Basic information

2018/2081(INI) INI - Own-initiative procedure	Procedure completed
EU development assistance in the field of education **Subject** 6.30.02 Financial and technical cooperation and assistance	

Key players

European Parliament	**Committee responsible**	**Rapporteur**	**Appointed**
	DEVE Development	PEILLON Vincent (S&D)	25/05/2018
		Shadow rapporteur WIELAND Rainer (PPE) THEOCHAROUS Eleni (ECR) MICHEL Louis (ALDE) SÁNCHEZ CALDENTEY Lola (GUE/NGL) HAUTALA Heidi (Verts/ALE) CORRAO Ignazio (EFDD)	
European Commission	**Commission DG**	**Commissioner**	
	Education, Youth, Sport and Culture	NAVRACSICS Tibor	

Key events

Date	Event	Reference	Summary
14/06/2018	Committee referral announced in Parliament		
09/10/2018	Vote in committee		
15/10/2018	Committee report tabled for plenary	A8-0327/2018	Summary
12/11/2018	Debate in Parliament		
13/11/2018	Decision by Parliament	T8-0441/2018	Summary
13/11/2018	Results of vote in Parliament		
13/11/2018	End of procedure in Parliament		

Technical information	
Procedure reference	2018/2081(INI)
Procedure type	INI - Own-initiative procedure
Procedure subtype	Initiative
Legal basis	Rules of Procedure EP 55
Other legal basis	Rules of Procedure EP 165
Stage reached in procedure	Procedure completed
Committee dossier	DEVE/8/13315

Documentation gateway

European Parliament

Document type	Committee	Reference	Date	Summary
Committee draft report		PE623.849	21/06/2018	
Amendments tabled in committee		PE627.567	04/09/2018	
Committee report tabled for plenary, single reading		A8-0327/2018	15/10/2018	Summary
Text adopted by Parliament, single reading		T8-0441/2018	13/11/2018	Summary

European Commission

Document type	Reference	Date	Summary
Commission response to text adopted in plenary	SP(2019)43	11/03/2019	

EU development assistance in the field of education

2018/2081(INI) - 13/11/2018 - Text adopted by Parliament, single reading

The European Parliament adopted by 402 votes to 25, with 7 abstentions, a resolution on EU development assistance in the field of education.

Aid to education accounted for 8.3% of total development aid in 2009. However, this share fell to 6.2% in 2015. For the Union and its Member States, this share has fell from 11% to 7.6% over the same period. Aid to basic education in the EU and its Member States fell by 33.9% between 2009 and 2015, more than aid to education in general (15.2%).

Parliament suggested **putting education at the centre of the EU's development policies** and those of its Member States not only because education is a fundamental right but also because it is essential to the achievement of the other sustainable development goals (SDGs).

The Union and its Member States are called upon to devote **10% of their official development assistance to education by 2024, and 15% by 2030**. In this regard, Members called for the creation of innovative funding mechanisms which leverage in order to strengthen national education systems.

Tackling the priorities: recalling the importance of mastering basic learning, including digital skills and empowering vulnerable groups to stem poverty, Members stressed that EU aid to education must above all address two priorities: **quality, inclusive basic education and providing enhanced support for the least developed countries (LDCs)**, which should receive at least 40% of the EU's education aid.

The resolution highlighted target 4.1 of the SDGs, which aims for 12 years of free and quality primary and secondary education as an essential pillar of the Africa-EU partnership. It called for particular attention to be paid to:

- **equality between girls and boys**, taking into account the objective of 85% of the new European Union programmes having gender equality as their main or significant objective by 2020;

- **education of refugee or displaced children** and support for countries affected by situations of fragility and conflict: at the end of 2017, there were more than 25.4 million refugees worldwide, of whom 7.4 million were primary school-age children, 4 million of whom had no access to any type of primary education;
- **secondary, technical and vocational education for the employability of young people and sustainable development:** the latter two should lead to decent jobs, be geared towards countries' development requirements and the needs of businesses, in coordination with them and, as far as possible, financed by them.

In response to the **phenomenon of the "brain drain"**, Member States were invited to explore good practices and experiences such as academic and professional exchanges. Members believe that **multiple-entry visas** would allow students to update their knowledge and promote circular mobility. At the same time, they called for incentives to be put in place to encourage students to work in the economic or governmental sector of their home country after their return for a minimum period.

Parliament stressed:

- efforts should be with regard to **initial and in-service teacher training** and the need for more exchange programmes between teachers from developing countries and EU Member States, for example through the Erasmus+ programme;
- **massive investments** in school infrastructure, materials and equipment, especially in rural or under-populated areas;
- the need to bolster efforts to **address the challenges of digital exclusion** through education and training in basic digital skills;
- the development of a comprehensive and integrated approach to sex education for girls and boys that addresses **health issues** such as HIV, family planning and pregnancy.

