

APROBAT



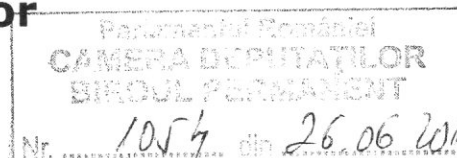
ROMANIA

In sedinta Biroului permanent al
Camerei Deputatilor

Parlamentul României Camera Deputaților



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INFORMARE

**privind participarea la reuniunea Comisiei generale pentru
dezvoltare socială, educație, cercetare și știință a Adunării
Parlamentare a SEECP**

Istanbul, 20-22 aprilie 2017

În perioada 20-22 aprilie 2017 a avut loc la Istanbul reuniunea Comisiei generale pentru dezvoltare socială, educație, cercetare și știință a Adunării Parlamentare a SEECP a cărei Președinție revine, pentru mandatul în curs, unui reprezentant al Parlamentului turc.

La această reuniune Delegația Parlamentului României la AP SEECP a fost reprezentată de domnul deputat **Adrian-Claudiu Prisnel** (USR), membru titular al Delegației și membru titular în această Comisie și de domnul senator **Emanuel-Gabriel Botnariu** (PSD), supleant în această Comisie.

Evenimentul a reunit reprezentanți ai unor state participante la AP SEECP, reprezentanți ai unor misiuni diplomatice la Ankara din statele participante la Procesul de Cooperare din Europa de Sud-Est (SEECP), precum și oficiali și reprezentanți ai unor instituții și autorități din țara gazdă.

Pe ordinea de zi a reuniunii Comisiei a figurat tema generală „Cooperarea în domeniul învățământului superior”.

Proiectul de program al reuniunii a inclus, între altele, prezentări și dezbateri pe tema menționată, precum și dezbaterile și adoptarea unui raport și a unei rezoluții.

Lucrările reuniunii au fost deschise și prezidate de către domnul Hakan Çavuşoğlu (Parlamentul din Ankara), în calitate de Președinte al Comisiei.

În alocuțiunea domniei sale, președintele Comisiei, domnul Hakan Çavuşoğlu a adresat participanților prezenți la reuniune cuvântul de bun venit și s-a referit la aspecte privind rolul parlamentelor din Europa de Sud-Est în domeniul învățământului superior, în vederea respectării principiilor stabilite de Procesul de integrare europeană și de Procesul de la Bologna. În acest context, domnul Hakan Çavuşoğlu, a subliniat importanța nivelului înalt al participării la Procesul de la Bologna pentru viitorul sistemului de învățământ superior din Europa de Sud-Est. Astfel, parlamentele statelor participante la AP SEECP pot juca un rol activ în sprijinirea guvernelor pentru adoptarea reformelor relevante pentru a răspunde cerințelor Procesului de la Bologna. În continuarea alocuțiunii sale, domnul Hakan Çavuşoğlu a subliniat rolul Comisiilor parlamentare de specialitate care pot constitui o platformă importantă în vederea includerii reformelor în domeniul învățământului superior, în procesul legislativ. Astfel, parlamentele statelor participante la AP SEECP pot contribui la stimularea autorităților competente să participe mai activ la Procesul de la Bologna, în special în ceea ce privește mobilitatea programelor, precum Erasmus +. În conformitate cu dimensiunea socială a Procesului de la Bologna, parlamentele statelor participante la AP SEECP ar trebuie să joace un rol de pionierat

în asigurarea ca, toate părțile societății indiferent de mediul lor social, economic și politic din care provin, să aibă acces la învățământul superior. În încheierea alocuțiunii sale, președintele Comisiei și-a exprimat convingerea că participanții la SEECP vor atinge, fără îndoială, standarde ridicate în domeniul învățământului universitar prin intermediul reformelor inițiate în conformitate cu Procesul de Integrare Europeană și Procesul de la Bologna. Astfel, parlamentele vor continua să fie parte integrantă a procesului, prin promovarea unei platforme pentru înfăptuirea reformelor legislative în domeniul învățământului superior.

În cadrul lucrărilor reuniunii organizate de Marea Adunare Națională a Turciei, domnul deputat **Adrian-Claudiu Prisnel** a participat la sesiunea de prezentări și dezbateri pe tema *Oportunități pentru cooperarea în domeniul învățământului superior*, în deschiderea cărora a fost adoptată, prin consens, agenda reuniunii.

