right skills and knowledge to the future workforce***. _____ 1. Commission Recommendation of 4.3.2021on an effective active support to employment following the COVID-19 crisis (EASE) (OJ L 80, 8.3.2021, p. 1)	(12) The strengthened active labour market policies advocated for ~~by the EASE (~~**in the Commission Recommendation on** Effective Active Support to Employment~~) Commission Recommendation[1]~~ **[1] (EASE)** aim to support transitions into new employment amid the recovery from the COVID-19 crisis and the better matching of skills in the labour market, supported by employment services with a sufficient administrative capacity. _____ 1. Commission Recommendation **(EU) 2021/402 of 4 March 2021on**~~of 4.3.2021on~~ an effective active support to employment following the COVID-19 crisis (EASE) (OJ L 80, 8.3.2021, p. 1)**.**	
Recital 13				
25	(13) The Council Recommendation on vocational education and training (VET)[1]	(13) ***The adaptation of curricula to the competences and skills needed by the labour market is***	(13) The Council Recommendation on vocational education and training (VET)[1]	

	Commission Proposal	EP Mandate	Council Mandate	Draft Agreement
	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. _____ 1. 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)	***one of the main challenges for education systems.*** The Council Recommendation on vocational education and training (VET)[1] supports modernisation of VET systems to equip young people and adults with the knowledge, skills and competences they need to thrive in ***our society and*** 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 ***potential*** driver for innovation and growth, which is agile in adapting to labour market changes and providing skills for occupations in high demand. ***Increasing the attractiveness of VET through communication and outreach campaigns, curricula, centres of excellence, special ecosystems for VET in local communities and dual education systems are essential. Further incentives are needed to foster decent working conditions, the quality of apprenticeships and the mobility of apprentices, including long-term mobility programmes.***	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 **and fostering inclusiveness and equal opportunities**. _____ 1. **[1]** 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)**.**	

	Commission Proposal	EP Mandate	Council Mandate	Draft Agreement
		_____ 1. 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)		
25a		***(13a) The Digital Volunteers Pilot Programme supports Union SMEs in their digital transformation by growing their employees' digital competences, owing to collaboration with skilled mentors from larger businesses and enables young qualified people and experienced older workers to share their digital skills with traditional businesses. With the demographic change, further development of volunteering and mentoring to transfer knowledge between generations in order to counteract social exclusion, allow the sharing of skills and experience, encourage the upgrading of the skills of younger and older workers and preserve traditional crafts as part of the Union's heritage is of utmost importance.***		

	Commission Proposal	EP Mandate	Council Mandate	Draft Agreement
Recital 14				
26	(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[1] setting the path towards EU climate neutrality by 2050. The Commission Communication "Fit for 55"[2] 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. _____ 1. 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) 2. 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)	(14) Skills for the green ~~*transition*~~***and digital transitions*** and the upskilling and reskilling of the workforce will be needed in the context of the shift to a modern, resource-efficient***, circular, inclusive, resilient*** -and competitive economy, as laid out under the European Green Deal[1] setting the path towards EU climate neutrality by 2050. The Commission Communication "Fit for 55"[2] 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. _____ 1. 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) 2. 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)	(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**, inclusive** and competitive economy, as laid out under the European Green Deal[1]**, adopted by the European Commission,** setting the path towards EU climate neutrality by 2050. The Commission Communication "Fit for 55"[2] 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. _____ 1. 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)**.** 2. 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)**.**	

	Commission Proposal	EP Mandate	Council Mandate	Draft Agreement
Recital 14a				
26a		***(14a) The ongoing transition to a European 4.0 industry and related labour market needs require investment in developing strong VET 4.0 systems across the Union, promoting control and problem solving competences, high-performance skills in the technologies of the future, such as smart production and machinery, advanced robotics, cloud computing, artificial intelligence, data processing and the Internet of Things.***		
Recital 15				
27	(15) The Digital Decade Policy Programme 2030[1] 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[2]	(15) ***In the Union, more than 90 % of professional roles require a basic level of digital knowledge, in the same way as they require basic literacy and numeracy skills. The use of digital tools is spreading across all sectors. However, around 42 % of citizens in the Union, including 37 % of those in the workforce, lack basic digital skills[1].*** The Digital Decade Policy Programme 2030~~[1]~~[2] ***highlights the***	(15) **In its Communications on the 2030 Digital Compass: the European way for** the Digital Decade[1]**, the European Commission** ~~Policy Programme 2030[1]~~ 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	

	Commission Proposal	EP Mandate	Council Mandate	Draft Agreement
	stresses the lack of capacity of specialised education and training programmes to train additional ICT experts. The Digital Education Action Plan 2021-2027[3] emphasises that technological means should be used to ease accessibility and strengthen flexibility of learning opportunities, including upskilling and reskilling. _____ 1. 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) 2. 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) 3. Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions on the Digital Education Action Plan (COM/2018/022 final)	***fact that basic and advanced digital skills provide collective resilience for democratic societies. It*** reiterates the objective of ensuring that at least ~~*80%*~~***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[~~2~~*3*] stresses the lack of capacity of specialised education and training programmes to train additional ICT experts. The Digital Education Action Plan 2021-2027[~~3~~*4*] emphasises that technological means should be used to ease accessibility and strengthen flexibility of learning opportunities, including upskilling and reskilling. _____ 1. ~~*Proposal for a Decision of the*~~ European ~~*Parliament and of the Council establishing the 2030 Policy Programme "Path to the*~~***Commission, Shaping Europe's*** Digital ~~*Decade" (COM/2021/574 final)*~~***Future.*** 2. ~~*Communication from the Commission to*~~***Proposal for a Decision of*** the European Parliament~~*, the Council, the European Economic and Social Committee and the*~~	2030~~, also by creating a cooperation framework between the Member States and the Commission.~~**. […] The Communication on** the Digital Decade[~~2~~] **also** stresses the lack of capacity of specialised education and training programmes to train additional ICT experts. ~~The~~**Moreover, in its** Digital Education Action Plan 2021-2027[~~3~~**2**]**, the Commission** emphasises that technological means should be used to ease accessibility and strengthen flexibility of learning opportunities, including upskilling and reskilling. _____ 1. ~~Proposal for a Decision of~~**[1] 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**~~and of the Council establishing the 2030 Policy Programme "Path to~~ the Digital Decade~~"~~ (~~COM/2021/574~~ **(COM (2021)118** final) 2. **[2]** 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~~ **on the Digital Education Action Plan (COM/2018/022**	

	Commission Proposal	EP Mandate	Council Mandate	Draft Agreement
		~~*Committee of the regions; 2030 Digital Compass: the European way for*~~ ***and of the Council establishing the 2030 Policy Programme "Path to*** the Digital Decade ~~*(COM (2021)118*~~***" (COM/2021/574*** final) 3. 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*** ~~*on*~~ the Digital ~~*Education Action Plan (COM/2018/022*~~***Decade (COM (2021)118*** final) ***4. Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions on the Digital Education Action Plan (COM/2018/022 final)***	final) ~~3. Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions on the Digital Education Action Plan (COM/2018/022 final)~~	
Recital 16				
28	(16) The Commission Communication on An Updated Industrial Strategy[1] calls for decisive action to make lifelong learning a reality for all and ensure that education and training keep pace with and help deliver the digital and green transitions. It underlines that a skilled workforce is key in ensuring successful transitions, supporting the competitiveness of the European industry, its digital and green transition and quality job creation.	(16) The Commission Communication on An Updated Industrial Strategy[1] calls for decisive action to make lifelong learning a reality for all and ensure that education and training keep pace with and help deliver the digital and green transitions. It underlines that a skilled workforce is key in ensuring successful ***digital and green*** transitions, supporting the competitiveness of the European industry, its digital and green transition and quality job	(16) The Commission Communication on An Updated Industrial Strategy[1] calls for decisive action to make lifelong learning a reality for all and ensure that education and training keep pace with and help deliver the digital and green transitions. It underlines that a skilled workforce is key in ensuring successful transitions, supporting the competitiveness of the European industry, its digital and green transition and quality job creation.	

