



Parlamentul României Camera Deputaților

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S-A LUAT ACT

In ședința Biroului Permanent al Camerei Deputaților

din data de 09.05.2018

Nr. 611

INFORMARE

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

Podgorica, Muntenegru, 23-24 februarie 2018

În perioada 23-24 februarie 2018, a avut loc la Podgorica, Muntenegru, reuniunea Comisiei generale pentru dezvoltare socială, educație, cercetare și știință a Adunării Parlamentare a SEECP.

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 delegațiilor participante la AP SEECP din Atena, Belgrad, București, Istanbul, Ljubliana, Priștina, Tirana, Sarajevo și Zagreb, precum și Ministrul Educației din țara gazdă, domnul Damir Sehovic și reprezentanți ai Consiliului Regional de Cooperare.

Pe ordinea de zi a reuniunii Comisiei a figurat tema generală „Educația în țările din Sud-Estul Europei : Situația actuală și perspective”.

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 Radule Novovic, Președintele Comisiei, membru al delegației din Muntenegru.

În alocuțiunea domniei sale, președintele Comisiei, domnul Radule Novovic a adresat participanților prezenți la reuniune cuvântul de bun venit și s-a referit la aspecte privind importanța dezvoltării cooperării regionale la nivel parlamentar între statele din Sud-Estul Europei, care va contribui la crearea unui cadru pentru rezolvarea nu doar a problemelor din domeniul educației, dar și a problemelor economice, sociale, culturale, etc.

Totodată, domnul Radule Novovic a arătat că nici o societate nu se poate dezvolta fără un sistem de educație performant, iar provocările cu care se confruntă statele participante la SEECP în domeniul educației sunt comune cu cele cu care se confruntă statele membre ale Uniunii Europene.

În continuarea cuvântului său, Președintele comisiei a informat participanții că raportul analizează aspecte legate de învățământul preșcolar, vocațional, universitar, părăsirea timpurie a școlii și recunoașterea diplomelor universitare, exprimându-și convingerea că schimbul de opinii din cadrul dezbaterii va oferi răspunsuri și soluții în vederea ameliorării aspectelor semnalate.

Ministrul Educației din Muntenegru, domnul Damir Sehovic, a făcut o scurtă prezentare a situației din domeniul educației din țara sa, subliniind faptul că, în Muntenegru a fost inițiată, în urmă cu șase luni, o amplă reformă a învățământului la toate nivelurile, cu accent pe îmbunătățirea calității, crearea de oportunități egale și satisfacerea nevoilor pieței muncii. De asemenea, Ministru Educației a prezentat câteva măsuri concrete precum: *înființarea Agenției pentru asigurarea calității în învățământul superior; creșterea înscrierilor în școlile de formare profesională; reducerea curriculei cu 10%; introducerea studierii limbii engleze la toate nivelurile de învățământ; mărirea bugetului universităților de stat.*

În continuarea lucrărilor reuniunii s-a trecut la dezbaterea Raportului pe tema generală menționată, raport care subliniază că pentru a obține un sistem de educație de înaltă calitate în Sud-Estul Europei este nevoie de politici care să aibă ca obiectiv o mai mare autonomie a școlilor, introducerea unor noi abordări financiare care necesită o mai mare responsabilitate, diversificarea ofertei de pregătire profesională. Astfel, aceste măsuri vor face ca sistemele educaționale ale statelor participante la SEECP să fie mai complexe și diversificate. Totodată, în raport se menționează faptul că învățarea pe tot parcursul vieții este o măsură care trebuie implementată și dezvoltată în toate statele participante la SEECP, prin promovarea egalității, cu accent pe egalitatea de gen și, a coeziunii sociale, precum și prin consolidarea domeniului inovației și creativității.

În cadrul dezbaterii proiectului de raport, membrii comisiei au prezentat situațiile din țărilor lor, fiind subliniată necesitatea concentrării eforturilor pe rezolvarea problemelor existente și a reformării acestui domeniu de importanță vitală pentru viitorul tuturor statelor participante la SEECP.