Domnul Mesut Kamiloğlu, director al Centrului pentru educație și programe pentru tineret din cadrul Agenției Naționale din Turcia, a prezentat câteva aspecte referitoare la programul Erasmus+ și modalitățile de cooperare în cadrul statelor din Europa de Sud-Est.

În continuare, doamna Prof.Dr. Beril Dedeoğlu, membră a Consiliului pentru învățământ superior din Turcia, fost Ministru al Afacerilor Europene și Negociator-Şef, s-a referit la câteva aspecte privind dezvoltarea învățământului universitar din Turcia.

În cadrul dezbaterilor participanții au avut oportunitatea unor schimburi de experiență și de bune practici privind îmbunătățirea sistemului în domeniul învățământului superior, încurajarea și consolidarea cooperării regionale în materie, precum și a cooperării între instituții și capacitățile administrative ale țărilor participante la AP SEECP în acest domeniu, bazate pe principiile definite de Procesul de Integrare Europeană și de Procesul de la Bologna.

Președintele Comisiei, domnul Hakan Çavuşoğlu, a apreciat calitatea prezentărilor, elementele utile rezultate din dezbateri și intervenții și a trecut apoi la ultimul punct inclus pe Agendă respectiv, dezbaterea și adoptarea Raportului și Rezoluției, documente al căror conținut a fost dedicat temei aflate în dezbaterea reuniunii.

Au fost respinse amendamentele care reflectau situații și exemple de bună practică specifice unui stat și **au fost adoptate toate amendamentele care au contribuit la îmbunătățirea terminologiei specifice acestor documente, propuse de delegațiile din Belgrad și din București.**

Cu unanimitatea celor prezenți au fost astfel adoptate un Raport, document cu rol descriptiv, și o Rezoluție (anexate), care vor fi promovate, spre considerare, Sesiunii plenare a AP SEECP, ce va avea loc la Zagreb, în luna iunie a acestui an. Prin adoptarea acestei rezoluții, participanții la reuniune au subliniat necesitatea consolidării cooperării regionale în domeniul învățământului superior, precum și a cooperării între instituții și capacitățile administrative ale țărilor participante la AP SEECP în acest domeniu. De asemenea, prin adoptarea acestui document, participanții la reuniunea de la Istanbul au lansat un apel la implementarea mai activă a reformei în domeniul învățământului superior, bazată pe principiile definite de Procesul de Integrare Europeană și de Procesul de la Bologna.

În sinteză textul Rezoluției include solicitări și recomandări adresate participanților la SEECP prin care se urmăresc:

- încurajarea intensificării cooperării regionale între participanții la SEECP în domeniul învățământului superior prin schimbul de experiență și cele mai bune practici în materie;
- promovarea cooperării instituționale și dezvoltarea capacităților administrative în domeniul învățământului superior, precum și

adoptarea măsurilor politice comune care vizează îmbunătățirea cooperării instituționale;

- întreprinderea de măsuri concrete în vederea asigurării accesibilității depline a persoanelor cu dizabilități, la învățământul superior;
- eficientizarea implementării reformelor în educație, în special în domeniul învățământului superior, în vederea respectării principiilor stabilite de Procesul de integrare europeană și de Procesul de la Bologna;
- contribuții privind internaționalizarea învățământului superior prin consolidarea rețelelor existente de cooperare în domeniul învățământului superior, conform Procesului de la Bologna;
- utilizarea oportunităților oferite de programele Uniunii Europene, precum Erasmus+ și Orizont 2020, în vederea îmbunătățirii parteneriatelor strategice între participanții la SEECP prin creșterea mobilității în rândul lor;
- încurajarea cooperării între Agențiile Naționale și Birourile Naționale Erasmus, în vederea creșterii eficienței programelor Erasmus+;
- modernizarea învățământului superior prin adoptarea de abordări inovatoare, cum ar fi, digitalizarea, programe comune, internaționalizare bazată pe proiecte și internaționalizare și schimbul de curricula universitară;
- intensificarea eforturilor în vederea asigurării recunoașterii calificărilor profesionale, conform Procesului de la Bologna;
- adoptarea măsurilor în vederea facilitării recunoașterii reciproce a diplomelor și a calificărilor prin intensificarea eforturilor pentru negocierea și finalizarea acordurilor la toate nivelurile și sub toate formele.

