Basic information

1994/2135(COS) COS - Procedure on a strategy paper (historic)	Procedure completed
Education and training schemes in developing countries **Subject** 6.40.12 Relations with developing countries in general	

Key players

European Parliament	**Committee responsible**	**Rapporteur**	**Appointed**
	DEVE Development and Cooperation	GÜNTHER Maren (PPE)	14/11/1994
Council of the European Union			

Key events

Date	Event	Reference	Summary
26/09/1994	Non-legislative basic document published	COM(1994)0399	Summary
24/10/1994	Committee referral announced in Parliament		
21/06/1995	Vote in committee		Summary
21/06/1995	Committee report tabled for plenary	A4-0170/1995	
12/10/1995	Debate in Parliament		
13/10/1995	End of procedure in Parliament		
30/10/1995	Final act published in Official Journal		

Technical information

Procedure reference	1994/2135(COS)
Procedure type	COS - Procedure on a strategy paper (historic)
Procedure subtype	Commission strategy paper
Legal basis	Rules of Procedure EP 148
Stage reached in procedure	Procedure completed
Committee dossier	DEVE/4/05979

Documentation gateway

European Parliament

Document type	Committee	Reference	Date	Summary
Committee report tabled for plenary, single reading		A4-0170/1995 OJ C 249 25.09.1995, p. 0005	21/06/1995	
Text adopted by Parliament, single reading		T4-0489/1995 OJ C 287 30.10.1995, p. 0230-0233	13/10/1995	Summary

European Commission

Document type	Reference	Date	Summary
Non-legislative basic document	COM(1994)0399	26/09/1994	Summary

Education and training schemes in developing countries

1994/2135(COS) - 13/10/1995 - Text adopted by Parliament, single reading

In adopting the report by Mrs Maren G·NTHER (PPE, D), Parliament called for all children, irrespective of sex or origin, to have access to appropriate basic education and to at least five years of school education. Efforts should also be intensified with a view to ensuring full adult literacy and the education of women, who until now have been neglected. Parliament called for the introduction of compulsory school attendance without exception and the use of financial incentives (such as compensation benefits and grants) in order to deter people from using children as a source of labour. In this respect Parliament recommended that appropriate measures should be taken to combat the problem of child labour, particularly by guaranteeing parents a minimum income which might enable their children to be sent to school. It called for priority to be given to those measures which are aimed at strengthening decentralized education systems and the participation of local authorities. Teaching objectives and methods should take account of the cultural characteristics and the natural, economic and social realities of the developing countries. Cooperation between the countries concerned should also be supported through the use of twinning and school and university exchanges between the institutions within the main regions. Any consideration of basic education should include those children who are living in disaster areas, in deprived areas and in refugee camps. If possible, refugees and displaced persons should be educated in their own language in order to make it easier for them to return to their homeland. As far as teaching is concerned, priority should be given to basic and primary education which receives public funding without discrimination towards young girls or children who belong to the underprivileged sections of the population. Parliament stressed the importance of mobile schools and teaching to help itinerant peoples and children living on the street. It was important for parents, teachers and local organizations to be actively involved in the setting-up of optimum education systems. Parliament advocated establishing a link between primary education and the acquisition of elementary knowledge of vital aspects such as health (particularly perinatal care), diet, the environment, handicrafts, agriculture, manual work and human rights. From the first school years teaching should be given in the children's mother tongue and in the official language of the country. Parliament condemned the policy of countries which refused to give this right to children of different national origin. Special attention should be paid to the transfer of know-how in those areas of work which are traditionally the domain of women (the small-trade sector, food production and processing). Special support should be given to women who wish to join the labour market, to enter the civil service and local authorities and to set up their own businesses. Parliament emphasized the importance of cooperating with NGOs which are able to adapt education programmes to the needs of the local population. In this respect, it was of the opinion that the measures taken by the Community and the Member States in the area of training should result in a level of progress which can be sustained in the long term by the local administration. Furthermore, it thought that emphasis should be placed on promoting innovation in the field of education, particularly in order to improve access to this sector (for example through the use of distance learning). Parliament also underlined that the experience acquired by the Community in this area could serve as a basis for the exchange of information with these countries and for the implementation of programmes being carried out by NGOs. All actions taken in the field of education call for long-term policies if they are to have a positive impact. Parliament recommended that a percentage of the EDF appropriations be devoted exclusively to education and training and felt that it was worth examining the possibility of converting certain developing countries' debt repayments into "education appropriations".

Education and training schemes in developing countries

1994/2135(COS) - 26/09/1994 - Non-legislative basic document

OBJECTIVE: in this document, the Commission: . summarizes the systems of education and training in developing countries; . illustrates the role of education in human development; . highlights, in line with the principles adopted at international level, the absolute priority of basic education, the advisability of a long-term commitment to support education systems in developing countries and the need to support the programming, management and reform of these systems. CONTENT: according to this document, strategies for supporting education and training in developing countries must be specific to each country and development cooperation can only help by taking a differentiated approach, country by country. The communication therefore lists the principles and priorities which need to be used as reference points to guide this cooperation: . improving the "quality" of education as well as the "quantity"; . increasing the supply of vocational training linked to employment; . improving the chances of education for disadvantaged groups. The target areas of intervention are basic education, secondary and post-secondary education, teacher training and vocational, technical and university training. The Commission also stresses the need for exchanges of information country by country, based on complementarity between the

Community and the Member States. It suggests that experts should meet regularly, that annual reports should be drafted on how this coordination is progressing and that there should be increased consultation with important providers of funds for education and training in developing countries.