Domnul deputat **Adrian-Claudiu Prisnel** a subliniat în cadrul intervenției sale că educația reprezintă o componentă majoră atât pentru dezvoltarea copiilor și tinerilor din regiune, cât și pentru viitorul întregii zone din Europa de Sud-Est. Ca parte a Agendei de Dezvoltare Durabilă a Națiunilor Unite, educația de calitate este fundamentală pentru construirea unei societăți inclusive și pentru promovarea dezvoltării durabile în întreaga lume. La nivel european *Strategia Europa 2020* prevede o creștere inteligentă, durabilă și favorabilă incluziunii, cu obiective interconectate, care promovează stabilitatea economică și socială.

În continuarea intervenției sale, domnul deputat **Adrian-Claudiu Prisnel** a arătat că, în cadrul eforturilor comune de a asigura o educație incluzivă, reducerea *Părăsirii Timpurii a Școlii* este esențială pentru atingerea mai multor obiective europene și naționale cheie. Este important să fie luate în considerare obiectivele identificate de strategia Europa 2020: creștere inteligentă, prin îmbunătățirea nivelurilor de educație și formare și creștere incluzivă, prin sublinierea *Părăsirii Timpurii a Școlii* ca factor de risc major pentru șomaj, sărăcie și excluziune socială. Inclusiv obiectivul de creștere susținută, care pune accent pe eficiența resurselor, sustenabilitatea și competitivitatea mediului este afectat de *Părăsirea Timpurie a Școlii*, care va compromite competitivitatea oricărei economii dacă nu este ținută sub control.

România face parte din mecanismele de implementare a acestor documente-cadru europene, inițiind reforme educaționale care promovează o educație incluzivă de calitate. Astfel, în ultimii zece ani, rata de *Părăsire a Școlii* în România a scăzut constant și România și-a propus ca obiectivul național să atingă ținta de 11,3 % în 2020.

În cadrul eforturilor naționale de promovare a unei educații inclusive, a dezvoltării economice durabile și a stabilității în societate, Ministerul Educației Naționale din România a adoptat un cadru strategic pentru educație și formare profesională format din patru strategii sectoriale precum: *reducerea procentului*

părăsirii timpurii a școlii, creșterea calității învățământului superior, învățarea pe tot parcursul vieții și, nu în ultimul rând, formarea profesională.

Domnul deputat **Adrian-Claudiu Prisnel** a informat participanții că principalul obiectiv strategic al României în domeniu este de reducere a abandonului școlar timpuriu, obiectiv care acoperă politicile de prevenire și intervenție ce constau în patru piloni, care vizează: *asigurarea accesului la educație de calitate pentru toți copiii; asigurarea ca toți copiii să finalizeze cursurile învățământului obligatoriu; sprijinirea reintegrării în sistemul educațional al persoanelor care au părăsit școala devreme; dezvoltarea suportului instituțional adecvat pentru implementarea, monitorizarea și evaluarea Strategiei.*

În continuare, domnul deputat **Adrian-Claudiu Prisnel** s-a referit la aspecte privind unele măsuri menite să dezvolte sistemul de educație din România precum: *consolidarea pachetului social; dezvoltarea sistemului de educație timpurie; programe de antreprenariat de la școala primară până la universități; creșterea participării la educație de calitate, de la creșă și până la absolvirea unei forme de învățământ care să asigure acces pe piața muncii sau tranziția către învățământul universitar; acces egal la învățământ de calitate la nivel preuniversitar; creșterea participării în învățământul universitar, concomitent cu îmbunătățirea calității și relevanței acestuia; modernizarea infrastructurii și utilizarea tehnologiilor informării și comunicării.*

De asemenea, domnul deputat **Adrian-Claudiu Prisnel** a informat participanții că în ultimii ani, Ministerul Educației Naționale din România a colaborat îndeaproape cu o serie de factori de decizie și experți din țările europene pentru a dezvolta și implementa educația duală. În completarea școlii bazată pe învățare, sistemele duale consolidează legătura cu mediul de afaceri și comunitatea locală, oferind accesul la învățarea practică direct la locul de muncă, variind de la 20% din timpul alocat în primul an de studiu, până la 72% în al treilea an de studii.