Propunem ca prezenta Informare să fie distribuită către:

- Direcția Balcanii de Vest și Cooperare Regională din cadrul Ministerului Afacerilor Externe.

Deputat Adrian-Claudiu Prisnel

Membru titular al Delegației Parlamentului României la AP SEECP
și membru titular în Comisia pentru dezvoltare socială, educație, cercetare și știință





**MEETING OF THE SEECPPA GENERAL COMMITTEE ON SOCIAL
DEVELOPMENT, EDUCATION, RESEARCH AND SCIENCE**

20-22 APRIL 2017, İSTANBUL/BURSA

“COOPERATION IN HIGHER EDUCATION”

AGENDA

Draft

21 April 2017

1. Opening speeches,
2. Adoption of the agenda,
3. Session titled “Opportunities for Cooperation in the field of Higher Education”,
presentations by experts, followed by Q&A and discussion,
4. Adoption of the report and the resolution,
5. Miscellaneous

**GENERAL COMMITTEE ON SOCIAL DEVELOPMENT, EDUCATION,
RESEARCH AND SCIENCE OF THE SOUTH EAST EUROPEAN COOPERATION
PROCESS PARLIAMENTARY ASSEMBLY (SEECP PA)**

21 APRIL 2017

İSTANBUL

RESOLUTION

Reaffirming the principles established in the Charter of good neighborly relations, stability, security and cooperation, signed in Bucharest in 2000, as the founding document of SEECP;

Pursuant to the Declaration on the Inauguration of the SEECP Parliamentary Assembly adopted on 10 May 2014;

Guided by the Rules of Procedure of the SEECP Parliamentary Assembly which establish the functioning of the SEECP Parliamentary Assembly;

In accordance with the SEECP PA Work Program 2016/2017 adopted in June 2016 in Sofia;

Having regard to the existing practices in the field of higher education in the SEECP Participants;

Having in mind that the integration of Southeast Europe as a whole in the European Union represents one of the most important mechanisms for ensuring peace, stability and progress of the region;

Reaffirming the importance of the enlargement process and commitment of reforms initiated by the SEECP Participants especially in the field of higher education as part of their efforts invested within the EU integration process;

Emphasising the relevance and importance of efficient mechanisms for the continuation of parliamentary cooperation, particularly in the field of higher education;

Recognising the need for reinforcing cooperation among higher education authorities in the SEECP Participants aimed at enhancing the regional cooperation in the field of higher education;

Recalling the Final Declaration of the Third Plenary Session of the South-East European Cooperation Process Parliamentary Assembly, 10-11 June 2016, Sofia, which reaffirms the importance and the role of parliaments in encouraging the exchange of expertise and experience with SEECP parliaments of non EU Member States;

Highlighting that the SEECP PA can play an important role in assisting the parliaments of the SEECP Participants to harmonize their own legislative framework with the EU *acquis* by developing a comprehensive exchange of best practices, knowledge and experience with the Parliaments of EU Member States;

Noting that an increase in the intensity and the institutionalization of parliamentary dialogue is the key to addressing the challenges faced and to establishing a comprehensive higher education perspective for South East Europe;

Underlining the importance of internationalization of higher education as a means of improving the quality of higher education through the opportunities presented by the information age;

Appreciating the high level of participation of SEECP Participants in existing mechanisms for cooperation in higher education both in bilateral and multilateral levels such as the Bologna Process and the European Higher Education Area;

Welcoming the current level of integration achieved in the field of higher education by means of the Bologna Process which is an important process of harmonizing various systems of European higher education with an objective to create a European Area of Higher Education and to promote the European system of higher education on a worldwide scale in order to increase its international competitiveness.

