



2022/2067(INI)

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COMPROMISE AMENDMENTS

1 - 43

Draft report

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EU development cooperation to enhance access to education and training in
developing countries
(2022/2067(INI))

AM_Com_NonLegCompr

Amendment 1
György Hölvényi

Compromise amendment replacing Amendment(s): 1, 2, 3, 4, 5, 7, 8, 9

Motion for a resolution

Citation 1 a (new)

Motion for a resolution

Amendment

– *having regard to the UN Convention on the Rights of Persons with Disability, Article 24, of 12 December 2006,*

having regard to the Convention relating to the Status of Refugees,

having regard to the Convention on the Elimination of All Forms of Discrimination against Women,

Or. en

Amendment 2
György Hölvényi

Compromise amendment replacing Amendment(s): 27, 28, 29, 30, 31, 32

Motion for a resolution

Citation 23 a (new)

Motion for a resolution

Amendment

– *having regard to the Safe Schools Declaration, issued by the Global Coalition to Protect Education from Attack, and to the Comprehensive School Safety Framework 2022-2030 released in June 2022 which takes an “all-hazards, all-risks” approach, including, natural and climate-change induced hazards, technological hazards, biological and health hazards, conflict and violence as well as everyday dangers and threats,*

having regard to the Guidelines for protecting schools and universities from

military use during armed conflicts, issued by the Global Coalition to Protect Education from Attack, and to the strategy of the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector (GADRRRES),

having regard to the Continental Education Strategy for Africa 2016-2025 (CESA 16-25)^{1a}, and to the Continental Strategy for Technical and Vocational Education and Training to foster Youth Employment,

having regard to the position paper by Educo of 2023 entitled 'Education in Emergencies: an urgent right',

1a

https://au.int/sites/default/files/documents/29958-doc-cesa_-_english-v9.pdf

Or. en

Amendment 3
György Hölvényi

Compromise amendment replacing Amendment(s): 6, 11, 12, 13, 14, 16, 17, 18, 19, 20, 21, 22, 23, 24, 26, 33, 36, 37

Motion for a resolution
Citation 29 a (new)

Motion for a resolution

Amendment

– *having regard to the IMF Fiscal Affairs Department report entitled 'How to Control the Fiscal Costs of Public-Private Partnerships'^{1a} and the European Court of Auditors Special Report 09/2018: 'Public Private Partnerships in the EU: Widespread shortcomings and limited benefits'^{1b},*

having regard to the report entitled 'An Evaluation of International Finance Corporation (IFC) Investments in K-12

Private Schools' by the Independent Evaluation Group of the World Bank Group^{1c} and the IFC Management Response,

having regard to the European Parliament resolution of 13 November 2018 on EU development assistance in the field of education (2018/2081(INI))^{1d},

having regard to the EU Strategy for the Rights of Persons with Disabilities 2021-2030,

having regard to the EU Strategy on the Rights of the Child,

having regard to the Youth Action Plan in European Union external action for 2022-2027,

having regard to the EU Gender Action Plan III,

having regard to the Abidjan Principles on the human rights obligations of States to provide public education and to regulate private involvement in education – as agreed and adopted in Côte d'Ivoire in February 2019,

having regard to the United Nations Population Fund report entitled 'State of World Population 2022: Seeing the Unseen'^{1e},

having regard to its resolution of 14 March 2023 on Policy Coherence for Development (PCD),

having regard to the EU guidelines on children and armed conflict,

having regard to the Buenos Aires Commitment adopted at the fifteenth session of the Regional Conference on Women in Latin America and the Caribbean in November 2022 on the fair social organization of care,

^{1a}

<https://www.imf.org/en/Publications/Fisca>

l-Affairs-Department-How-To-Notes/Issues/2018/10/17/How-to-Control-the-Fiscal-Costs-of-Public-Private-Partnerships-46294

1b

<https://www.eca.europa.eu/en/publications?did=45153>

1c

<https://ieg.worldbankgroup.org/evaluations/evaluation-international-finance-corporation-investments-k-12-private-schools-7>

1d

https://www.europarl.europa.eu/doceo/document/TA-8-2018-0441_EN.html

1e

https://www.unfpa.org/sites/default/files/pub-pdf/EN_SWP22%20report_0.pdf

Or. en

Amendment 4 **György Hölvényi**

Compromise amendment replacing Amendment(s): 38, 39, 40, 41, 89

Motion for a resolution **Recital A**

Motion for a resolution

A. whereas the EU should support its partner countries in achieving universal access to education in order to enable their populations to develop their full potential and foster the sustainable development of their home countries;

Amendment

A. whereas the EU should support its partner countries in achieving ***free*** universal access to education ***and help shape a learning ecosystem based on acquiring new skills required in the context of the increasing role of digitalisation, building resilience to cope with climate change-induced challenges, and addressing existing shortcomings in educational policies and practices*** in order to enable their populations to develop their full potential and foster the sustainable development of their home countries ***and***

reduce inequalities;

Or. en

Amendment 5
György Hölvényi

Compromise amendment replacing Amendment(s): 42, 43, 44, 45, 46, 50, 51, 92

Motion for a resolution
Recital B

Motion for a resolution

B. whereas the recent unforeseen major challenges, together with the growing number of protracted crises and conflicts, all serve to exacerbate the existing global learning crisis;