În încheierea alocuțiunii sale, domnul deputat **Prisnel** a subliniat faptul că prin aceste măsuri România se implică în promovarea calității și a educației incluzive, pentru a reduce rata abandonului școlar timpuriu și pentru a promova educația și formarea profesională ca o alternativă eficientă pentru creșterea accesului la o piață a forței de muncă bine pregătită și, și-a exprimat convingerea că discuțiile pe marginea raportului și rezoluției vor contribui în mod pozitiv la dezvoltarea cooperării și la rezolvarea problemelor comune din domeniul educației, care ar trebui să rămână o prioritate pentru toate țările din regiune.

În cadrul dezbaterilor privind adoptarea amendamentelor atât la proiectului de raport, cât și la proiectul de rezoluție, domnul deputat **Adrian-Claudiu Prisnel** a susținut amendamentele propuse de Delegația României, care contribuie la îmbunătățirea terminologiei specifice acestor documente.

Membrii comisiei au acceptat toate amendamentele propuse de delegațiile română și sârbă, atât la proiectul de raport, cât și la proiectul de rezoluție. Ambele documente au fost adoptate de membrii comisiei, în absența reprezentanților Priștinei, care au decis să părăsească sala înainte de vot.

Proiectul de Rezoluție al comisiei cuprinde o serie de recomandări cu scopul de a îmbunătăți cooperarea în acest domeniu, printre care:

- Cere statelor participante la SEECP să insiste pe coerența politicilor referitoare la educația preșcolară și elementară până la cea universitară, educația vocațională, educația și formarea profesională, respectându-se astfel principiul învățării pe tot parcursul vieții;
- Accentuează că educația preșcolară are un impact semnificativ asupra dezvoltării abilităților generale ale copilului;
- Recomandă statelor participante la SEECP să asigure un sistem de educație mai corect și accesibil prin oferirea de servicii specializate, de înaltă calitate și extinse, menite să dezvolte potențialul copiilor la cel mai înalt nivel posibil;

- Subliniază că prioritățile în acest domeniu ar trebui să se axeze pe: o educație vocațională de calitate și eficientă relevantă pentru piața muncii; oportunități egale de obținere a calificării în educație vocațională la angajare și incluziune socială;
- Accentuează că un sistem de calificări flexibil trebuie să fie creat în raport cu Cadrul european de calificări, bazat pe informații relevante cu privire la aptitudinile necesare și calificările pentru diverse grupuri țintă, cu orientare profesională și mecanisme de consilier și recunoaștere a cunoștințelor acumulate, indiferent de contextul în care au fost dobândite;
- Recomandă statelor participante la SEECP să creeze condiții pentru înlăturarea obstacolelor de mobilitate a forței de muncă înalt calificate, în special prin proceduri și standarde comune de recunoaștere automată a calificărilor academice de calitate corespunzătoare;
- Cere parlamentelor AP SEECP să joace un rol activ pentru a se asigura că procentul de populație care este înrolat în educație terțiară atinge limita UE și că toate părțile societății, indiferent de sex și de mediul lor social, economic sau politic au acces la studii superioare;
- Invită statele participante la SEECP să își mențină angajamentul de a reduce abandonul școlar și să crească rata participării la învățământul terțiar a populației cu vârste între 30-34 ani;
- Recomandă statelor participante la SEECP să își intensifice eforturile pentru reducerea abandonului școlar timpuriu ținând cont de faptul că tinerii care renunță la școală se expun la un risc mare de șomaj, excluziune socială și sărăcie;
- Sprijină idea că învățarea pe tot parcursul vieții ar trebui să fie în continuare dezvoltată și calitatea educației la toate nivelurile trebuie să fie îmbunătățită, prin promovarea egalității, cu accent pe egalitate de gen și a coeziunii sociale, precum și consolidarea domeniului inovației și a creativității.