The General Committee on Social Development, Education, Research and Science, which was convened in İstanbul, on 21 April 2017:

Encourages the enhancement of regional cooperation among SEECP Participants in the field of higher education by exchange of best practices and experience in the field;

Calls on SEECP Participants to promote institutional cooperation and enhance administrative capacities in higher education, as well as adoption of common policy measures aimed at improving institutional cooperation;

Invites SEECP Participants to take relevant measures in order to ensure full accessibility for the people with disabilities to higher education;

Call for more efficient implementation of education reforms, particularly in the area of higher education with a view to comply with the principles laid down by the European integration process and the Bologna Process;

Highlights the need to contribute to the internationalization of higher education by strengthening the existing networks of cooperation among SEECP participants in higher education in line with the Bologna Process;

Calls upon SEECP Participants to utilize the opportunities provided by EU programs such as Erasmus + and Horizon2020 more productively with a view to improve strategic partnerships among SEECP Participants by increasing mobility among themselves;

Encourages cooperation among National Agencies and National Erasmus Offices of SEECP Participants with a view to enhance the effectiveness of Erasmus+ programs;

Urges SEECP Participants to contribute more actively to the modernization of higher education by means of the adoption of innovative approaches such as digitalization, formation of joint degree and programs, project based internationalization and internationalization and exchange of university curricula;

Calls upon SEECP Participants to increase their efforts for ensuring the recognition of professional qualifications in line with the Bologna Process;

Recommends to SEECP Participants to adopt measures aimed at facilitating the mutual recognition of diplomas and qualifications through intensification of efforts for the negotiation and finalization of agreements in all levels and in all forms.

**GENERAL COMMITTEE ON SOCIAL DEVELOPMENT, EDUCATION,
RESEARCH AND SCIENCE OF THE SOUTH EAST EUROPEAN COOPERATION
PROCESS PARLIAMENTARY ASSEMBLY (SEECF PA)**

21 April 2017

İstanbul

REPORT

on

“COOPERATION IN HIGHER EDUCATION”

Rapporteur: Hakan ÇAVUŞOĞLU, Ankara

Introduction

Higher education has long been recognized as contributing to the social, cultural and intellectual life of society by improving the level of human capital. Knowledge and technology has become a major economic and social development factor. Higher education institutions have a wealth of scientific and educational potential, but it is not sufficiently exploited for economic governance processes, society and business. Structures of higher education systems or more precisely, the shape and the size of the national higher education systems, have been among the issues of higher education policy. There is a long-term trend of expansion of higher education accompanied by a continuous debate about its desirability and a perennial instability.

Over the years, the emphasis placed on issues of the shape and size of the higher education system varied substantially. Perceptions underwent continuous revisions as regards the driving forces affecting the patterns of the higher education systems.

Higher Education

“Higher education” and “higher education system” became popular terms in the second half of the twentieth century. The spread of this term had three implications. First, the use of these terms suggest that there is a macro-structure of higher education. Higher education activities and institutions in a country have something in common and are interrelated. Second, the terms suggest that the characteristic features of universities are not necessarily indicative anymore for the higher education system as a whole. Those institutions are termed universities, as a rule, which serve a twofold function: teaching and research, the latter i.e. the creation and preservation of systematic knowledge. It is widely assumed that universities in today’s meaning of institutions fostering “analytic”, “rational”, “systematic”, “critical”, “sceptical” and “innovative” thinking through teaching and research emerged from the European universities of the Middle Age. Third, the term “higher” suggests a specific quality, e.g. a certain degree of cognitive rigour, an expectation that students learn to question prevailing rules and tools and understand theories, methods and substance of “academic” knowledge. During the final decades of the twentieth century, terms as “post-secondary”, “tertiary” and “third-level” gained popularity.

It is largely regarded that Europe invented the modern university as a higher learning institution and learning community. In European tradition, the universities essentially were set up to educate societies’ elites. The oldest European university, Bologna University (University of Bologna, Wikipedia), which dates back to 1088, although the exact time of founding remains uncertain, created the higher learning community that was to be emulated throughout the whole continent. England invented the concept of the residential university, where scholars living in a small community were to pursue higher learning. Oxford and Cambridge Universities are examples of such communities. Germany created the research

university. In the German tradition subject area rather than development of the student, as in the English model, received higher focus.

From national to supranational

Until the early 1990s, structural higher education policies and trends were clearly national policies and developments. International comparison was a powerful tool for understanding the national developments and for setting a framework in the search for improvement, but different decisions were made within individual countries reflecting international views of the best options, varied policy preferences as well as national contexts. The Bologna Declaration of 1999 has been a remarkable starting point for supra-national action to make the patterns of the national higher education systems more quite similar across Europe.

The European higher education system used to vary from country to country thus rendering professional and academic movement difficult. Diplomas had to be translated, courses recognized but still it was a long and often unsuccessful process. The European Union established the Bologna System as a means to achieve unity and mobility in the field of education, as it has similarly done in different areas.