Amendment

B. whereas the recent unforeseen major challenges, ***such as the COVID-19 pandemic and its consequences as well as the Russian aggression against Ukraine and the global food crisis, climate change and its consequences, biodiversity crises, increasing number of humanitarian crises, debt-constrained budgets*** together with the growing number of protracted crises and conflicts, ***which should not be forgotten***, all serve to exacerbate the existing global learning crisis; ***whereas according to the UNESCO, natural disasters, pandemics and conflicts, and the resulting internal and cross-border displacement, can affect mental health of entire generations leaving them, uneducated and unprepared to contribute to the social and economic recovery of their country or region;***

whereas the global food crisis is impacting children's education worldwide, with girls being the most affected;

whereas households in low- and lower-middle-income countries bear 39% of the total cost of education compared to just 16% in high-income countries according to the UNESCO Global Education Monitoring Report 2022;

Amendment 6
György Hölvényi

Compromise amendment replacing Amendment(s): 47, 48, 49, 52, 53, 72, 88

Motion for a resolution
Recital C

Motion for a resolution

C. whereas *even before the COVID-19 pandemic, an estimated 256 million* children *were* out of school *globally*;

Amendment

C. whereas *according to UNESCO in 2023 about 244 million children and youth are out of school^{1a}; and Afghanistan is the only country in the world where women and girls are denied access to education beyond primary school; where currently 80% of school-aged girls and young women in Afghanistan have been deprived of their fundamental right to education by the Taliban regime;*
whereas the number of crisis-impacted school-aged children requiring educational support is 224 million; and about 72 million are out of school completely; whereas out of these 72 million, 53% are girls, 17% have functional difficulties, and 21% (about 15 million) have been forcibly displaced;

^{1a} *Even before the COVID-19 pandemic, an estimated 258 million children were out of school globally, with 132 boys and 127 million girls being out-of-schools*

Amendment 7
György Hölvényi

Compromise amendment replacing Amendment(s): 54, 55, 56

Motion for a resolution
Recital C a (new)

Motion for a resolution

Amendment

C a. whereas global humanitarian support for education covered only 22% of the funds requested in 2021, which is less than for other sectors; whereas in 2021, only 2.9% of global humanitarian support was allocated to education, despite the UN target of 4%;

Or. en

Amendment 8
György Hölvényi

Compromise amendment replacing Amendment(s): 57, 58, 59, 60, 61, 62, 70

Motion for a resolution
Recital D

Motion for a resolution

Amendment

D. whereas in *the sub-Saharan region, no country has achieved gender parity in both primary and secondary education, and* girls continue to face the greatest challenges to attending primary school;

D. whereas in *many developing countries*, girls continue to face the greatest challenges to attending primary school *and accomplishing the full cycle of initial education, including accomplishing full secondary and higher education and participating in training programmes; whereas in low-income countries, less than two thirds of girls complete their primary education, and only 1 in 3 completes lower secondary school; whereas these challenges are particularly worrying in the sub-Saharan region due to different shortcomings and challenges including poverty and gender-specific inequalities; whereas children with disabilities have insufficient access to education; whereas for instance compared to men without disabilities, women with disabilities are three times*

more likely to be illiterate;

Or. en

Amendment 9
György Hölvényi

Compromise amendment replacing Amendment(s): 63, 64, 65, 66, 67, 68, 69, 236

Motion for a resolution
Recital E

Motion for a resolution

E. whereas girls remain disproportionately more likely than boys to drop out of school *early*;

Amendment

E. whereas girls remain disproportionately more likely than boys to drop out of *the education system early due to the lack of sanitary conditions in schools, the absence of safe facilities and targeted healthcare support, early child marriage and pregnancy in particular in the sub-Saharan region and they are facing significant rates of conflict related physical and sexual violence, financial and socio-economic factors and uneven distribution of domestic and parental tasks between men and women whether they are enrolled in school or not and consequently their job opportunities and social security are diminished; whereas these restrictions on access to education become even more severe when other discrimination factors intersect with gender , disability, migratory background, geographical location and belonging to minorities;*

Or. en

Amendment 10
György Hölvényi

Compromise amendment replacing Amendment(s): 74, 75, 76, 77, 78

Motion for a resolution
Recital F

Motion for a resolution

F. whereas education and training **are** key to making people employable, thereby allowing them to gain access to decent work and to escape poverty;

Amendment

F. whereas **access to universal** education and training **is a human right and is cornerstone for sustainable development, being a key to reduce social inequalities and realising other fundamental rights**, making people employable, thereby allowing them to gain access to decent work **they choose to do, empowering youth and especially girls and women to gain autonomy** and to escape poverty **and become actors of change in their communities and countries; whereas, to this end, training curricula and market requirements should be consistent;**

Or. en

Amendment 11
György Hölvényi

Compromise amendment replacing Amendment(s): 79, 81, 82, 83, 84, 85, 86

Motion for a resolution
Recital G

Motion for a resolution

G. whereas the quality of education also remains a major challenge in the sub-Saharan region, characterised by a high pupil to trained teacher ratio of 58 pupils per trained teacher at primary level, and 43 pupils per trained teacher at secondary level;

Amendment

G. whereas the quality of education also remains a major challenge **many countries and regions of the Global South in particular** in the sub-Saharan region, characterised by **9 out of 10 children not able to read by the age of 10, even when being in school for most of them, low learning levels**, a high pupil to trained teacher ratio of 58 pupils per trained teacher at primary level, and 43 pupils per trained teacher at secondary level **whereas according to the UNESCO estimations the sub-Saharan region is not only a region with the**

highest number of out-of-school population but also the only region where this number is growing, and reaching 98 million in 2021; whereas vocational education offers a chance to gain skills or capacities for practical jobs related to a specific trade or an occupation; whereas according to the World Bank, the region with the biggest increase in learning poverty rates between 2019 and 2022 was Latin America and the Caribbean, reaching the same level as South Asia;