Proiectul de raport și de rezoluție urmează să fie prezentate în cadrul Sesiunii Plenare a AP SEECP care va avea loc la Ljubljana în perioada 13-14 aprilie a.c., în organizarea Președinției în exercițiu slovene.

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





The Parliament of Montenegro

**SEECF PA General Committee on Social Development, Education, Research
and Science**

Podgorica, Parliament of Montenegro, 24 February 2018

DRAFT REPORT

on

Education in South-East Europe: Current situation and Perspective

Rapporteur: Mr. Radule NOVOVIĆ, Podgorica

I INTRODUCTION

No society can be developed without a proper education system. All SEECP participants are responsible for their education systems, so it is important to note that, in the previous period, significant efforts are made to improve the situation in this area. Cooperation among SEECP participants provides the exchange of best practices, spreading of information on successful methods, as well as guidelines for future reforms in the field of education.

High quality education in South East Europe must be provided in line with program policies which aim to increase the quality and attractiveness of education, but also in line with the developments relating to greater autonomy of schools, the introduction of new financial approaches that require greater responsibility, the diversification of training providers, including private, but also educational trends after the secondary level of education. All these measures make educational systems even more diversified and complex.

Given the fact that SEECP participants are facing similar challenges in the education field, as well as all European Union member states, their goals are compatible. In the forthcoming period, the idea of lifelong learning should be further developed and quality of education at all levels should be further improved, by promoting equality, with special focus on gender based equality and social cohesion, as well as by fostering innovation and creativity. It is necessary to insist on the coherence of policies at all levels - from early, pre-school and school education to higher education, including vocational education and trainings and educations for adults, thus respecting the principle of lifelong learning.

As for the set priorities of SEECP participants, and of the European countries in general, the following stand out: enhancing basic skills for the purpose of improving job opportunities for low-skilled workers, providing recognition of qualifications, exploring needs for obtaining additional qualifications, dealing with the "brain drain" problem, encouraging practical entrepreneurial experience, developing and promoting vocational education in accordance with the labor market needs, developing digital skills, improving the availability of career information for a better choice of occupation and information on progress of highly educated students in the labor market.

Education in South-East Europe, being a key thematic area, has a direct relevance to the Europe 2020 Strategy, since education comprises its integral part and represents one of its key objectives. Fields such as early childhood education and care, vocational education, higher education, early school leaving and recognition of academic qualifications, as highly important, are particularly addressed in this report. Being left out from the EU2020, the Western Balkans region has developed its own strategy SEE2020 covering the WB6 and using the same monitoring indicators and data to oversee its development in several areas (integrated, smart, inclusive, sustainable and good governance), mirroring the EU2020 strategy.

II EARLY CHILDHOOD EDUCATION AND CARE

Early childhood education - preschool education has the major impact on development of child's overall abilities. Neuroscience research suggests that neurological development of a child is the most intensive by the age of five, indicating the importance of investment, cognitive/mental stimulation and learning for children at the earliest possible age.

In line with their domestic and international acts, SEECP participants advocate for and take steps to establish effective early childhood education, in accordance with current scientific knowledge and best practices in this field. SEECP Participants make special efforts to increase the coverage by early childhood education, especially for children between the age of three up

to the compulsory school age, improving thus the quality of early childhood educational services, and introducing innovative, optimal and sustainable financing models.

Importance of cognitive stimulation during early child development is clearly stressed in Europe 2020 Strategy, which acknowledges early learning as one of its priority areas. One of the set goals is that 95% of children between the ages of three up to the compulsory school age should be included in early childhood education by 2020. At the same time, the Strategy focuses on equality, in line with the targets set out at the Barcelona Summit 2002. "Barcelona targets" represent a set of priorities determined by the EU in 2002 in order to ensure accessible and quality care for at least 90% of children.