Improving the quality of aid: Parliament considered that assessing education systems and the quality of teaching and learning outcomes are a prerequisite for any improvement in the effectiveness of aid. It invited the Commission and the Member States to fund research, data aggregation and reliable, technical, non-discriminatory and independent evaluation tools.

MEPs insisted on the need to:

- ensure better donor **coordination** within local education groups to prevent duplication;
- ensure the capacity of duty bearers at all levels to **provide services for all** and to develop fair, accessible and non-discriminatory national education institutions, strategies and plans with genuine ownership, based on meaningful consultation and the strategic participation of key stakeholders;
- give priority to **sectoral budget support** where possible, subject to strict criteria, including good governance, and extensive checks, in particular to prevent corruption.

The resolution pointed out that only one third of aid for education is channelled through multilateral agencies, compared to two thirds in the health sector. It therefore called on the Commission and the Member States to increase their funding for the **Global Education Partnership** and the **Education Cannot Wait Fund**.

Members believe that the Global Partnership should be enabled, in its next post-2020 strategic plan, to extend its programming period from 3 to 6 years to allow for more stable and predictable funding, particularly needed to strengthen national education systems.

EU development assistance in the field of education

2018/2081(INI) - 15/10/2018 - Committee report tabled for plenary, single reading

The Development Committee adopted an own-initiative report by Vincent PEILLON (S&D, FR) on EU development assistance in the field of education.

Education aid accounted for 8.3% of total development aid in 2009; whereas this share had fallen to 6.2% by 2015; whereas for the Union and its Member States this share fell from 11 to 7.6% over the same period. Aid allocated to basic education by the Union and its Member States decreased by 33.9% between 2009 and 2015, i.e. more than education aid in general (15.2%).

Members suggested **placing education at the centre of EU development policies**, because education is a fundamental right, but also because it is essential for the achievement of the other sustainable development goals (SDGs), for economic development and reducing inequalities, for gender equality, to help girls and women to become self-sufficient, for the social inclusion of persons with a disability and for health, democracy and the rule of law and conflict prevention.

The Union and its Member States are called on to devote **10% of their official development assistance (ODA) to education by 2024, and 15% by 2030**. Members called, therefore, for the

for the creation of innovative funding instruments which leverage and are aligned with existing funding mechanisms and initiatives, in order to bolster national education systems.

Tackling the priorities: recalling the importance of basic learning, including digital literacy and empowering vulnerable groups to end poverty, Members stated that EU aid to education must first address two priorities: **focusing on quality and inclusive basic education and providing enhanced support to the least developed countries (LDCs),** which should receive at least 40% of the EU's education aid.

The report stressed the importance of SDG 4.1, whose aim is a **full, quality 12-year primary and secondary education cycle, provided free of charge for all**. Education should be a key pillar of the Africa-EU partnership. It called for particular attention to be paid to gender equality, the education of refugee and displaced children, support for countries affected by situations of fragility and conflict, and secondary, technical and vocational education for youth employability and sustainable development.

Concerned about the phenomenon of the '**brain drain**', the report called on Member States to explore and employ good practices and experiences, such as academic and professional exchanges. They considered that **multiple-entry visas** would enable the students involved to update their knowledge and promote circular mobility. They also called, at the same time, for incentives or measures to be introduced which encourage students to work in the economic or governmental sector of their home country after their return for a minimum period.
In order to address the challenges of digital exclusion, Members advocated the inclusion of digital literacy in school curricula at all levels of education in developing countries. They also stressed the **link between education and health**, calling for a comprehensive and integrated approach to sex education for girls and boys that addresses health issues such as HIV, family planning and pregnancy.
Improving the quality of aid: Members stated that **assessing** education systems and the quality of teaching and learning outcomes are a prerequisite for any improvement in the effectiveness of aid. They invited the Commission and the Member States to fund research, data aggregation and reliable, technical, non-discriminatory and independent evaluation tools.

The report emphasised the need to:

- ensure **better donor coordination** within local education groups to prevent duplication;
- ensure the **capacity of duty bearers** at all levels to provide services for all and to develop fair, accessible and non-discriminatory national education institutions, strategies and plans with genuine ownership, based on meaningful consultation and strategic participation of key stakeholders;
- give priority to **sectoral budget support** where possible, subject to strict criteria, including good governance, and extensive checks, in particular to prevent corruption.

The report pointed out that only one-third of aid for education is channelled through multilateral agencies, compared to two-thirds in the health sector. It therefore called on the Commission and the Member States to **increase their funding for the Global Partnership for Education** and the Education Cannot Wait Fund.

Members considered that, in its next Strategic Plan for the years after 2020, the Global Partnership should be put in a position to extend its programming period from three to six years to facilitate more stable and predictable funding, which is particularly necessary in order to strengthen national education systems.