Or. en

Amendment 12
György Hölvényi

Compromise amendment replacing Amendment(s): 90, 91

Motion for a resolution
Recital G a (new)

Motion for a resolution

Amendment

G a. Whereas By 2030, an additional 68.8 million teachers will need to be recruited for primary and secondary schools to expand access and replace those leaving the workforce (UNESCO); whereas the proportion of qualified teachers in the sub-Saharan region has steadily declined since 2000 at both primary and secondary levels and to reach SDG4 there is a need to recruit 15 million new teachers by 2030;

Or. en

Amendment 13
György Hölvényi

Compromise amendment replacing Amendment(s): 94, 95, 96, 97, 98, 99, 100, 101

Motion for a resolution
Recital H

Motion for a resolution

H. whereas physical infrastructure for education and learning environments also remain insufficient in the sub-Saharan region;

Amendment

H. whereas physical infrastructure for education and learning environments also remain insufficient ***and underfunded especially for children with disabilities and with learning difficulties, in many regions of the world, notably*** in the sub-Saharan region, ***where only 47% of schools have electricity, and more than 50% of the schools do not have drinking water as well as adequate sanitation and menstrual hygiene management facilities for girls and young women;***

Or. en

Amendment 14
György Hölvényi

Compromise amendment replacing Amendment(s): 103, 104, 105, 106, 107, 108, 296

Motion for a resolution
Recital I

Motion for a resolution

I. whereas ***globally, 350 million children are educated*** by non-state actors, ***while according to estimates***, faith-based organisations ***provide*** education ***to 100 million students globally; whereas in sub-Saharan Africa, the share of education provided by faith-based educational institutions ranges widely across different countries, with an average estimated at 40 %;***

Amendment

I. whereas ***public social services provided by the state, such as education and healthcare are still not universally available in developing countries; whereas schools and other educational institutions operated*** by non-state actors, ***including*** faith-based organisations ***and civil society organisations, being inclusive and complementary to national education system and providing quality universal education are important to mitigate the gaps where the state falls short to secure access to quality education;***

Or. en

Amendment 15
György Hölvényi

Compromise amendment replacing Amendment(s): 109, 110, 111, 112

Motion for a resolution
Recital J

Motion for a resolution

J. whereas in addition to the lack of adequate education infrastructure, ***the lack of*** security and funding, as well as shortcomings in national regulations, ***learning*** materials and ***planning***, pose additional challenges to achieving SDG 4 in developing countries;

Amendment

J. whereas in addition to the lack of adequate education infrastructure security and funding, ***the high rates of violence and conflict, gender inequality and the impact of climate change*** as well as shortcomings in national regulations, ***among which deficiencies in benchmarking literacy skills and curricula planning, as well as the absence of accessible reading*** materials and ***other learning resources and the lack of quality teacher training***, pose additional challenges to achieving SDG 4 in developing countries;

Or. en

Amendment 16
György Hölvényi

Compromise amendment replacing Amendment(s): 114, 115, 116, 117, 118, 119, 120

Motion for a resolution
Recital K

Motion for a resolution

K. whereas Africa's young population has huge potential to boost sustainable development on the continent; whereas it is estimated, ***however, that 70 000*** skilled professionals leave Africa each year;

Amendment

K. ***whereas Human Capital Index of Sub-Saharan African countries remained low, at 0,4 compared to world average of 0,57, suggesting that the sub-Saharan region captures only 55% of its human capital potential;*** whereas Africa's young population has huge potential to boost

sustainable development on the continent ***if empowered thanks to adequate opportunities for education, training, work and decision-making***; whereas it is estimated, ***that 70 000*** skilled professionals leave Africa each year; ***whereas the labour market in sub-Saharan Africa is characterised by rising skills mismatch, low productivity, low paid jobs, high youth unemployment and underemployment against a rising youth population set to reach more than one billion by 2050; whereas according to the estimation of the African Development Bank Group only 3 million formal jobs are created annually in the continent while 10-12 million youth are entering the labour market each year; whereas the NEET rates (proportion of youth not in employment, education or training) have increased by 3.8 and 1.5 percent respectively in Latin America and the Caribbean and Asia and the Pacific in just one year, and in both regions the gender gap is extremely significant, according to the International Labour Organization***;

Or. en

Amendment 17 **György Hölvényi**

Compromise amendment replacing Amendment(s): 121, 125, 126

Motion for a resolution **Recital L**

Motion for a resolution

L. whereas the share of the EU's humanitarian budget spent on education in emergencies has increased from 1 % to 10 % since ***2015, and*** the total value of this spending reached EUR 970 million between 2015 and 2022;

Amendment

L. ***whereas the number and length of humanitarian crises have increased in the last decade, to an average humanitarian crisis now lasts more than 9 years and the average duration of contemporary displacement is increasing*** whereas the share of the EU's humanitarian budget

spent on education in emergencies has increased from 1 % ***in 2015*** to 10 % ***in 2019 and is maintained at this level ever since***; ***whereas*** the total value of this spending reached EUR 970 million between 2015 and 2022; , ***whereas this budget is still insufficient and the funding gap for education in emergencies continues to grow***;

Or. en

Amendment 18
György Hölvényi

Compromise amendment replacing Amendment(s): 127, 128, 129, 130

Motion for a resolution
Recital M

Motion for a resolution

M. whereas the Commission has committed to dedicate at least 10 % of investments from the EU's budget for development cooperation to ensuring quality ***education***, equality and equity, and to matching skills and jobs in developing countries;