	Commission Proposal	EP Mandate	Council Mandate	Draft Agreement
	It also recognises the importance of strong partnerships between the EU, Member States, social partners and other relevant stakeholders and cooperation between and within industrial ecosystems. The social economy can play a decisive role as it is an important proponent of socially fair and inclusive digital and green transitions and a key driver of social innovation, including in the field of reskilling and upskilling. _____ 1. Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions - Updating the 2020 New Industrial Strategy: Building a stronger Single Market for Europe's recovery (COM(2021) 350 final)	creation. It also recognises the importance of strong partnerships between the EU, Member States, social partners and other relevant stakeholders and cooperation between and within industrial ecosystems. ***As indicated in the Commission's communication of December 2021 entitled "Building an economy that works for people: an action plan for the social economy",*** the social economy can play a decisive role as it is an important proponent of socially fair and inclusive digital and green transitions and a key driver of social innovation, including in the field of reskilling and upskilling***, facilitating, for example, the setting up of a skills partnership for the proximity and social economy industrial ecosystem***. _____ 1. Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions - Updating the 2020 New Industrial Strategy: Building a stronger Single Market for Europe's recovery (COM(2021) 350 final)	It also recognises the importance of strong partnerships between the EU, Member States, social partners and other relevant stakeholders and cooperation between and within industrial ecosystems. The social economy can play a decisive role as it is an important proponent of socially fair and inclusive digital and green transitions and a key driver of social innovation, including in the field of reskilling and upskilling. _____ 1. Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions - Updating the 2020 New Industrial Strategy: Building a stronger Single Market for Europe's recovery (COM(2021) 350 final)	
Recital 17				
29				

	Commission Proposal	EP Mandate	Council Mandate	Draft Agreement
	(17) Attracting skilled third-country nationals can contribute to tackling the Union's skills and labour shortages. In October 2021, the revised EU Blue Card Directive[1] entered into force, a key achievement for attracting highly skilled talent into the labour market. The New Pact on Migration and Asylum[2] also places a strong emphasis on labour migration and on integration of third country nationals. Against this background, the Commission adopted a Skills and Talent Package[3] in April 2022 to reinforce the legal framework and Union action in this area. Proposals to recast the Long-Term Residents Directive and the Single Permit Directive will allow to simplify the procedures for the admission of workers of all skill levels to the Union. The Commission will also continue to roll out an EU Talent Pool to facilitate labour matching with non-EU nationals. The Commission is also working towards the launch of tailor-made Talent Partnerships with specific key partner countries to boost international labour mobility and development of talent in a mutually	(17) ~~*Attracting skilled third-country nationals can contribute to tackling the Union's skills and labour shortages*~~***Access to decent working conditions and social protection is essential to support migrants, asylum seekers and refugees, in order to upskill and reskill them and to ensure that they have access to quality jobs and information***. In October 2021, the revised EU Blue Card Directive[1] entered into force, a key achievement for attracting highly skilled talent into the labour market. The New Pact on Migration and Asylum[2] also ~~*places a strong emphasis on*~~***emphasises*** labour migration and on integration of third country nationals. Against this background, the Commission adopted a Skills and Talent Package[3] in April 2022 to reinforce the legal framework and Union action in this area. Proposals to recast the Long-Term Residents Directive and the Single Permit Directive will allow to simplify the procedures for the admission of workers of all skill levels to the Union ***and to provide their better protection and rights***. The Commission will also continue to	(17) Attracting skilled third-country nationals can contribute to tackling the Union's skills and labour shortages. In October 2021, the revised EU Blue Card Directive[1] entered into force, a key achievement for attracting highly skilled talent into the labour market. **In its Communication on** the New Pact on Migration and Asylum[2] **the European Commission** also places a strong emphasis on labour migration and on integration of third country nationals. Against this background, the Commission adopted a Skills and Talent Package[3] in April 2022 to reinforce the legal framework and Union action in this area. Proposals to recast the Long-Term Residents Directive and the Single Permit Directive will allow to simplify the procedures for the admission of workers of all skill levels to the Union. The Commission will also continue to roll out an EU Talent Pool to facilitate labour matching with non-EU nationals. The Commission is also working towards the launch of tailor-made Talent Partnerships with specific key partner countries to boost	

	Commission Proposal	EP Mandate	Council Mandate	Draft Agreement
	beneficial and circular way. In addition, the Union continues to be the leading contributor to global funding for education focusing especially on teacher training, girls education and vocational education and training. This work, under the umbrella of the Global Gateway strategy[4], is complementary to the objectives of this proposal. _____ 1. Directive (EU) 2021/1883 of the European Parliament and of the Council of 20 October 2021 on the conditions of entry and residence of third-country nationals for the purpose of highly qualified employment, and repealing Council Directive 2009/50/EC (OJ L 382, 28.10.2021, p. 1) 2. Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions on a New Pact on Migration and Asylum (COM/2020/609 final) 3. Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions Attracting skills and talent to the EU (COM/2022/657 final) 4. Joint Communication to the European Parliament, the Council, the European Economic and Social Committee, the Committee of the Regions and the European Investment Bank The Global Gateway (JOIN/2021/30 final)	roll out an EU Talent Pool to facilitate labour matching with non-EU nationals***, with the involvement of the social partners***. The Commission is also working towards the launch of tailor-made Talent Partnerships with specific key partner countries to boost international labour mobility and development of talent in a mutually beneficial and circular way. ***The social partners should be involved in the development, implementation and monitoring of those partnerships.*** In addition, the Union continues to be the leading contributor to global funding for education focusing especially on teacher training ***and mobility***, girls education and vocational education and training. This work, under the umbrella of the Global Gateway strategy[4], is complementary to the objectives of this proposal. ***It is important that decent working conditions, including minimum wages and social protection, be ensured for all migrant workers in accordance with existing Union and national law.*** _____ 1. Directive (EU) 2021/1883 of the European Parliament and of the Council of 20 October 2021 on the conditions of entry	international labour mobility and development of talent in a mutually beneficial and circular way. In addition, the Union continues to be the leading contributor to global funding for education focusing especially on teacher training, girls education and vocational education and training. This work, under the umbrella of the Global Gateway strategy[4], is complementary to the objectives of this proposal. _____ 1. **[1]** Directive (EU) 2021/1883 of the European Parliament and of the Council of 20 October 2021 on the conditions of entry and residence of third-country nationals for the purpose of highly qualified employment, and repealing Council Directive 2009/50/EC (OJ L 382, 28.10.2021, p. 1)**.** 2. **[2]** Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions on a New Pact on Migration and Asylum (COM/2020/609 final)**.** 3. **[3]** Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions Attracting skills and talent to the EU (COM/2022/657 final)**.** 4. **-[4]** Joint Communication to the European Parliament, the Council, the European Economic and Social Committee, the Committee of the Regions and the European Investment Bank The	

	Commission Proposal	EP Mandate	Council Mandate	Draft Agreement
		and residence of third-country nationals for the purpose of highly qualified employment, and repealing Council Directive 2009/50/EC (OJ L 382, 28.10.2021, p. 1) 2. Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions on a New Pact on Migration and Asylum (COM/2020/609 final) 3. Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions Attracting skills and talent to the EU (COM/2022/657 final) 4. -Joint Communication to the European Parliament, the Council, the European Economic and Social Committee, the Committee of the Regions and the European Investment Bank The Global Gateway (JOIN/2021/30 final)	Global Gateway (JOIN/2021/30 final)**.**	
Recital 18				
30	(18) Trust in and transparency of qualifications, whether acquired in Europe or beyond, is key in facilitating their recognition. EU transparency tools (European Qualifications Framework, Europass, ESCO, EU Skills Profile Tool for third country nationals, European Digital Credentials for Learning) are a starting point to help increase the transparency and	(18) Trust in and transparency of qualifications, whether acquired in Europe or beyond, is key in facilitating their recognition. EU ~~*transparency*~~ tools (European Qualifications Framework, Europass***, EURES***, ESCO, EU Skills Profile Tool for third country nationals, European Digital Credentials for Learning) are a starting point to help increase the	(18) Trust in and transparency of qualifications, whether acquired in Europe or beyond, is key in facilitating their recognition. EU transparency tools (European Qualifications Framework, Europass, ESCO, EU Skills Profile Tool for third country nationals, European Digital Credentials for Learning) are a starting point to help increase the transparency and	

