Basic information

2002/2177(COS) COS - Procedure on a strategy paper (historic)	Procedure completed
Developing countries, education and training: objectives and priorities in reducing poverty **Subject** 4.40 Education, vocational training and youth 6.30 Development cooperation	

Key players

European Parliament

Committee responsible	Rapporteur	Appointed
DEVE Development and Cooperation	VAN DEN BERG Margrietus (PSE)	20/06/2002

Committee for opinion	Rapporteur for opinion	Appointed
CULT Culture, Youth, Education, Media and Sport	WYN Eurig (V/ALE)	11/07/2002
FEMM Women's Rights and Equal Opportunities	SÖRENSEN Patsy (V/ALE)	10/07/2002

Council of the European Union

Council configuration	Meetings	Date
Development	2429	2002-05-30

European Commission

Commission DG	Commissioner
Development	

Key events

Date	Event	Reference	Summary
06/03/2002	Non-legislative basic document published	COM(2002)0116	Summary
30/05/2002	Resolution/conclusions adopted by Council		
02/09/2002	Committee referral announced in Parliament		
23/04/2003	Vote in committee		Summary
23/04/2003	Committee report tabled for plenary	A5-0126/2003	

14/05/2003	Debate in Parliament		
15/05/2003	Decision by Parliament	T5-0220/2003	Summary
15/05/2003	End of procedure in Parliament		
17/03/2004	Final act published in Official Journal		

Technical information	
Procedure reference	2002/2177(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/5/16496

Documentation gateway

European Parliament

Document type	Committee	Reference	Date	Summary
Committee report tabled for plenary, single reading		A5-0126/2003	23/04/2003	
Text adopted by Parliament, single reading		T5-0220/2003 OJ C 067 17.03.2004, p. 0209-0285 E	15/05/2003	Summary

European Commission

Document type	Reference	Date	Summary
Non-legislative basic document	COM(2002)0116	06/03/2002	Summary

Developing countries, education and training: objectives and priorities in reducing poverty

2002/2177(COS) - 06/03/2002 - Non-legislative basic document

PURPOSE : to propose a new strategy on education and training in the context of poverty reduction in developing countries. CONTENT : the purpose of this Communication is to stress the vital importance of education in reducing poverty and in development and to present an overall framework for the objectives, priorities and methods of the Community in education and training in developing countries. The Communication refocuses sectoral support on reducing poverty in line with recent international undertakings, in coordination with developing countries' policies and on the basis of complementarity with other donors. Its purpose is to focus all of its methods on support for education and training and to set out guidelines for the Community. The Communication recognises the vital role of the countries and identifies three priorities for Community support: 1) basic education, in particular primary education and teacher training; 2) work-related training; 3) higher education, especially at regional level. The strategy to be pursued will involve support for basic education as first priority (at both qualitative and quantitative level) and ensuring that girls as well as boys have attained an acceptable level of schooling, before support of work-related training. Higher education will be supported at regional level in particular. The principles to be followed in the political dialogue on education and training strategies are as follows: - Total resources for education and training must be increased, in particular for the poorest countries and population groups; - The recurrent expenditure of "education" budgets can be covered by the Community subject to certain conditions; - Developing countries will have to improve the efficiency and quality of their education systems; - They will

have to improve access to primary education by working towards making it compulsory and free; - Equality between the sexes is essential; - The links between AIDS and education should be taken into account in education programmes; - Account should be taken of education issues in conflict prevention and in conflict and post-conflict periods in order to protect children, in particular girls. As regards political and strategic dialogue, the Commission will use its programming framework (the Country Strategy Papers) and, for the countries eligible for the HIPC initiative, the Poverty Reduction Strategy Papers prepared by the partner countries. Lastly, the Community's strategic approach in developing countries will be based on the following guidelines: - the sector-wide approach; consideration of the macroeconomic and budgetary framework; consideration of the needs and participation of the poor; participation by education actors and civil society in the broad sense; support for institutional development and capacity-building; monitoring and results (indicators); increased coordination and complementarity between all the partners. Sectoral support for education will as far as possible be provided through macroeconomic support on the basis of sectoral programmes founded on dialogue with all the partners.

Developing countries, education and training: objectives and priorities in reducing poverty

2002/2177(COS) - 15/05/2003 - Text adopted by Parliament, single reading

The European Parliament adopted a resolution drafted by Margrietus VAN DEN BERG (PES, NL) on poverty reduction in developing countries. (Please see the summary dated 23/04/03.) Parliament emphasised that universal, compulsory, free, public and high-quality primary education, which provides children with at least six years of primary education, is the foundation for an education strategy which encompasses secondary, tertiary, vocational and adult education. Parliament called on the Commission to set a budgetary target for education, as the budgetary authority did in 2001. It is imperative to attain the 35% target for social sector spending, including education, which was agreed in 2001; there should be clear time indicators within the current framework between now and 2015. Parliament went on to call for reform of IMF and World Bank Poverty Reduction Strategy Papers so as to ensure that they support, rather than undermine, free, public, high-quality education and take account of the specific nature of each situation and region while subordinating technical considerations to the overall objectives of sustainable development and the fight against poverty. It agreed that responsibility for the quality of education should lie with the developing countries themselves. Standards should be agreed with those countries for acceptable girls' enrolment and completion rates for each year, with a view to closing the gender gap in primary and secondary education. If this fails, the Commission will need to consider whether budget support is the most appropriate mechanism for achieving the gender equality Millennium Development Goal in that country. If countries do not comply, mechanisms should exist to induce them to do so, including the possibility of budget support being suspended. Parliament also agreed that there are many different ways in which education may be organised, including use of the private sector, but stressed that the State must guarantee the right of education for all. Education must be considered a public service even though it may be provided by the private sector. Furthermore, universal full-time education required an effective ban on child labour. All education programmes financed by the Community must have far-reaching strategies which include social mobilisation and bridging courses for older children.