Amendment

M. whereas the Commission has committed to dedicate at least 10 % of investments from the EU's budget for development cooperation, ***in particular under the NDICI/Global Europe Instrument***, to ensuring quality, equality and equity ***in education***, and to matching skills and jobs in developing countries;

Or. en

Amendment 19
György Hölvényi

Compromise amendment replacing Amendment(s): 133, 134, 135, 136, 137

Motion for a resolution
Paragraph 1

Motion for a resolution

1. Reaffirms that everyone has the

Amendment

1. Reaffirms that everyone has the

right to education and that basic education must be free, accessible and compulsory, while technical and professional education, as well as higher education, must be equally accessible *on the basis of merit*;

right to education and that *education, notably* basic education, must be free, *quality, inclusive* accessible *without any form of discrimination* and compulsory *in order to meet sustainable development goals by 2030*, while technical and professional education, as well as higher education, must be equally accessible;

Or. en

Amendment 20 **György Hölvényi**

Compromise amendment replacing Amendment(s): 142, 143, 144, 145, 146, 147, 158, 166

Motion for a resolution **Paragraph 2**

Motion for a resolution

2. Recognises that education has a unique potential to reduce inequalities, combat poverty, foster democratisation and the foundation of inclusive societies, and facilitate social mobility to ensure that all children, including *the most marginalised*, are able to realise their full potential;

Amendment

2. Recognises that *universal* education has a unique potential to *improve living conditions* reduce inequalities, combat poverty, *fight child exploitation and trafficking* foster democratisation and the foundation of inclusive societies, and facilitate social mobility to ensure that all children *and adults*, including *refugees, displaced people and other vulnerable groups*, are able to realise their full potential; *underlines that quality education has a positive impact on fostering citizenship, promote shared social values, civic and democratic engagement and establishing a responsible, peaceful society and further notes that quality education is a tool to prevent and combat radicalisation among youth;*

Condemns any use of schools and educational institutions to spread hate speech, is concerned in particular by the activities of religious extremist groups misusing education taking advantage of

shortcomings of state systems and spreading biased word views notably among young people;

Stresses the key role of education as a vehicle for sharing values, raising awareness and reducing the risks of conflict; calls on the EU to support cooperation programmes which contribute to educating and raising awareness among young people on the fight against hate speech, xenophobia, violence against women, violence based on sexual orientation or disability and all forms of discrimination in developing countries; encourages the transmission of knowledge on the land-sea link and the crucial need to preserve and protect the ocean, the common good of humanity;

Or. en

Amendment 21
György Hölvényi

Compromise amendment replacing Amendment(s): 149, 150, 151, 152, 153, 154, 155, 156

Motion for a resolution
Paragraph 3

Motion for a resolution

3. Acknowledges that access to quality basic education enables developing partner countries to unlock the human capital potential of their young populations and boost not only the human development but also the economic growth and social development of their countries;

Amendment

3. Acknowledges that access to quality, ***universal education notably*** basic education, enables developing partner countries to unlock the human capital potential of their young populations and boost not only the human development but also the economic growth and ***sustainable*** social development of their countries ***as part of an approach that aligns with and supports free and equitable public education systems; encourages cooperation on agricultural education between European colleges and partner countries such as those participating in***

the Great Green Wall (GGW), an innovative project aimed at enabling local communities to adapt to climate change, which promotes integrated ecosystem management and offers a solution to food insecurity across the Sahel belt by focusing on the fight against land degradation and desertification which among other benefits also helps to tackle the root causes of forced migration;

Or. en

Amendment 22
György Hölvényi

Compromise amendment replacing Amendment(s): 157, 159, 160, 161, 162, 163, 164, 165, 167

Motion for a resolution
Paragraph 4

Motion for a resolution

4. Underlines the need to recognise the transformative power of education and training;

Amendment

4. Underlines the need to recognise the transformative power of education and training *at all levels as well as of culture and heritage for human capital development and job creation; further underlines that more focus is needed on work ethic, the role of women and youth, and that there is a need to recognise the role of different local actors as agents of development to accelerate access to education and training; stresses the importance of promoting education and training for fostering sustainable livelihoods and as a prerequisite for the achievement of Agenda 2030; especially for girls and women recognising their role as actors of change in their communities and countries;*

Stresses in this regard the great potential of sharing knowledge, skills and know-how in areas such as climate change

adaptation, biodiversity conservation and agro-ecological transitions; notes, therefore, the role that European overseas territories can play in building cooperation and mobility and exchange programmes with developing countries in their regional basins, in particular with OACPS countries; supports and calls for further enhancement of the Erasmus+ program to African countries and encourages the development of mobility projects and partnerships aimed at strengthening the attractiveness of both education in the countries of the Union and the training systems of partner countries;

Takes note that developing countries are facing different challenges particularly in the field of education also due to the different cultural, social and economic background and that therefore the EU's efforts needs to be adapted to the local environment and conditions;

Or. en

Amendment 23
György Hölvényi

Compromise amendment replacing Amendment(s): 168, 169, 170, 171, 172, 173, 174

Motion for a resolution
Paragraph 5

Motion for a resolution

5. Emphasises that investments in tertiary education, and particularly in science, technology, engineering and mathematics (STEM) skills, are critical for ***designing technologies that generate the conditions that support*** quality job creation;

Amendment

5. ***Notes that social and economic development in EU partner countries is hindered by the lack of trained professionals locally available; further*** emphasises that investments in tertiary education, and particularly in science, technology, engineering and mathematics (STEM) skills, are critical for ***new youth employment opportunities and for*** quality

job creation *or job switching*; calls on the EU to guide young people towards the jobs of the future by supporting the development of training and skills linked to the green transitions, the digital transition and technological innovation in developing countries; stresses the importance of promoting the education and training of girls and women in STEM;