	Commission Proposal	EP Mandate	Council Mandate	Draft Agreement
	comparability of qualifications. For well functioning labour markets, skills must be understood and valued, whether acquired in formal, non-formal or informal settings. Skills identification and documentation, as well as guidance to make skills visible, are crucial steps in this context.	transparency and comparability of ***skills and*** qualifications. For well functioning labour markets, skills must be understood and valued, whether acquired in formal, non-formal or informal settings. Skills identification and documentation, as well as guidance to make skills visible, are crucial steps in this context.	comparability of qualifications. For well functioning labour markets, skills must be understood and valued, whether acquired in formal, non-formal or informal settings. Skills identification and documentation, as well as guidance to make skills visible, are crucial steps in this context.	
Recital 18a				
30a		***(18a) Skills are the foundation of modern life and therefore their development has to be further encouraged by the initiatives such as EuroSkills competitions which have an important impact on the positive image of VET systems, promotion of new jobs and new skills, attracting young people to choose the career in VET, changing VET systems into the modern economy and boosting cooperation between education and employers and labour market.***		
Recital 19				
31	(19) Overall public and private investments in upskilling and	(19) Overall public and private investments in upskilling and	(19) ~~Overall~~**In many Member States,** public and private	

	Commission Proposal	EP Mandate	Council Mandate	Draft Agreement
	reskilling are insufficient. Most job-related training in the Union is employer-sponsored. However, many companies, in particular SMEs, do not provide or fund training for their staff, and individuals in atypical work have less or no access to employer-sponsored training. Such inequalities undermine individuals' welfare and health, reduce economic competitiveness, result in missed opportunities and barriers to innovation and risk leaving people behind in the transition to more sustainable economic activities. An enabling framework unlocking and incentivising employers' financial investments in skills and giving visibility to the economic value of upskilling and reskilling is needed.	reskilling are insufficient. Most job-related training in the Union is employer-sponsored ***or trade union-sponsored***. However, many ~~*companies*~~***undertakings***, in particular SMEs, do not ***have enough resources to*** provide or fund training for their staff, ~~***and***~~***in particular for low-skilled persons, while*** individuals in atypical work have less or no access to employer-sponsored training. Such inequalities undermine individuals' welfare and health, reduce economic competitiveness, result in missed opportunities and barriers to innovation and risk leaving people behind in the transition to more sustainable economic activities. An enabling framework unlocking and incentivising employers' financial investments in skills and giving visibility to the economic value of ***education, training,*** upskilling and reskilling ***during working time or paid leave*** is needed. ***In addition, decent working conditions are essential to attract and to retain skilled workers. Training provided to workers by their employers should not reduce their remuneration and should include***	investments in upskilling and reskilling are insufficient. ~~Most job-related training in the Union is employer-sponsored. However,~~ Many companies, in particular SMEs, do not provide or fund training for their staff, and individuals in atypical work have less or no access to employer-sponsored training. Such inequalities **may** undermine individuals' welfare and health, reduce economic competitiveness, result in missed opportunities and barriers to innovation and risk leaving people behind in the transition to more sustainable economic activities. An enabling framework unlocking and incentivising employers' financial investments in skills and giving visibility to the economic value of upskilling and reskilling is needed.	

	Commission Proposal	EP Mandate	Council Mandate	Draft Agreement
		a more general and broad set of skills and competences that can be combined with the specific needs of training of each employer. The SME Relief Package offers support to SMEs for the capacity building and for upskilling their workforce.		
Recital 19a				
31a		***(19a) Basic digital skills are essential for most employees and employers and their importance is expected to increase further. ICT literacy has become one of the prerequisites for building a knowledge-based society and an essential part of lifelong learning. Enterprises must dedicate a significant proportion of their resources to ensure that their employees are able to work with the latest technologies and in the new organisational environments associated with them. Therefore, the role of workplace education is essential for the future of work.***		
Recital 20				
32	(20) In the past, the Union	(20) In the past, the Union	(20) In the past, the Union	

	Commission Proposal	EP Mandate	Council Mandate	Draft Agreement
	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.[1] The Council Conclusions of 8 June 2020[2] 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. _____ 1. See for instance the increase in tertiary attainment, cf. Education and Training Monitor 2021 2. 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	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 ***and the development of systemic approaches*** to support continuing skills development throughout the entire working life.[1] The Council Conclusions of 8 June 2020[2] 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. _____ 1. See for instance the increase in tertiary attainment, cf. Education and Training Monitor 2021 2. 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	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.[1] The Council Conclusions of 8 June 2020[2] 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. _____ 1. See for instance the increase in tertiary attainment, cf. Education and Training Monitor 2021 2. 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	
Recital 21				
33	(21) Significant EU funding support is available for reskilling and upskilling, for instance through the European Social Fund Plus (ESF+), the Recovery and	(21) Significant EU funding support is available for reskilling and upskilling, for instance through the European Social Fund Plus (ESF+), the Recovery and	(21) Significant EU funding support is available for reskilling and upskilling, for instance through the European Social Fund Plus (ESF+), the Recovery and	

	Commission Proposal	EP Mandate	Council Mandate	Draft Agreement
	Resilience Facility (RRF)[1], the European Regional Development Fund (ERDF), the Just Transition Fund (JTF), the InvestEU programme, the Digital Europe Programme, Erasmus+, Horizon Europe, the Programme for Environment and climate action (LIFE), the Modernisation Fund, the Neighbourhood, Development and International Cooperation Instrument (NDICI). The ESF+ remains the main EU funding tool to invest in more and better skills of the workforce, in particular by supporting institutions and services to assess and anticipate skills needs and challenges, supporting reskilling and upskilling opportunities for workers offered by the public and private sectors. Reforms and investments included in Member States' national recovery and resilience plans have a prominent skills dimension, often linked with active labour market policies, in particular youth employment support. In the national recovery and resilience plans endorsed by the Commission and the Council so far, around 20% of the social expenditure is dedicated to "employment and	Resilience Facility (RRF)[1], the European Regional Development Fund (ERDF), the Just Transition Fund (JTF), the InvestEU programme, the Digital Europe Programme, Erasmus+, Horizon Europe, the Programme for Environment and climate action (LIFE), the Modernisation Fund, the Neighbourhood, Development and International Cooperation Instrument (NDICI). The ESF+ remains the main EU funding tool to invest in more and better skills of the workforce, in particular by supporting institutions and services to assess and anticipate skills needs and challenges, supporting reskilling and upskilling opportunities for workers offered by the public and private sectors. ***The Reinforced Youth Guarantee should ensure quality and remunerated offers for young people to enter labour market and the Child Guarantee can play an essential role in the early development of core competences and life skills for children.*** Reforms and investments included in Member States' national recovery and resilience plans have a prominent skills dimension, often	Resilience Facility (RRF)[1], the European Regional Development Fund (ERDF), the Just Transition Fund (JTF), the InvestEU programme, the Digital Europe Programme, Erasmus+, Horizon Europe, the Programme for Environment and climate action (LIFE), the Modernisation Fund, the Neighbourhood, Development and International Cooperation Instrument (NDICI). The ESF+ remains the main EU funding tool to invest in more and better skills of the workforce, in particular by supporting institutions and services to assess and anticipate skills needs and challenges, supporting reskilling and upskilling opportunities for workers offered by the public and private sectors. Reforms and investments included in Member States' national recovery and resilience plans have a prominent skills dimension, often linked with active labour market policies, in particular youth employment support. In the national recovery and resilience plans endorsed by the Commission and the Council so far, around 20% of the social expenditure is dedicated to "employment and	