Educational systems of SEECP Participants are particularly focused on developing inclusive education. The common aspiration is to make the education system more fair and accessible through customized, high quality and comprehensive services aimed to develop children's potential to the greatest possible extent. It is important to provide access to education for children with special educational needs as well as to provide conditions for their development and education in a rational and operational manner through individualized and additional support.

The SEECP Participants have made significant steps in the past ten years to expand coverage of early childhood education. We are all obliged to make early learning available to all children from different groups in the region of South East Europe regardless of their region, ethnicity, socio-economic status and developmental characteristics.

Taking into account the specific features of education systems in each of SEECP participants, it can be concluded that the priorities in this area are similar to those set at the European level.

The perspectives of the further development of education should be focused on the availability of high quality lifelong education and the development of skills that are going to be relevant for employment. Particular emphasis should be placed on strengthening non-discrimination at all levels of education, as well as further development of inclusive education. In order to improve the quality and efficiency of the education system, it is necessary to continue with sustainable investments and providing ongoing support to teaching staff. Likewise, it is necessary to implement measures to facilitate the mobility of pupils and students, as well as employees, while insisting on transparency and recognition of skills and educational qualifications.

III VOCATIONAL EDUCATION

The objectives set up in the Bruges communique, the Riga conclusions and the Strategic Framework for cooperation in education "Education and Training 2020" are a good basis for determining the priority areas in vocational education for the upcoming period. The most important priorities include: high-quality and efficient vocational education relevant to the labor market, equal opportunities for obtaining educational qualifications in vocational education, employability and social inclusion and lifelong learning and mobility.

In one hand, students who complete vocational education should be able to compete in the labor market, and in the other, this form of education should give them the level of general knowledge needed for the continuation of education.

In the previous period, many activities were conducted in the field of vocational education. Schools are creating an environment that encourages the development of critical thinking, innovation, creativity, teamwork, cooperation and respect for the other. In many countries, the implementation of career guidance and counselling activities in schools is carried out. Continuous professional development is provided for teaching staff.

A very important link in harmonizing the education system with the needs of the labor market is creating conditions for learning in the workplace. The condition for this is the cooperation with employers and creating conditions for students to get educated in a real working environment.

The emphasis should be placed on the knowledge that a student has obtained and how skilled he/she is for certain jobs after graduation. The teaching process aims at achieving the set learning outcomes, while simultaneously the autonomy of teachers is supported, and the emphasis is placed on students' activities.

In the forthcoming period, emphasis needs to be given to providing good education in vocational and grammar schools as well as in adult education, through: initial quality and continuous education and training of teachers and other staff involved in educational work, providing adequate spatial, material and technical conditions in institutions, encouraging professional autonomy of teaching staff, introducing modern methods of teaching and learning that encourage independence, creativity and critical thinking of those who learn and results in a system of durable and applicable knowledge, and acquiring key competencies and transferring skills that allow social inclusion and active citizenship, needed to continue the education and inclusion in the labor market.

By continuing structural reforms in the field of education, special attention will be given to linking education system with the labor market, i.e. linking certain levels of education and enrolment policy.

In vocational education, emphasis will be put on further improving of practical education and learning in the workplace. Also, activities will be conducted to further improvement of social partnership and cooperation with employers' associations in order to create conditions for dual education. Incentives for employers who educate students should support their active involvement in providing vocational education.

The quality assurance mechanisms will be enhanced in line with the European quality assurance system in vocational education, using information on the career of students who complete vocational education and decision-making on the basis of a coherent system for collecting and analyzing monitoring data and evaluating the results of initial and continuing vocational education.