Or. en

Amendment 24
György Hölvényi

Compromise amendment replacing Amendment(s): 177, 178, 179, 180, 181, 182, 183, 184

Motion for a resolution
Paragraph 6

Motion for a resolution

6. Underlines that access to quality education as a human right for all must be ensured regardless of socio-economic status, cultural background, religion, gender, sexual orientation, geographical situation or the rural-urban divide, including in fragile and conflict-affected countries;

Amendment

6. Underlines that access to quality, ***universal*** education as a human right for all must be ensured regardless of socio-economic status, cultural background, religion ***and belief***, gender, sexual orientation, ***disability*** geographical situation or the rural-urban divide, including in fragile and conflict-affected countries, ***underlines the need to engage with partner countries in particular with countries in the sub-Saharan region, by understanding the local sensitivities and to strive to find common understanding on these challenges***;

Calls on the Commission to develop methodologies and guidelines that enhance the ability of its aid projects to reach all learners, in particular those who may be unable to access education; emphasizes in this context the particular challenges for forcibly displaced people and the importance of reducing disruption

and ensuring continuity of education;
Stresses the need to support the efforts of developing countries to provide equal educational opportunities and good quality education that meets contemporary challenges and modern standards for all;

Or. en

Amendment 25
György Hölvényi

Compromise amendment replacing Amendment(s): 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 198, 199, 201, 202, 203, 205, 206, 207, 208, 209, 240, 246, 247, 283, 294

Motion for a resolution
Paragraph 7

Motion for a resolution

7. *Notes* that girls and **young** women in developing countries are vulnerable to early childbirth and unintended pregnancy, child marriage, prostitution, **HIV** transmission and gender-based violence;

Amendment

7. *Deplores* that girls and women in developing countries are **particularly** vulnerable to early childbirth and unintended pregnancy, child marriage, **trafficking**, prostitution, **to genital mutilation**, **to** transmission **of Sexually Transmitted Diseases (STDs) including HIV** and gender-based violence, **especially in poor, isolated and remote areas as well as in humanitarian crises situations**; **recalls in this context the particular importance to have access to sexual and reproductive health and rights in line with SDG 5 as agreed in accordance with the Programme of Action of the International Conference on Population and Development and the Beijing Platform for Action and the outcome documents of their review conferences**;

Further calls on the European Union to support programs that facilitate young people's access to water, sanitation and hygiene (WASH) services in education and training establishments, particularly

for girls and young women, taking into consideration the EU Gender Action Plans;

Highlights, in this regard, the need to work with partner countries to encourage a comprehensive, evidence based, age-appropriate sexuality education that provide age-appropriate information about puberty, the menstrual cycle, pregnancy and childbirth that may equip youth with age-appropriate knowledge with the purpose to raise awareness on gender-based violence and reproductive health, to outline the importance of preventing sexual abuse, as well as to prevent early pregnancy and marriage, to close gender disparities in all aspects and all levels of education, promote women's leadership, change harmful gender norms, attitudes and practices and promote a more equal sharing of unpaid care between women and men in line with the concept of care society;

Underlines the need to ensure that all school environments are safe and promote the health and wellbeing of all young people, as well as the importance of confronting violence against girls both in school and in the community as well as the need to assure girls and boys, women and men, equal rights and opportunities in all aspects and levels of education and empowerment;

Underlines the importance of quality infrastructure, equipment and learning materials as boundary conditions for providing quality education; calls for measures ensuring school accessibility and transport, especially for children with disabilities; urges the Commission to set up programmes, which offer the necessary disability-related support to overcome barriers such as inaccessible environment for education and training, and increasingly promote the usage of assistive technologies and digitalization

for education purposes that make learning more accessible to persons with disabilities, and enable the teaching on the use of braille script or sign language for visually impaired children and for those with a hearing or speaking impairment;

Or. en

Amendment 26
György Hölvényi

Compromise amendment replacing Amendment(s): 200, 202, 204, 211, 212, 213, 214, 215, 224, 273

Motion for a resolution
Paragraph 8

Motion for a resolution

8. Notes that securing access to education for children and young people in humanitarian crises requires improved cooperation between humanitarian and development actors *as well as better* engagement with local stakeholders; further urges the international community to apply humanitarian-development-peace nexus approach to address protracted crises;

Amendment

8. *Notes with concern the rising number of crisis affected children; calls on the Commission and the Member States, together with the international community in this context , to employ innovative solutions to provide educational opportunities for boys and girls affected by conflicts, humanitarian crises and national policies that prohibit education, in particular for girls and women in totalitarian regimes; further notes that securing access to education for children and young people in humanitarian crises requires adequate financing as well as improved cooperation between humanitarian and development actors, through coordinated and systematic engagement with local stakeholders, including representatives of civil society, education and governance; further urges the international community to apply humanitarian-development-peace nexus approach to address protracted crises; underlines that the education sector should prioritize specific preparedness*

actions and policy measures to anticipate risk and respond to the educational needs of children and adults in crisis situations, including displaced populations; to this end, crisis-sensitive planning should focus on the risks to education posed by conflict and natural hazards, including climate risks, to limit the negative impact of crises on the individual learner, teacher and the education administration;

Underlines the need for designing climate-resilient and shock-responsive education systems and infrastructures that enable children to continue learning in a fragile environment and amid the impacts of the climate crisis;