Since the beginning of the 21st century, higher education institutions in Europe have been restructured in order to establish a comparable, transparent, common and/or similar higher education area called the European Higher Education Area (EHEA). The establishment of the European Higher Educational Area has been a bold attempt to enhance higher education by introducing common standards through the Bologna Process which introduced similar requirements and criteria in all the countries.

The Bologna Process

The commencement of the Bologna Process is a revolutionary accomplishment to promote cooperation among higher education institutions and to internationalize higher education in Europe. The Bologna Declaration (1999) called for creation of the European Higher Education Area (EHEA) by 2010. The European Higher Education Area was envisaged as a competitive higher education zone, encouraging the mobility of student and academic staff, in which students are able to choose from a wide range of courses and benefit from smooth recognition procedures. With political unification and expansion of European Union, shortcomings of educational systems came into forefront of societies' concerns. The Bologna process was to integrate higher learning systems through Europe by creating the European higher education area by making academic degree quality assurance standards more comparable and compatible throughout Europe. From the beginning, there have been three priorities of the Bologna Process: "Introduction of the three cycle system (bachelor/master/doctorate), quality assurance and recognition of qualifications and periods of study".

The student mobility has often been considered as one of the key elements of the international aspect of higher education. Because globalization combines economic and

cultural change, it has created a demand for fully-equipped graduates who will become the skilled workforce in very competitive professional and academic areas. In order to meet the need for global-ready graduates, mobility programmes such as Erasmus have become one of the most substantial variables of higher education in Europe. If national governments aim to ensure themselves an important place in the swiftly changing and developing world, it is highly necessary that they follow the developments in higher education, especially regarding internationalization and student mobility. Partnership between national governments is one of the significant principles lying at the heart of the Bologna Process which is a voluntary process i.e. reforms are jointly agreed, but implementation is subject to national suzerainty.

The Bologna Process has 57 parties: 49 higher education systems in 48 countries (incl. Belgium Flemish and French Community), the European Commission, and seven Consultative Members.

Major Bologna goals and instruments are:

- A converged degree structure: three study cycles of Bachelor, Masters and Doctorates, laid down in the EHEA Qualifications Framework, which is largely compliant with higher education qualifications in the EU Qualifications Framework for Lifelong Learning.
- A joint credit system, usually the European credit transfer system (ECTS) or a compliant system.
- Mobility of students and staff.
- Internationalisation of higher education systems and institutions, the international visibility of the EHEA, also named “Bologna in a global setting” or “international attractiveness”.
- A European Dimension of Quality Assurance – based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and the European Quality Assurance Register for Higher Education (EQAR) – so far the only institution created by the Bologna Process.
- Social dimension, lifelong learning and widening access and participation.
- Recognition of study periods, based on the credit system, and degrees, in line with the Lisbon Recognition Convention.

European higher education system is currently divided into three linear, sequential levels: Bachelor, Master and Doctorate (PhD) systems. Students do not need to continue studying at the same institution, but may decide to move to a different faculty, or even university. The degrees acquired are part of a framework that has been agreed upon by 46 countries and that promote international transparency, and mobility. In order to facilitate mobility and international curriculum development, the European Credit Transfer System was established. The credits are attached to courses of educational programmes based on difficulty and requirements, such as student workload, learning outcomes and contact hours. This Transfer

System makes it therefore, easier to compare programmes throughout Europe. The European higher educational system is regulated to follow international principles and allows and facilitates student mobility. Bologna Process was not introduced in all countries at the same time and therefore is not well-developed everywhere. Some countries are still in the early stages of its implementation but they are all continuously striving to reach the prescribed level.

The social dimension and the modernisation of higher education

The reform of higher education in Europe has been on the agenda of European cooperation for a long time. The challenge of “modernising higher education” was presented forcefully by the European Commission which emphasised that universities are key players in Europe's future and for the successful transition to a knowledge-based economy and society; which needs in-depth restructuring and modernisation if Europe is not to lose out in the global competition in education, research and innovation. This approach links the modernisation of higher education to the achievement of economic and social goals in a knowledge-based economy.

In the political debate on the future of higher education, the social dimension has become increasingly important. The Council stated that increased lifelong learning opportunities, widening access to higher education for all, including non-traditional learners, and improving employability are key objectives of higher education policy both at the European and national level. The Council asked member states to establish incentives so that higher education institutions accept more non-traditional learners and improve the learning environment.