The educational offer for vocational education and access to qualifications based on learning outcomes for young people and adults will be promoted. A flexible qualification system is being built, based on relevant information on missing skills and qualifications for different target groups, with developed career guidance and counselling mechanisms and recognition of previously acquired knowledge, regardless of the context of acquisition. Persons with special educational needs will be able to acquire qualifications gradually, in accordance with their abilities. This is of paramount importance for reducing the number of people who leave early the education system with no professional qualification, but also for those who want to resume the education.

IV HIGHER EDUCATION AND HIGHLY EDUCATED PERSONS IN THE WORKFORCE

Education reform in SEECP participants, which are not EU member states, aims to increase the efficiency of studying, ensure quality and harmonization of the national higher education system with European tendencies, in order to be successfully incorporated into a single European higher education area. The reformed higher education system is characterized by continuous quality control, introduction of a "diploma supplement" as a supporting document outlining the study program and degree, skills and competences, increasing of student and

teaching staff mobility, recognition of obtained educational qualifications and diplomas in accordance with Lisbon convention, the inclusion of students as partners in the educational process and the decision-making system and the development of the concept of lifelong learning.

All strategic objectives in the field of higher education of SEECP Participants are designed to develop an effective and high quality system of higher education and research that will promote social and economic development. Fulfilment of the strategic goals should result in further improvement of the quality of higher education, the connection between higher education and the labor market, increasing the share of the population aged 30-34 having completed tertiary education from 31% to at least 40% in 2020, established model of lifelong learning based on good international practice, research-oriented higher education, stable funding and internationalization of higher education.

Nowadays, special attention has been given to a worrying feature that noticeably large number of highly educated people is outside the labor market. One of the SEE2020 targets is increase in the number of highly qualified persons in the workforce (Target 7). The progress towards achieving target 7 was already made in 2014, with more than 500,000 highly educated persons added to the workforce since 2010. All the economies have seen an increase in the number of highly qualified people in the workforce and these numbers are expected to continue to grow by 2020. To achieve Target 7, the economies have committed to decreasing a number of early leavers from education and training systems and to increasing tertiary education attainment of the population aged 30–34. Namely the tertiary educational attainment indicator is defined as the share of the population aged 30–34 who have successfully completed a tertiary education program (for example, at a university or higher technical institution). The goal set by Europe 2020 and SEE2020 is to ensure that at least 40 % of 30–34 year-olds have completed a tertiary level of education by 2020. (ARI2017) ¹.

Table 1: SEE2020 Target 7 - Number of highly-educated persons in the workforce

Economy	2010 (baseline)	2011	2012	2013	2014	2015	2016	2020 (target)	Progress from baseline towards target
TIRANA	158,000	163,972	171,819	202,991	217,407	244,731	247,646	260,000	88%
SARAJEVO	154,000	168,000	164,000	185,000	191,000	177,000	179,000	255,000	25%
PRISTINA	n/a	n/a	92,000	99,000	104,000	101,000	104,200	n/a	n/a
PODGORICA	43,000	47,200	50,500	57,800	59,500	62,500	69,600	68,000	106%
BELGRADE	568,446	579,591	604,316	634,684	717,851	757,226	783,000	655,000	243%
SKOPJE	164,481	182,853	191,213	183,500	183,874	204,952	222,964	204,000	148%
SEE6	1,087,927	1,141,616	1,273,848	1,362,975	1,473,632	1,547,409	1,606,410	1,442,000	146%