Notes that humanitarian appeals for education in emergencies severely lack the needed financial resources; welcomes in this context the efforts of the UN fund Education Cannot Wait (ECW) to accelerate progress on this issue;

Or. en

Amendment 27
György Hölvényi

Compromise amendment replacing Amendment(s): 220, 221, 222, 223, 224, 225, 226

Motion for a resolution
Paragraph 9

Motion for a resolution

9. *Notes that the EU has not fully capitalised on opportunities to engage with* local faith-based organisations, which *has* the potential to facilitate humanitarian access and therefore to increase the efficiency of the EU's actions;

Amendment

9. *Highlights the opportunities offered by the Union engaging with civil society, and grassroots nonpartisan, local non-for profit organisations,* local faith-based organisations, *as well as organisations representing youth, women and girls, and persons with disabilities, which contribute to the national public education system, highlights also the important role of international NGOs*

*providing education in emergencies;
further notes that these organisations
have the potential to facilitate humanitarian
access and therefore to increase the
efficiency of the EU's actions and enable
EU assistance reaching directly
vulnerable groups including young people
in emergency settings and communities in
remote areas;*

Or. en

Amendment 28
György Hölvényi

Compromise amendment replacing Amendment(s): 227, 228, 229, 230, 231, 232, 233, 234, 235

Motion for a resolution
Paragraph 10

Motion for a resolution

10. Underlines that brain drain from *Africa has a severe impact on economies in* developing countries;

Amendment

10. Underlines that brain drain from developing countries *entails the loss of young workers, talent and vitality and has an impact on economic and sustainable development in those countries, particularly in the health sector; emphasises that it is estimated that African countries have lost around 2 billion USD through brain drain in the health sector alone between 2002-2015 and that quality education that meets market demands creates jobs which leads to decreased brain drain:*

Or. en

Amendment 29
György Hölvényi

Compromise amendment replacing Amendment(s): 237, 238, 239, 240, 241, 242, 243

Motion for a resolution
Paragraph 11

Motion for a resolution

11. Stresses that school meals are vital to combat hunger and increase school enrolment;

Amendment

11. Stresses that **free** school meals are **not only** vital to **ensure good health, good learning for students and to fight** combat hunger **and malnutrition** and increase school enrolment **but also have a positive economic impact; insists that local food production based on agroecology and sustainable fisheries can significantly help fight poverty and hunger while making population less dependent on food supply from external markets; calls on the EU to support cooperation programmes that facilitate young people's access to free school meals;**

Or. en

Amendment 30
György Hölvényi

Compromise amendment replacing Amendment(s): 140, 248, 249, 250, 251, 252, 253, 254

Motion for a resolution
Paragraph 12

Motion for a resolution

12. Stresses the particular role of EU delegations in engaging in dialogue with local faith-based stakeholders **and education providers, in line with** Article 17 TFEU;

Amendment

12. Stresses the particular role of EU delegations in engaging in dialogue with **democratic local governments, civil society organisations, humans rights organisations women's organisations, parents' associations, teachers' associations, education and training institutions and providers as well as with** local faith-based stakeholders **among others, as stipulated in** Article 17 TFEU **with the aim to accelerate efficiency and to secure that EU support is reaching remote, hard-to-reach and vulnerable**

communities;

Or. en

Amendment 31
György Hölvényi

Compromise amendment replacing Amendment(s): 255, 245, 259, 260, 261, 262, 263

Motion for a resolution
Paragraph 13

Motion for a resolution

13. Urges the Commission to define clear ***targets for EU funding for*** education without delay and to utilise that funding in a more results-oriented manner, with clear indicators;

Amendment

13. ***Welcomes the current political commitment made by the Commission to dedicate at least 10% of the budget of development cooperation under the Multi Annual Financial Framework of 2021-2027 to support access to quality education in developing countries;***

Urges the Commission to define ***a clear implementation strategy in external action for its at least 10% spending target on*** education without delay and to utilise that funding in a more results-oriented manner, with clear ***transparent*** indicators ***based on disaggregated data, accompanied with guidelines aligned with the recommendations of the UN Transforming Education Summit; further notes that the results-based budgeting and management were referenced by numerous countries as means of ensuring greater efficiency on the Transforming Education Summit in 2022*** (;urges the Commission, in the mid-term review process of the NDICI-Global Europe instrument, to closely examine the amounts and projects associated with access to education and training in partner countries and to assess the effectiveness of the measures supported, taking into account the political commitment made by the Commission;

Amendment 32
György Hölvényi

Compromise amendment replacing Amendment(s): 264, 295

Motion for a resolution
Paragraph 13 a (new)

Motion for a resolution

Amendment

13 a. Stresses the importance of data on the needs regarding education, disaggregated data by gender, age, disability status, etc., establishing a comprehensive framework for systematic collection and analysis of disaggregated data on EU-funded initiatives in inclusive education, to track funding for inclusion and report against equity indicators;

Stresses the importance of enhancing cost and impact assessment during the selection and monitoring of educational initiatives; this includes the necessity to ensure that projects are of sufficient duration to effectively address children's educational needs, of avoiding excessive administrative burdens for implementing partners, and of addressing long-term sustainability for education programs;

Or. en

Amendment 33
György Hölvényi

Compromise amendment replacing Amendment(s): 267, 268, 269, 270, 271, 272, 176, 318, 319

Motion for a resolution
Paragraph 14

Motion for a resolution

14. Calls on the Commission to provide technical assistance to EU partner countries, in cooperation with Member States, on improving national regulations and plans on education with a view to facilitating appropriate governance and long-term planning for education;