Strategic framework in education and training (ET 2020) identified four strategic objectives. The third objective is “Promoting equity, social cohesion and active citizenship” to “enable all citizens, irrespective of their personal, social or economic circumstances, to acquire, update and develop over a lifetime both job-specific skills and the key competences needed for their employability and to foster further learning, active citizenship and intercultural dialogue”. Concretely, the Council adopted the benchmark for tertiary level attainment according to which “by 2020, the share of 30-34 year olds with tertiary educational attainment should be at least 40%”. The Council further identified the main challenges of the modernisation agenda, in particular sustainability of higher education funding and diversification of higher education provision. The Council also invited member states to “promote widened access, [...] develop policies aimed at increasing completion rates, [...] and to] promote specific programmes for adult student and other non-traditional learners”.

The future strategy for education and training in Europe is based on 2 key European Commission documents:

- The Europe 2020 Strategy, which aims to further develop growth and job creation by focusing on key policy areas including education. EFEE closely follows the flagship

initiatives 'Youth on the move' and 'Agenda for new skills for new jobs' and the forthcoming EC policies and funding possibilities.

- The Education and Training 2020, which is a strategic framework adopted in May 2009. The strategy targets all levels of education and training and includes 4 main objectives: Making lifelong learning and mobility a reality, improving the quality and efficiency of education and training, promoting equity, social cohesion and active citizenship and enhancing creativity, innovation and entrepreneurship.

Within the EHEA, countries have committed to the goals which requires that the student body should reflect the diversity of the populations and that the background of students should not have an impact on their participation in and attainment of higher education. The goal of providing equal opportunities to quality higher education is far from being reached. With regard to gender, for instance, some imbalances have reduced over time but nevertheless continue to exist in most countries and across the EHEA as a whole. The greatest gender imbalances exist between different fields of study. In some fields, such as teacher training or social services, men are strongly under-represented. In other fields, such as computing or engineering, women are strongly under-represented. Policies aimed at achieving gender balance in higher education are therefore likely to be most effective if they take study-field-specific imbalances into account. Another central concern of the social dimension is whether immigrants and children of immigrants have the same opportunities to participate in and attain higher education as native students. Data shows very clearly that in nearly all countries, an immigration background is negatively associated with higher education attainment. Foreign-born young adults are more likely to quit education and training at an early stage and less likely to participate in tertiary education than their native-born counterparts. Keeping in mind European Union's Europe 2020 strategy and its target that by 2020 at least 40 % of young people (aged 30-34) should have completed tertiary or equivalent education; whether increasing overall participation will also result in a more balanced composition of the student body remains to be seen.

Mobility and internationalisation

EHEA countries present very different situations with regard to internationalisation and mobility, especially when looking at their individual mobility flows and the level of engagement in internationalisation activities. Most countries encourage the internationalisation of higher education through their steering documents. However, more than half of them lack a national internationalisation strategy or guidance to the various stakeholders involved in the internationalisation process. Higher education institutions in many countries also lack comprehensive internationalisation strategies, although they are increasingly engaged in internationalisation activities such as joint programmes/degrees. Many countries have not adopted national quantitative targets for different forms of mobility.

There is no doubt that the trend for internationalisation is growing, and that this offers great potential for higher education institutions in the EHEA. However, lack of funding as well as inflexible national legal frameworks may hinder development in some countries. Student mobility rates show slight increases since the 2012 Implementation Report, but still only a minority of students benefit from such experience and mobility for under-represented groups would need greater attention. There is considerable evidence of significant national action to strengthen mobility, but monitoring mechanisms to assess the impact of these measures is lacking in most countries. It is not clear whether the EHEA collective target of 20 % mobility by 2020 can be reached. Funding is perceived by ministries and students alike as the biggest obstacle to increased mobility. For both student and staff mobility, it will be essential to focus not only on numbers, but also on the quality of mobility. This implies investing in information services, monitoring experience, ensuring that recognition and evaluation processes operate fairly, and making changes in light of experience.