	Commission Proposal	EP Mandate	Council Mandate	Draft Agreement
	skills"[2]. REACT-EU was the first instrument of NextGenerationEU to make payments for the recovery of Member States. It helped create jobs and invest in skills in the regions most in need. Workers that lose their jobs due to large-scale restructuring events, may also benefit from support through the European Globalisation Adjustment Fund for Displaced Workers (EGF) to find new jobs, for instance through further education and training and tailored career guidance and advice. _____ 1. Established by Regulation (EU) 2021/241 of 12 February 2021. 2. Social categories are defined and applied based on the methodology adopted by the Commission in consultation with the European Parliament and the Member States in the Delegated Regulation 2021/2105. By 03/10/2022, 25 recovery and resilience plans have been endorsed by the Commission and the Council.	linked with active labour market policies, in particular youth employment support. In the national recovery and resilience plans endorsed by the Commission and the Council so far, around 20% of the social expenditure is dedicated to "employment and skills"[2]. REACT-EU was the first instrument of NextGenerationEU to make payments for the recovery of Member States. It helped create jobs and invest in skills in the regions most in need. Workers that lose their jobs due to large-scale restructuring events, may also benefit from support through the European Globalisation Adjustment Fund for Displaced Workers (EGF) to find new jobs, for instance through further education and training and tailored career guidance and advice. ***New and innovative forms of financing, such as social impact bonds and social outcome contracts, aiming to upskill and reskill the workforce should be encouraged. Union funds dedicated to upskilling and reskilling should be consistent and easily accessible, in particular to microenterprises and SMEs,***	skills"[2]. REACT-EU was the first instrument of NextGenerationEU to make payments for the recovery of Member States. It helped create jobs and invest in skills in the regions most in need. Workers that lose their jobs due to large-scale restructuring events, may also benefit from support through the European Globalisation Adjustment Fund for Displaced Workers (EGF) to find new jobs, for instance through further education and training and tailored career guidance and advice. _____ 1. Established by Regulation (EU) 2021/241 of 12 February 2021. 2. Social categories are defined and applied based on the methodology adopted by the Commission in consultation with the European Parliament and the Member States in the Delegated Regulation 2021/2105. By 03/10/2022, 25 recovery and resilience plans have been endorsed by the Commission and the Council.	

	Commission Proposal	EP Mandate	Council Mandate	Draft Agreement
		which experience more difficulties in training their employees and in finding workers with the right set of skills in the labour market. _____ 1. Established by Regulation (EU) 2021/241 of 12 February 2021. 2. Social categories are defined and applied based on the methodology adopted by the Commission in consultation with the European Parliament and the Member States in the Delegated Regulation 2021/2105. By 03/10/2022, 25 recovery and resilience plans have been endorsed by the Commission and the Council.		
Recital 22				
34	(22) Regulation (EU) 2021/1056 of the European Parliament and of the Council establishing the Just Transition Fund[1] 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[2] sets out specific guidance to help Member States devise and implement policy packages on relevant employment and social aspects, including	(22) Regulation (EU) 2021/1056 of the European Parliament and of the Council establishing the Just Transition Fund[1] 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[2] sets out specific guidance to help Member States devise and implement policy packages on relevant employment and social aspects, including	(22) Regulation (EU) 2021/1056 of the European Parliament and of the Council establishing the Just Transition Fund[1] 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[2] sets out specific guidance to help Member States devise and implement policy packages on relevant employment and social aspects, including	

	Commission Proposal	EP Mandate	Council Mandate	Draft Agreement
	upskilling and reskilling policies. Furthermore, the Council Recommendation on learning for the green transition and sustainable development[3] 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. _____ 1. 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) 2. Council Recommendation on ensuring a fair transition towards climate neutrality (OJ C 243, 27.6.2022, p. 35) 3. Council Recommendation of 16 June 2022 on learning for the green transition and sustainable development, OJ C 243, 27.6.2022, p. 1.	upskilling and reskilling policies. Furthermore, the Council Recommendation on learning for the green transition and sustainable development[3] 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 that context, the European Year of Skills 2023 should pay special attention to the upskilling and reskilling of workers from regions and sectors that will be the most impacted by decarbonisation policies in order to avoid rising inequalities between regions in the Union and to ensure cohesion and upward convergence for a just transition.*** _____ 1. 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) 2. Council Recommendation on ensuring a fair transition towards climate neutrality (OJ C 243, 27.6.2022, p. 35) 3. Council Recommendation of 16 June 2022 on learning for the green transition and sustainable development, OJ C 243, 27.6.2022, p. 1.	upskilling and reskilling policies. Furthermore, the Council Recommendation on learning for the green transition and sustainable development[3] 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. _____ 1. 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) 2. Council Recommendation on ensuring a fair transition towards climate neutrality (OJ C 243, 27.6.2022, p. 35) 3. Council Recommendation of 16 June 2022 on learning for the green transition and sustainable development, OJ C 243, 27.6.2022, p. 1.	

	Commission Proposal	EP Mandate	Council Mandate	Draft Agreement
Recital 23				
35	(23) The InvestEU programme, under its Social investment and Skills window, supports demand for and supply of skills, improving final recipients' skills sets or skills utilisation and fostering skills-investment markets. InvestEU supports also general investments in education, training and related services. In addition, the Just Transition Scheme under the InvestEU supports investments, including those aimed at supporting upskilling and reskilling of workers, in regions having an approved just transition plan under the Regulation (EU) 2021/1056 or projects that benefit those regions, provided they are key to the transition of those territories.	(23) The InvestEU programme, under its Social investment and Skills window, supports demand for and supply of skills, improving final recipients' skills sets or skills utilisation and fostering skills-investment markets. InvestEU supports also general investments in education, training and related services. In addition, the Just Transition Scheme under the InvestEU supports investments, including those aimed at supporting upskilling and reskilling of workers, in regions having an approved just transition plan under the Regulation (EU) 2021/1056 or projects that benefit those regions, provided they are key to the transition of those territories.	(23) The InvestEU programme, under its Social investment and Skills window, supports demand for and supply of skills, improving final recipients' skills sets or skills utilisation and fostering skills-investment markets. InvestEU supports also general investments in education, training and related services. In addition, the Just Transition Scheme under the InvestEU supports investments, including those aimed at supporting upskilling and reskilling of workers, in regions having an approved just transition plan under the Regulation (EU) 2021/1056 or projects that benefit those regions, provided they are key to the transition of those territories.	(23) The InvestEU programme, under its Social investment and Skills window, supports demand for and supply of skills, improving final recipients' skills sets or skills utilisation and fostering skills-investment markets. InvestEU supports also general investments in education, training and related services. In addition, the Just Transition Scheme under the InvestEU supports investments, including those aimed at supporting upskilling and reskilling of workers, in regions having an approved just transition plan under the Regulation (EU) 2021/1056 or projects that benefit those regions, provided they are key to the transition of those territories. Text Origin: Commission Proposal
Recital 24				
36	(24) Tailor-made expertise through the Commission's Technical Support Instrument (TSI) can help Member States undertake reforms linked to	(24) Tailor-made expertise through the Commission's Technical Support Instrument (TSI) can help Member States undertake reforms linked to	(24) Tailor-made expertise through the Commission's Technical Support Instrument (TSI) can help Member States undertake reforms linked to	(24) Tailor-made expertise through the Commission's Technical Support Instrument (TSI) can help Member States undertake reforms linked to