Amendment

14. Calls on the Commission to provide technical assistance to EU partner countries, in cooperation with Member States, ***and relevant actors, such as the UN, and CSOs*** on improving ***quality of*** national regulations ***quality standards*** and plans on education ***as well as data collection and monitoring*** with a view to facilitating appropriate governance and long-term planning for ***strengthening education systems, notably public education systems; recalls the need for a multisectoral approach regarding*** education;

Notes the possible development impact of digital education policy that creates possibility for e-learning, through tailored solutions for the application of digital technology for teaching and learning to fit regional and local context, provided there are adequate conditions;

Underlines the potential of digital technologies and e-learning to facilitate people's access to education and training, in particular for vulnerable people, people with disabilities or living in remote or isolated areas; calls on the European Union to support the development of connectivity infrastructure and digital capabilities in developing countries in order to bring the furthest away populations closer to education and develop digital skills;

Calls on the Commission to support initiatives enabling professionals and educators from EU countries to transfer their knowledge and experience to colleagues in developing countries through cultural and professional exchange programmes similar to the Erasmus+ programme;

Or. en

Amendment 34
György Hölvényi

Compromise amendment replacing Amendment(s): 210, 282

Motion for a resolution
Paragraph 14 a (new)

Motion for a resolution

Amendment

14 a. Recognises that prioritizing pre-primary and primary education in the funding would ensure more equitable learning outcomes, as it reaches out the poorest parts of society; highlights that investments in quality education and training is needed to realise integral human development; further considers that extracurricular activities in schools are highly contributing to the social development of youth;

Or. en

Amendment 35
György Hölvényi

Compromise amendment replacing Amendment(s): 275, 276, 277, 278, 279, 280, 281, 284, 312

Motion for a resolution
Paragraph 15

Motion for a resolution

Amendment

15. Underlines the importance of national budgeting for prioritising education in partner countries and of dedicating a fixed share to prioritising education;

15. Underlines the importance of national budgeting for prioritising education ***and training*** in partner countries and of dedicating a fixed share ***of GDP*** to prioritising education ***and the improvement of inclusion in the education system of women and girls as well as to envisage a financing architecture for the implementation of regional and local***

skills strategies; welcomes in this context the pledge made by signatories Declaration on Education Financing on 6 July 2021 that GPE partner countries that spent more than 20% of their annual public expenditure on education before the COVID-19 pandemic will continue to protect this level of investment by maintaining education budgets above this level as well as that GPE partner countries that previously spent below 20% of their annual total public expenditure on education will endeavour to progressively increase their domestic education expenditure towards the 20% global benchmark until 2025;

Highlights the crucial importance of increasing the spending capacity in education of partner countries through assistance in expanding their tax base, combating tax evasion and addressing illicit financial flows; recognises that the domestic financing for education is determined also by wider economic factors recalls the need to work on debt relief measures including through engaging in a strategic dialogue with the IMF that enable debt-distressed partner countries to allocate a larger portion of their budget to education;

Or. en

Amendment 36
György Hölvényi

Compromise amendment replacing Amendment(s): 285, 286, 287, 288, 289, 290, 291, 292, 293, 320, 321, 322

Motion for a resolution
Paragraph 16

Motion for a resolution

16. Calls on the Commission to

Amendment

16. Calls on the Commission **and the**

enhance *its* partnerships with local **non-governmental** organisations, including faith-based organisations providing education **to marginalised groups** and to **young people in emergency settings**;

European External Action Service (EEAS) to enhance **their cooperation and** partnerships with local organisations, including faith-based organisations **and democratic local governments, civil society organisations and organisations representing people with disabilities, youth and women as well as international organisations** providing educational opportunities to vulnerable and isolated groups, including when they are facing mental health problems or social difficulties; in line with the Abidjan Principles on the human rights obligations of States to provide public education and to regulate private sector participation in education; notes that EU delegations in partner countries have a particularly important role in involving these actors in the implementation of EU funding for access to quality and inclusive education as the primary contact point for local partners;

Or. en

Amendment 37 **György Hölvényi**

Compromise amendment replacing Amendment(s): 131, 297, 298, 299, 300, 301, 305, 310, 311

Motion for a resolution **Paragraph 17**

Motion for a resolution

17. Recognises that public funding alone is insufficient to cover the education funding gap **and that there is a need for** enhanced public-private partnerships (PPP), particularly in the field of technical and vocational training;

Amendment

17. Recognises that public funding **is the principal and fundamental tool, however** alone is insufficient to cover the education funding gap; **recognises also the role of** enhanced public-private partnerships (PPP), particularly in the field of technical and vocational training, **in order to systematically adapt to changes in the vocational landscape through up-**

skilling and reskilling with special focus on creating accessible digital environment that enables the development or improvement of digital competence; further stresses that inclusion of the private sector needs to be done in a carefully monitored way, to avoid, the commoditisation and privatisation of educational services and exacerbation of existing inequalities, also making sure that any investment to education system always respect fundamental human rights, including the right to access to universal education, as well as humanitarian principles in humanitarian actions; insists that PPP must be designed in ways that do not place increased burdens or risks on the public purse and do not promote a market-driven approach that views education as a commodity rather than a fundamental human right; Recalls that the private sector cannot replace, but rather complement public investments in critical services, such as education, that provide crucial long-term prospects for the graduation from poverty;

Or. en

Amendment 38 György Hölvényi

Compromise amendment replacing Amendment(s): 302, 303, 304, 306, 307, 308, 309

Motion for a resolution Paragraph 18

Motion for a resolution

18. Emphasises that ***enhanced PPPs are needed*** to provide access to quality education and technical and vocational training in order to ensure the success and sustainability of EU investments, notably under the Global Gateway initiative;