Conclusion and the role of the Parliaments

South East Europe is a region with a dynamic population enrolled in higher education. Many countries in the region have mature higher education systems and others are striving to achieve the highest standards in higher education. European integration process constitutes an indispensable factor in this regard. Accession negotiations include chapters on education as well and countries in the region are trying to adopt the EU acquis in higher education by initiating reforms in order to modernize their higher education systems. Bologna Process, on the other hand, is the manifestation of the joint will of those countries coming together to promote cooperation among higher education institutions and to internationalize higher education in Europe. All but one of the SEECP participants are parties to the Bologna process which aims to integrate higher learning systems through Europe by creating the European Higher Education Area (EHEA) thus making academic degree quality assurance standards more comparable and compatible throughout Europe. The high level of participation by the SEECP participants to the Bologna Process is remarkable and promising for the future of the higher education system in South East Europe. Parliaments of the SEECP PA can play an active role in supporting governments to adopt relevant reforms in order to comply with the requirements set forth by the Bologna Process. Relevant parliamentary committees on education can serve as an important platform for the inclusion of higher education reforms in to the legislative process. Parliaments of the SEECP PA can encourage relevant authorities to participate more actively in the Bologna Process, especially the mobility programs such as Erasmus+. In line with the social dimension of the Bologna Process, Parliaments of the SEECP PA should play a pioneering role in ensuring that all parts of the society regardless of their social, economic and political backgrounds receive higher education. SEECP participants will undoubtedly reach high standards in higher education by means of reforms

initiated in line with the European integration process and Bologna Process. SEECP Parliaments will continue to be an integral part of the process by providing a platform for the realization of relevant legislative reforms in higher education.



**MEETING OF THE SEECF PA GENERAL COMMITTEE ON SOCIAL
DEVELOPMENT, EDUCATION, RESEARCH AND SCIENCE**

20-22 APRIL 2017, İSTANBUL/BURSA

“COOPERATION IN HIGHER EDUCATION”

List of Participants

ATHENS

Mr. George STYLIOU
Mrs. Maria Eleni SEIRLI

MP
Secretary, Consulate General in
İstanbul

ANKARA

Hakan ÇAVUŞOĞLU

Chairperson of the SEECF PA
General Committee on Social
Development, Education, Research
and Science,

Hüseyin BÜRGE

MP, Delegation of Turkey, SEECF PA

Prof. Dr. Beril DEDEOĞLU

Member, Council of Higher
Education

Mesut KAMILOĞLU

Director, Center for European Union
Education and Youth Programmes
(Turkish National Agency), Ministry
for EU Affairs

Gülün Gözde ÖZTÜRK

Deputy Expert, Center for European
Union Education and Youth
Programmes (Turkish National
Agency), Ministry for EU Affairs
Expert, Directorate General for EU
and Foreign Relations, Ministry of
National Education

Ali AKSOY

BELGRADE

Mrs. Ljupka MIHAJLOVSKA
Mr. Veljko RACKOVIC
Mrs. Sanja MARJANOVIC

MP
Secretary of the Delegation
Personal Assistant

BUCHAREST

Senate

Mr. Emanuel-Gabriel BOTNARIU

Senator

Ms. Cosmina MOLDOVAN

National Coordinator

Chamber of Deputies

Mr. Adrian – Claudiu PRISNEL

MP

Mrs. Daniela Rodica GEORGIAN

National Coordinator

CHISINAU

Mr. George MOCANU

MP

Mrs. Viorica STANISLAVCIUC

National Coordinator

PRISTINA

Mr. Ismajl KURTESI

MP

Mrs. Merita DRENORI

National Coordinator

SARAJEVO

Mrs. Hanka VAJZOVIĆ

MP

Mrs. Jadranka RADOVIĆ

National Coordinator

Mrs. Amila ŽUJO

Interpreter

SKOPJE

Mrs. Emanuela STOJKOSKA

National Coordinator

Mrs. Biljana OGNENOVSKA

Deputy National Coordinator

SOFIA

Mrs. Vesela PETKOVA-STOITZEV

National Coordinator

TIRANA

Mrs. Esmeralda SHKJAU

MP

Mr. Genci GOLI

National Coordinator

Zagreb

Mr. Vedran BABIĆ

MP

Mrs. Anja ĐURIĆ

National Coordinator

Secretariat

Ali YILDIZ

National Coordinator

Fatih BAYDAR

Secretary of the Delegation

Mehmet YILMAZ

Protocol

Türker YENER

Transfer

Sezer PENCİK

Organization