	Commission Proposal	EP Mandate	Council Mandate	Draft Agreement
	national or regional strategies on skills, translating temporary EU funding into durable improvements in the available reskilling and upskilling opportunities. Mutual learning, facilitated by the Commission, can also support the process.	national or regional strategies on skills, translating temporary EU funding into durable improvements in the available reskilling and upskilling opportunities. Mutual learning, facilitated by the Commission, can also support the process.	national or regional strategies on skills, translating temporary EU funding into durable improvements in the available reskilling and upskilling opportunities. Mutual learning, facilitated by the Commission, can also support the process.	national or regional strategies on skills, translating temporary EU funding into durable improvements in the available reskilling and upskilling opportunities. Mutual learning, facilitated by the Commission, can also support the process. Text Origin: Commission Proposal
Recital 25				
37	(25) The European Strategy for the Rights of Persons with Disabilities 2021-2030[1] aims to ensure their full participation in society, on an equal basis with others in the Union and beyond. Within the Strategy, the European Commission commits to make sure that persons with disabilities can take part in trainings and learn new skills, as a fundamental requisite for employment and independence. _____ 1. Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the regions Union of Equality: Strategy for the Rights of Persons with Disabilities 2021-2030 (COM/2021/101 final)	(25) The European Strategy for the Rights of Persons with Disabilities 2021-2030[1] aims to ensure their full participation in society, on an equal basis with others in the Union and beyond. Within the Strategy, the European Commission commits to make sure that persons with disabilities can take part in trainings and learn new skills, as a fundamental requisite for employment and independence. ***In order to achieve improvements in employment and independence of persons with disabilities, it is necessary to step up efforts in order to achieve a barrier-free environment including the built environment for persons with***	(25) The ~~European~~**Communication from the Commission entitled "Union of Equality:** Strategy for the Rights of Persons with Disabilities 2021-2030**"**[1] ~~+~~ aims to ensure their full participation in society, on an equal basis with others in the Union and beyond**, supporting the implementation of the United Nations Convention on the Rights of Persons with Disabilities**. Within the Strategy, the European Commission commits to make sure that persons with disabilities can take part in trainings and learn new skills, as a fundamental requisite for employment and independence.	

	Commission Proposal	EP Mandate	Council Mandate	Draft Agreement
		disabilities or functional limitations. _____ 1. Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the regions Union of Equality: Strategy for the Rights of Persons with Disabilities 2021-2030 (COM/2021/101 final)	_____ 1. Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the regions Union of Equality: Strategy for the Rights of Persons with Disabilities 2021-2030 (COM/2021/101 final)**.**	
Recital 25a				
37a		***(25a) Following the Declaration of the European Parliament of 14 June 2012 on establishing a European cardiac arrest awareness week[1], it is important to bring to the attention of citizens that sudden cardiac arrest is the third leading cause of death in the Union with nearly 350 000 fatalities every year. Immediate intervention by citizens in the Union performing the skills of simple chest compressions and if possible, also rescue breathing (CPR – CardioPulmonary Resuscitation), including delivery of defibrillation with an automated external defibrillator (AED), can triple survival, as demonstrated in a nationwide initiative. To increase the number***		

	Commission Proposal	EP Mandate	Council Mandate	Draft Agreement
		of survivors after sudden cardiac arrest by 100 000 every year in the Union, more persons need to apply those skills to bridge the time until professional emergency medical services arrive. The most efficient and sustainable measure to increase the rate of persons able to perform CPR is to educate schoolchildren in resuscitation as an essential skill from primary to secondary school. This has also been recommended by the World Health Organization since 2015, and it is supported by many national and international organisations and the social partners. Educating schoolchildren in CPR will also increase resilience and positive social behaviour in citizens in the Union. The European Resuscitation Council 2021 guidelines describe the framework to implement those specific skills across the Union. _____ *1. OJ C 332 E, 15.11.2013, p. 104.*		
Recital 25b				
37b		***(25b) The European Innovation Partnership on Active and***		

	Commission Proposal	EP Mandate	Council Mandate	Draft Agreement
		Healthy Ageing aims to improve the health and quality of life of the elderly in the Union and emphasises prevention and lifelong learning. The partnership's dissemination of good practices on active ageing focuses on digital reskilling and upskilling, as to ensure that the elderly can fully participate in an increasingly digitalised society.		
Recital 26				
38	(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.	(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*~~***EUR 9,3*** million for operational expenses***, and to secure a long-lasting legacy for the European Year of Skills, beyond 2023***.	(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. **The financial support to the European Year of Skills should be provided by relevant Union programmes and instruments, subject to the availability of**	

	Commission Proposal	EP Mandate	Council Mandate	Draft Agreement
			funding, and in accordance with the applicable rules. The financing of the European Year of Skills should not be to the detriment of the financing of projects in current Union programmes and should aim at securing a long-lasting legacy of the European Year of Skills beyond 2023.	
Recital 27				
39	(27) Since the objectives of this Decision cannot be sufficiently achieved by the Member States, but can rather by reason of the scale and effects of the proposed action be better achieved at Union level, the Union may adopt measures, in accordance with the principle of subsidiarity, as set out in Article 5 TEU. In accordance with the principle of proportionality, as set out in that Article, this Decision does not go beyond what is necessary in order to achieve those objectives.	(27) Since the objectives of this Decision cannot be sufficiently achieved by the Member States, but can rather by reason of the scale and effects of the proposed action be better achieved at Union level, the Union may adopt measures, in accordance with the principle of subsidiarity, as set out in Article 5 TEU. In accordance with the principle of proportionality, as set out in that Article, this Decision does not go beyond what is necessary in order to achieve those objectives.	(27) Since the objectives of this Decision cannot be sufficiently achieved by the Member States, but can rather by reason of the scale and effects of the proposed action be better achieved at Union level, the Union may adopt measures, in accordance with the principle of subsidiarity, as set out in Article 5 ~~TEU~~**of the Treaty on the European Union**. In accordance with the principle of proportionality~~,~~ as set out in that Article, this Decision does not go beyond what is necessary in order to achieve those objectives.	
Recital 28				
40				

	Commission Proposal	EP Mandate	Council Mandate	Draft Agreement
	(28) In order to ensure swift implementation of the European Year of Skills, this Decision should enter into force as a matter of urgency on the day following that of its publication in the Official Journal of the European Union.	(28) In order to ensure swift implementation of the European Year of Skills, this Decision should enter into force as a matter of urgency on the day following that of its publication in the Official Journal of the European Union.	(28) In order to ensure swift implementation of the European Year of Skills, this Decision should enter into force as a matter of urgency on the day following that of its publication in the ***Official Journal of the European Union***~~Official Journal of the European Union~~.	(28) In order to ensure swift implementation of the European Year of Skills, this Decision should enter into force as a matter of urgency on the day following that of its publication in the ***Official Journal of the European Union***~~*Official Journal of the European Union*~~. Text Origin: Council Mandate
Recital 28a				
40a		***(28a) The European Year of Skills 2023 should start on 9 May 2023, which is a symbolic date for the Union.***		
Formula				
41	HAVE ADOPTED THIS DECISION:		HAVE ADOPTED THIS DECISION:	
Article 1				
42	Article 1 Subject matter	Article 1 Subject matter	Article 1 Subject matter	Article 1 Subject matter Text Origin: Commission Proposal

	Commission Proposal	EP Mandate	Council Mandate	Draft Agreement
Article 1, first paragraph				
43	The year 2023 shall be designated as the 'European Year of Skills 2023' (hereinafter referred to as the 'European Year').	The year ***starting from 9 May 2023 until 8 May 2024*** ~~*2023*~~ shall be designated as the 'European Year of Skills~~ *2023*~~' (hereinafter referred to as the 'European Year').	The year 2023 shall be designated as the 'European Year of Skills 2023' (hereinafter referred to as the 'European Year').	
Article 2				
44	Article 2 Objectives	Article 2 Objectives	Article 2 Objectives	Article 2 Objectives Text Origin: Commission Proposal
Article 2, first paragraph				
45	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 further promote a mindset of reskilling and upskilling thereby boosting competitiveness of European companies, in particular small and medium-sized	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 ***enhance continuous learning, employability and career progression, and to provide sustainable, lifelong learning systems. The European Year***	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, **in accordance with national competences, law and practices,** the overall objective of the European Year shall be to further promote a mindset of reskilling and upskilling thereby boosting competitiveness of	