Amendment

18. Emphasises that ***carefully designed and scrutinised PPPs can help*** to provide access to ***universal*** quality education and technical and vocational training ***for all stresses the importance of building adequately equipped learning environment which addresses acute***

problems as the teachers deficit, and through adopting the necessary steps towards achieving better teaching methods in order to ensure the success and sustainability of EU investments, notably under the Global Gateway initiative, *which should be accompanied by follow-up and monitor mechanisms to measure the impact*;

Or. en

Amendment 39
György Hölvényi

Compromise amendment replacing Amendment(s): 313, 314, 315, 316, 317

Motion for a resolution
Paragraph 19

Motion for a resolution

19. Calls on the Commission to consider the need for locally available trained professionals *at an early stage of* the planning and implementation of investments under the Global Gateway initiative;

Amendment

19. Calls on the Commission to consider the need for locally available trained professionals *throughout* the planning and implementation of investments under the *NDICI-Global Europe Instrument, as well as under the* Global Gateway initiative, *in particular in the field of education and calls on the Commission to support technical and vocational education and other training projects in order to enable EU investments to become more sustainable and be beneficial for partner countries on the long term as well*;

Or. en

Amendment 40
György Hölvényi

Compromise amendment replacing Amendment(s): 216, 258, 324, 325, 326, 327, 328, 329,

Motion for a resolution
Paragraph 21

Motion for a resolution

21. Calls on the Commission to commit to dedicating a fixed share, at least 10 %, of the current and future EU development budget to supporting access to quality education and technical and vocational training in partner countries;

Amendment

21. Calls on the Commission to commit to dedicating a fixed share, at least 10 %, of the current and future EU development *policy* budget, , ***moving towards 15% as called for by the Transforming Education Summit***, to supporting access to quality *universal* education and ***supporting access to*** technical and vocational training in partner countries, ***thus ensuring the predictability of aid; welcomes the attention given to Heading 6 in the Commission's proposal for the revision of the MFF for the period 2024-2027, with an increase of at least 10.5 billion to address the various challenges in partner countries; stresses in this regard the importance of increasing funding for geographic and thematic programmes in the area of education and training under the NDICI-Global Europe instrument;***

Calls on EU Member States and development partners to fulfil their commitment to spend 0,7 % of their gross national income (GNI) on official development assistance (ODA) notes that the Member States which joined the EU after 2002 committed to striving to increase their ODA/GNI to 0,33 %; welcomes the efforts which these and other Member States have made so far to gradually scale up their ODA spending; encourages them to continue on this track;

Welcomes the EU's leadership in funding for education in emergencies reaching 10% of humanitarian budget; urges Member States to strengthen their efforts to scale up their contribution to education in emergencies; join this leadership also by strengthening their legal frameworks

to achieve this target by 2030, Recognises the need to finance local organisations providing access to quality education, apply the triple nexus approach, the support for teachers to ensure a quality education and the investment in school material, especially for long-term displaced children;

Confirms the particular importance to continue the close monitoring of the implementation of the Commission's commitments to support access to quality education;

Or. en

Amendment 41
György Hölvényi

Compromise amendment replacing Amendment(s): 217, 218, 219, 257

Motion for a resolution
Paragraph 21 a (new)

Motion for a resolution

Amendment

21 a. Recognises the crucial role of qualified teachers for quality education, especially female teachers, that can serve as role models for girls; calls to accelerate efforts to improve the status of teachers and their working conditions to make the teaching profession more attractive through robust social dialogue and teacher participation in educational decision making and by improving the financing for teachers through integrated national reform strategies, including effective governance and dedicated financial strategies and budgeting;

Welcomes the announcement of the launching of Regional Teachers' Initiative in Africa and for Africa as a flagship initiative under the EU–Africa

Amendment 42
György Hölvényi

Compromise amendment replacing Amendment(s): 330, 331, 332, 333, 334, 335, 336

Motion for a resolution
Paragraph 22

Motion for a resolution

22. Notes that the programming of EU financial support for development, in particular in the field of access to quality education and technical and vocational training, *should be aligned* with the political and budgetary commitments of developing partner countries;

Amendment

22. Notes that the programming of EU financial support for development, in particular in the field of access to quality education and technical and vocational training, *must be consistent* with the political and budgetary commitments *and priorities* of developing partner countries; *underlines that commitment of partner countries and domestic ownership is an inevitable prerequisite to secure sustainability of projects implemented with funding from the EU;*

Amendment 43
György Hölvényi

Compromise amendment replacing Amendment(s): 256, 338, 339, 340, 341, 342, 343, 344

Motion for a resolution
Paragraph 23

Motion for a resolution

23. Calls on the Commission and the EEAS to use all the tools available to them to ensure that EU investments in education and training serve to support the sustainable development of partner

Amendment

23. *Calls on the Commission and the EEAS to use all the tools available to ensure that EU investments in education and training serve to support the sustainable development of partner*

countries *and do not further accelerate brain drain to the Member States of the EU;*

countries, in line with Agenda 2030 and SDGs 4 and 5; calls for the mobilization of the Member States of the European Union to implement partnerships with developing countries in terms of university education and professional training for young people in developing partner countries to study abroad, guaranteeing the positive impact in their communities of origin;

Calls on the Commission and the EEAS to use all the tools available to them to ensure that EU investments in education and training serve to support the sustainable development of partner countries *as defined in Agenda 2030 and SDG 4 and 5;*

Or. en