	Commission Proposal	EP Mandate	Council Mandate	Draft Agreement
	entreprises, 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:	***initiative shall*** further promote a mindset of reskilling and upskilling***,*** thereby boosting competitiveness of European ~~*companies*~~***undertakings***, in particular small and medium-sized ~~*entreprises*~~***enterprises, and empowering people to fully participate in society***, realising the full potential of the digital and green transitions in a socially fair, inclusive and just manner***, and shall also promote access to decent wages that ensure a decent standard of living***. More specifically, the activities of the ***European*** Year will promote ***quality jobs as the best way to attract and retain a skilled workforce and encourage*** skills policies and investments to ensure that nobody is left behind in ***democratic processes,*** the twin transition and the economic recovery~~,~~ and to notably address labour shortages***, by reducing skills shortages and skills mismatches for an empowered*** ~~*for a better skilled*~~ workforce ***and people*** in the Union that ~~*is*~~***are*** able to seize the opportunities of this process, by:	European companies, in particular small and medium-sized entreprises, realising the full potential of the digital and green transitions in a socially fair, inclusive and just manner**, and thereby also promoting equal access to skills development and reducing inequalities and segregation in education and training**. 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:	

	Commission Proposal	EP Mandate	Council Mandate	Draft Agreement
Article 2, first paragraph, point (-1)				
45a		***(-1) Promoting the creation of quality jobs and retention strategies as the best way to attract and retain a skilled workforce and provide incentives for employers to invest in the development of their workers' skills.***		
Article 2, first paragraph, point (1)				
46	1. Promoting increased, more effective and inclusive investment into training and upskilling to harness the full potential of the European current and future workforce and to support people in managing job-to-job transitions, active ageing, and benefiting from the new opportunities brought by the ongoing economic transformation.	1. Promoting increased, more effective and inclusive investment ***by public authorities and employers, in particular small and medium sized enterprises, into lifelong learning,*** ~~*into*~~ training***, reskilling*** and upskilling***, in order*** to harness the full potential of the European current and future workforce***, to facilitate young workers' integration into the labour market, to encourage personal development,*** ~~*, and*~~ to support people in managing job-to-job transitions, active ageing ***and remaining in employment until retirement, to enhance work-life balance and the wellbeing of workers, and to benefit*** ~~*, and benefiting*~~ from the new	1. Promoting increased, more effective and inclusive investment into **education and** training**, reskilling** and upskilling to harness the full potential of the European current and future workforce**, including** ~~and~~ to support people in managing job-to-job transitions, active ageing~~,~~ and benefiting from the new opportunities brought by the ongoing economic transformation.	

	Commission Proposal	EP Mandate	Council Mandate	Draft Agreement
		opportunities brought by the ongoing economic ~~*transformation*~~***and societal transformations. The reduction of inequalities shall be a cross-cutting objective, including a focus on gender equality, the needs of persons with disabilities and low-skilled people***.		
Article 2, first paragraph, point (2)				
47	2. Strengthening skills relevance by closely cooperating with social partners, public and private employment services, companies, education and training providers and developing joined-up approaches with all branches of governments.	2. Strengthening ~~*skills relevance*~~***skill provision and access to upskilling and reskilling*** by closely cooperating with***, and promoting cooperation among, the*** social partners, ***civil society,*** public and private employment services, ~~*companies,*~~ ***not-for-profit social service providers, employers and*** education and training providers ***operating in formal, informal, non-formal learning environments, and by*** ~~*and*~~ developing joined-up approaches with all branches of governments ***operating at Union, national, regional and local level and among the different Union bodies and agencies, taking into account the transversal nature of skills***.	2. Strengthening skills relevance by closely cooperating with social partners **(both cross-sectoral and sectoral)**, public and private employment services, companies, education and training providers and developing joined-up approaches with all branches of governments.	

	Commission Proposal	EP Mandate	Council Mandate	Draft Agreement
Article 2, first paragraph, point (2a)				
47a		***(2a) Reinforcing the recognition of skills and competences, in particular from informal and non-formal education, while furthering common frameworks across Member States, in particular on a common recognition of soft cross-cutting skills such as language skills, critical thinking, entrepreneurship, creativity, intercultural competences, team work and media literacy. That reinforcement is important for sustainable growth, productivity, adaptation to the transformations of the labour market, investment and innovation, and is therefore a key factor in ensuring both the competitiveness of businesses and the wellbeing of workers.***		
Article 2, first paragraph, point (3)				
48	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	3. Matching people's aspirations and skills-set with labour market opportunities especially those offered by the green and digital transitions and ***emerging new sectors, and with quality jobs,***	3. Matching people's aspirations**,** **needs** and skills-set with labour market **needs and** opportunities especially those offered by the green and digital transitions and the core sectors in need of recovery	

	Commission Proposal	EP Mandate	Council Mandate	Draft Agreement
	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).	***learning rich workplaces, and with labour market opportunities offered by*** 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)***, and provide incentives and better quality job-matching for women and young people, as well as persons with low skills, persons with disabilities, people with a migrant background and people living in remote areas and in the outermost regions***.	from the pandemic. A special focus will be given to ~~activate~~**integrate** more people ~~for~~**in** the labour market, in particular**,** women and young people especially ~~those not in education, employment or training (NEETs)~~**NEETs, low-skilled persons, older workers, persons with disabilities and displaced people from Ukraine**.	
Article 2, first paragraph, point (3a)				
48a		***(3a) Promoting the increased mobility of the workers in the Union under the Erasmus+ and European Solidarity Corps programmes for students, apprentices, teachers and trainers, while aiming for the better recognition of the skills and competences acquired during periods of mobility.***		
Article 2, first paragraph, point (3b)				

	Commission Proposal	EP Mandate	Council Mandate	Draft Agreement
48b		***(3b) Promoting paid traineeships, internships and apprenticeships, when not related to the acquisition of educational qualifications in order to avoid exploitative practices and a violation of rights, while ensuring that young people receive quality first work experiences, on the basis of decent working conditions, opportunities for upskilling and new qualifications or credentials.***		
Article 2, first paragraph, point (4)				
49	4. Attracting people from third countries with the skills needed by the Union, including by strengthening learning opportunities and mobility, and by facilitating the recognition of qualifications.	4. Attracting people from third countries with the skills needed by the Union ***and promoting intra-Union mobility***, including by strengthening learning opportunities***, reskilling and upskilling*** ~~*and mobility*~~, and by facilitating the recognition of qualifications.	4. Attracting people from third countries with the skills needed ~~by the Union, including by strengthening~~**in the Member States, by promoting** learning opportunities**, including where necessary language education and training, skills development** and mobility, and by facilitating the recognition of qualifications.	
Article 2, first paragraph, point (4a)				
49a		***(4a) Promoting decent working conditions at company level to attract and retain skilled workers.***		

	Commission Proposal	EP Mandate	Council Mandate	Draft Agreement
Article 2, first paragraph, point (4b)				
49b		***(4b) Promoting support and solutions for people who are not able to reskill or upskill in order to ensure that no one is left behind.***		
Article 3				
50	Article 3 Type of measures	Article 3 Type of measures	Article 3 Type of measures	Article 3 Type of measures Text Origin: Commission Proposal
Article 3(1)				
51	1. The measures to be taken to achieve the objectives set out in Article 2 shall include the following activities at European, national, regional or local level, and, where relevant, in cooperation with third countries, linked to the objectives of the European Year:	1. The measures to ~~*be taken to*~~ achieve the objectives set out in Article 2 shall ~~*include*~~***be implemented through*** the following activities at European, national, regional or local level, and, where relevant, in cooperation with third countries, linked to the objectives of the European Year:	1. The measures to be taken to achieve the objectives set out in Article 2 shall include ~~the following~~ activities at European, **and building on existing possibilities at** national, regional or local level, and, where relevant, in cooperation with third countries, linked to the objectives of the European Year**, such as**:	
Article 3(1), point (a)				

	Commission Proposal	EP Mandate	Council Mandate	Draft Agreement
52	(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;	(a) ***online and in person*** conferences, forum discussions and further events to promote debate on the role and contribution of skills policies to achieve ~~*competitive, sustainable and fair*~~***an active citizenship for resilient democracies as well as competitive and sustainable*** economic growth in light of the demographic change and ***active ageing based on decent working conditions, mental wellbeing and inclusion, and*** to mobilise relevant stakeholders to ensure access to training**,** ***education and learning opportunities*** is a reality on the ground;	(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**, the digital and green transitions** and to mobilise relevant stakeholders to ensure access to **education and** training is a reality on the ground;	
Article 3(1), point (b)				
53	(b) working groups, technical meetings and events to promote discussion and mutual learning on the actions and approaches that public, private and third-sector stakeholders can take, including the preparation, publication and dissemination of good practice examples, guidelines and further supporting documents deriving from the events;	(b) working groups, technical meetings and events to promote discussion and mutual learning on the actions and approaches that public, private and third-sector stakeholders can take, including the preparation, publication and dissemination of good practice examples, guidelines and further supporting documents deriving from the events;	(b) working groups, technical meetings and events to promote discussion and mutual learning on the actions and approaches that public, private and third-sector stakeholders can take, including the preparation, publication and dissemination of good practice examples, guidelines and further supporting documents deriving from the events;	(b) working groups, technical meetings and events to promote discussion and mutual learning on the actions and approaches that public, private and third-sector stakeholders can take, including the preparation, publication and dissemination of good practice examples, guidelines and further supporting documents deriving from the events;

	Commission Proposal	EP Mandate	Council Mandate	Draft Agreement
				Text Origin: Commission Proposal
Article 3(1), point (c)				
54	(c) initiatives targetting inter alia individuals, companies, chambers of commerce and industry, social partners, public authorities, education and training providers to promote the provision, financing and uptake of upskilling and reskilling opportunities;	(c) initiatives ~~*targetting*~~***targeting*** inter alia individuals, ~~*companies*~~***employers, in particular SMEs***, chambers of commerce and industry, social partners, public authorities~~,~~ ***at all levels as well as*** education and training providers to promote the provision, financing and uptake of upskilling and reskilling opportunities ***and to maximise the benefits and potential of a skilled workforce***;	(c) initiatives targetting ***inter alia***~~inter alia~~ individuals, companies, chambers of commerce and industry, social partners, public authorities, education and training providers to promote the provision, financing and uptake of upskilling and reskilling opportunities;	
Article 3(1), point (d)				
55	(d) information, communication and awareness-raising campaigns on EU initiatives for upskilling and reskilling, promoting their implementation and delivery on the ground and also their uptake by potential beneficiaries;	(d) information, ***comprehensive*** communication and awareness-raising campaigns ***with the active involvement of people*** on EU initiatives for ***lifelong learning,*** upskilling and reskilling, promoting their implementation and delivery on the ground and also their uptake by potential beneficiaries;	(d) information, communication and awareness-raising campaigns on EU initiatives for upskilling and reskilling, promoting their implementation and delivery on the ground and also their uptake by potential beneficiaries;	

	Commission Proposal	EP Mandate	Council Mandate	Draft Agreement
Article 3(1), point (e)				
56	(e) increasing dialogue in existing stakeholder groups and networks, also via established online platforms;	(e) increasing dialogue ~~*in*~~***with the European social partners,*** existing stakeholder groups and networks***, including Union sectoral social dialogue committees and the tripartite advisory committees***, also via established online platforms***, at national, regional and local level, and promoting cooperation between cross-sectoral and sectoral social partners***;	(e) increasing dialogue in existing stakeholder groups and networks, also via established online platforms;	
Article 3(1), point (ea)				
56a		***(ea) boosting, in the context of the European Year, in particular the development of stakeholder fora connected to the flagship events linked to the European Year, to ensure that education and training stakeholders can meaningfully contribute to policy-making considering their expertise on the ground, their capacity to express learners' needs and their close connection with different national and regional authorities responsible for the implementation of the education and training recommendations;***		

	Commission Proposal	EP Mandate	Council Mandate	Draft Agreement
Article 3(1), point (eb)				
56b		***(eb) supporting social dialogue, collective bargaining and the role of the social partners in designing national, sectoral and company-specific skills strategies and training;***		
Article 3(1), point (f)				
57	(f) implementing and as necessary developing further skills intelligence tools, while promoting and disseminating their application in identifying current and future skills needs, particularly linked to the green and digital transitions, the core sectors in need of recovery from the pandemic, energy crisis and the impact of Russia's war of aggression in Ukraine;	(f) implementing and as necessary developing further skills intelligence tools, while promoting and disseminating their application in identifying current and future skills needs, particularly linked to the ~~*green and digital transitions*~~***just transition***, the core sectors in need of recovery from the pandemic, energy crisis and the impact of Russia's war of aggression in Ukraine;	(f) implementing and as necessary developing further skills intelligence tools, while promoting and disseminating their application in identifying current and future skills needs, particularly linked to the green and digital transitions, the core sectors in need of recovery from the pandemic, energy crisis and the impact of Russia's war of aggression in Ukraine;	
Article 3(1), point (g)				
58	(g) promoting tools and instruments for increased transparency of qualifications, including qualifications awarded	(g) promoting ***and further implementing*** tools and instruments for increased transparency of qualifications,	(g) promoting tools and instruments for increased transparency of qualifications, including qualifications awarded	

	Commission Proposal	EP Mandate	Council Mandate	Draft Agreement
	outside the Union;	including qualifications awarded outside the Union***, including the improvement of the validation systems and the automatic mutual recognition, validation, and certification of those qualifications, and of skills acquired in non-formal or informal settings***;	outside the Union;	
Article 3(1), point (ga)				
58a		***(ga) favouring policy making on skills to achieve concrete impact on the lives of young and older people, thereby allowing them to better recognise themselves in a Union taking care of their future during the European Year.***		
Article 3(1), point (h)				
59	(h) promoting programmes, funding opportunities, projects, actions and networks of relevance to public, private and non-governmental stakeholders, involved in the design, dissemination and implementation of upskilling and reskilling opportunities and vocational training;	(h) promoting programmes, funding opportunities, projects, actions and networks of relevance to public, private and non-governmental stakeholders, involved in the design, dissemination and implementation of upskilling and reskilling opportunities***, learning and education*** and vocational training;	(h) promoting programmes, funding opportunities, projects, actions and networks of relevance to public, private and non-governmental stakeholders, involved in the design, dissemination and implementation of upskilling and reskilling opportunities and vocational training;	

	Commission Proposal	EP Mandate	Council Mandate	Draft Agreement
Article 3(1), point (ha)				
59a		***(ha) following up on the social targets for 2030 agreed at the Porto Summit to analyse how the European Year can contribute to achieving those targets;***		
Article 3(1), point (hb)				
59b		***(hb) developing a toolbox in order to support disadvantaged groups, in particular persons with disabilities, persons with a migrant background and people living in remote areas and in the outermost regions;***		
Article 3(1), point (hc)				
59c		***(hc) enabling everyone to acquire and perform the skills of immediate intervention and simple chest compressions and if possible, also rescue breathing (CPR – CardioPulmonary Resuscitation) after sudden cardiac arrest, to enable more people to apply those skills to bridge the time until professional***		

	Commission Proposal	EP Mandate	Council Mandate	Draft Agreement
		emergency medical services arrive in light of the fact that educating school children in resuscitation as an essential skill from primary to secondary school is recommended by the World Health Organization, supported by many national and international organisations and the social partners and that educating school children in CPR will also increase resilience and positive social behaviour of the citizens in the Union.		
Article 3(1), point (hd)				
59d		***(hd) establishing a common legal framework to ensure remuneration for traineeships and apprenticeships and to avoid exploitative practices.***		
Article 3(2)				
60	2. The Commission may identify other activities which could contribute to the objectives of the European Year and allow references to the European Year to be used in promoting those activities in so far as they	2. The Commission may identify other activities which could contribute to the objectives of the European Year and allow references to the European Year to be used in promoting those activities in so far as they	2. The Commission may identify other activities which could contribute to the objectives of the European Year and allow references to the European Year to be used in promoting those activities in so far as they	2. The Commission may identify other activities which could contribute to the objectives of the European Year and allow references to the European Year to be used in promoting those activities in so far as they

	Commission Proposal	EP Mandate	Council Mandate	Draft Agreement
	contribute to achieving those objectives. Other Union institutions and Member States may also identify such other activities and suggest them to the Commission	contribute to achieving those objectives. Other Union institutions and Member States may also identify such other activities and suggest them to the Commission	contribute to achieving those objectives. Other Union institutions and Member States may also identify such other activities and suggest them to the Commission**.**	contribute to achieving those objectives. Other Union institutions and Member States may also identify such other activities and suggest them to the Commission Text Origin: Commission Proposal
Article 4				
61	Article 4 Coordination at national level	Article 4 Coordination ~~*at national level*~~***in the Member States***	Article 4 Coordination at national level	
Article 4, first paragraph				
62	The organisation of participation in the European Year at national and regional level shall be a responsibility of the Member States. To that end, each Member State shall appoint a national coordinator that can represent the different branches of government in a holistic manner. The national coordinators shall ensure the coordination of relevant activities at national and regional level.	The organisation of participation in the European Year at national and regional level shall be a responsibility of the Member States. To that end, each Member State shall appoint a national coordinator that can represent the different branches of government in a holistic manner. The national coordinators shall ensure the coordination of relevant activities at national***, regional and local level. In that context, Member States shall ensure the involvement of the social partners,***	The organisation of participation in the European Year at national and regional level shall be a responsibility of the Member States. To that end, each Member State shall ~~appoint~~**designate** a national coordinator ~~that can represent the different branches of government in a holistic manner~~**or coordinating body, in line with national circumstances and practices, with competence in the field of labour policies and skills**. The national ~~coordinators~~**coordinator or**	

	Commission Proposal	EP Mandate	Council Mandate	Draft Agreement
		civil society, learning and education providers, national and regional ~~*level*~~***parliaments, as well as other relevant stakeholders, including from remote areas and from the outermost regions***.	**coordinating body** shall ~~ensure the coordination of relevant~~**coordinate in a holistic manner** activities **of the European Year of Skills** at national and regional level **and shall be the contact point for cooperation at EU level**.	
Article 5				
63	Article 5 Coordination at Union level	Article 5 Coordination at Union level	Article 5 Coordination at Union level	Article 5 Coordination at Union level Text Origin: Commission Proposal
Article 5(1)				
64	1. The coordination of the European Year at Union level shall have a transversal approach with a view to creating synergies between the various Union programmes and initiatives in the field of skills.	1. The coordination of the European Year at Union level shall have a transversal approach with a view to creating synergies between the various Union programmes and initiatives in the field of skills.	1. The coordination of the European Year at Union level shall have a transversal approach with a view to creating synergies between the various Union programmes and initiatives in the field of skills.	1. The coordination of the European Year at Union level shall have a transversal approach with a view to creating synergies between the various Union programmes and initiatives in the field of skills. Text Origin: Commission Proposal
Article 5(2)				
65	2. The Commission shall rely on the expertise and assistance of	2. The Commission shall rely on the expertise and assistance of	2. The Commission shall rely on the expertise and assistance of	

	Commission Proposal	EP Mandate	Council Mandate	Draft Agreement
	relevant Union Agencies in implementing the European Year.	relevant Union agencies in implementing the European Year***, in particular the European Foundation for the Improvement of Living and Working Conditions (Eurofound), CEDEFOP, the European Training Foundation (ETF) and the European Union Agency for Cybersecurity (ENISA)***.	relevant Union Agencies in implementing the European Year.	
Article 5(3)				
66	3. The Commission shall convene meetings of the national coordinators in order to coordinate the activities referred to in Article 3. These meetings shall also serve as opportunities to exchange information regarding the implementation of the European Year at national and Union level. Representatives of the European Parliament and relevant Union Agencies may participate in those meetings as observers.	3. The Commission shall convene meetings of the national coordinators in ***the course of the European Year, in*** order to coordinate the activities referred to in Article 3. These meetings shall also serve as opportunities to exchange information regarding the implementation of the European Year at national and Union level. Representatives of the European Parliament ~~*and*~~***,*** relevant Union agencies ***and the European social partners*** may participate in those meetings as observers.	3. The Commission shall convene meetings of the national coordinators **or representatives of the coordinating bodies** in order to coordinate the activities referred to in Article 3. These meetings shall also serve as opportunities to exchange information regarding the implementation of the European Year at national and Union level. Representatives of the European Parliament and relevant Union Agencies may participate in those meetings as observers.	
Article 5(4)				
67	4. The Commission shall engage	4. The Commission shall ***closely***	4. The Commission shall engage	

	Commission Proposal	EP Mandate	Council Mandate	Draft Agreement
	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.	engage with ***the*** social partners, ***civil society, learning and education providers,*** labour market bodies***, learners,*** and representatives of organisations or bodies active in the field of skills, ***education, training and lifelong learning*** to assist in implementing the European Year at Union level.	with social partners, labour market bodies and representatives of **relevant** organisations or bodies ~~active in the field of skills~~, to assist in implementing the European Year at Union level.	
Article 6				
68	Article 6 Cooperation at international level	Article 6 Cooperation at international level	Article 6 Cooperation at international level	Article 6 Cooperation at international level Text Origin: Commission Proposal
Article 6, first paragraph				
69	For the purpose of the European Year, where necessary, the Commission shall cooperate with third countries and competent international organisations, in particular with the the OECD, Unesco and the ILO, while ensuring the visibility of the Union's participation.	For the purpose of the European Year, where necessary, the Commission shall cooperate with third countries and competent international organisations, in particular with the ~~*the*~~ OECD, Unesco***, the ILO and global social partner organisations*** ~~*and the ILO*~~, while ensuring the visibility of the Union's participation.	For the purpose of the European Year, where necessary, the Commission shall cooperate with third countries and competent international organisations, in particular with the ~~the OECD~~**Organisation for Economic Co-operation and Develoment (OECD)**, Unesco and the **International Labour Organisation (ILO)**~~ILO~~, while ensuring the visibility of the	

	Commission Proposal	EP Mandate	Council Mandate	Draft Agreement
			Union's participation.	
Article 7				
70	Article 7 Monitoring and evaluation	Article 7 Monitoring and evaluation	Article 7 Monitoring and evaluation	Article 7 Monitoring and evaluation Text Origin: Commission Proposal
Article 7, first paragraph				
71	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.	By 31 ~~*December 2024*~~***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.	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 **and implemented in the Member States and the Union as a whole**. **That report shall include ideas for further common endeavours in the field of skills in order to create a long-lasting legacy of the European Year of Skills.**	
Article 8				
72				

	Commission Proposal	EP Mandate	Council Mandate	Draft Agreement
	Article 8 Entry into force	Article 8 Entry into force	Article 8 Entry into force	Article 8 Entry into force Text Origin: Commission Proposal
Article 8, first paragraph				
73	This Decision shall enter into force on the day following that of its publication in the Official Journal of the European Union.	This Decision shall enter into force on the day following that of its publication in the Official Journal of the European Union.	This Decision shall enter into force on the day following that of its publication in the Official Journal of the European Union.	This Decision shall enter into force on the day following that of its publication in the Official Journal of the European Union. Text Origin: Commission Proposal
Formula				
74	Done at Brussels,	Done at Brussels,	Done at Brussels,	Done at Brussels, Text Origin: Commission Proposal
Formula				
75	For the European Parliament	For the European Parliament	For the European Parliament	For the European Parliament Text Origin: Commission Proposal
Formula				
76				

	Commission Proposal	EP Mandate	Council Mandate	Draft Agreement
	The President	The President	The President	The President Text Origin: Commission Proposal
Formula				
77	For the Council	For the Council	For the Council	For the Council Text Origin: Commission Proposal
Formula				
78	The President	The President	The President	The President Text Origin: Commission Proposal