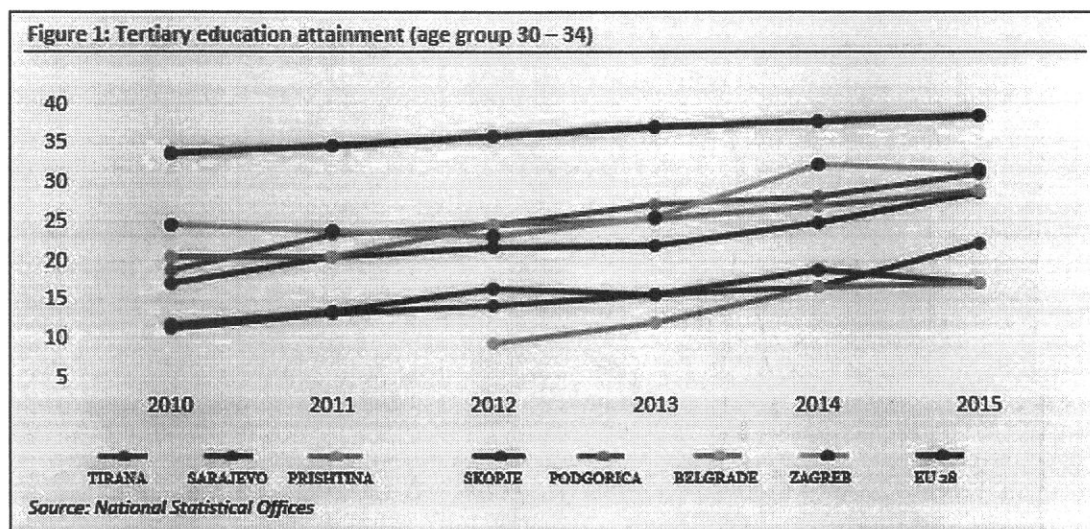
Source: National Statistical Offices

Note: Break in LFS series in 2014 in Serbia. Data are comparable for the periods 2010-2013 and 2014 - onwards.

Graph 1 (ARI 2017)

¹ <http://www.rcc.int/pages/119/annual-report-on-implementation-of-the-see-2020-strategy>

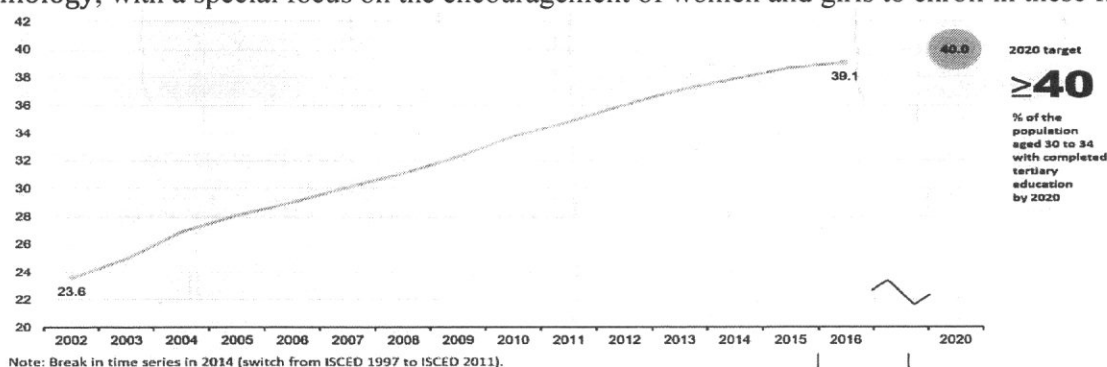
Over the past decade, there has been a continuous growth in enrolment to higher education, which resulted in a steady growth of tertiary education attainment in the region. However, the tertiary education attainment of the population aged 30 to 34 continues to be below the EU average in all the economies in the region. While the EU is expected to reach, and probably exceed, the 40% of 30 to 34 population with tertiary education, economies of the region are still lagging behind with Podgorica, Belgrade and Skopje in a better position with about 30% of 30 to 34 population with tertiary education attainment compared to Sarajevo with less than 25% and Tirana and Pristina below 20%.



Graph 2 (ARI 2017)

In addition, the EUROSTUDENT reports for most of the economies show that the widening of access to higher education has not contributed equally to social mobility across the societies. In other words, socio-economic background of students continues to have an impact on access to and completion of higher education. Students from poorer families, rural areas, those whose parents have lower education and students from vulnerable groups, including Roma, continue to have difficulties to access and complete higher education.

The PISA results in the WB economies show worrying trends with regards to the competences of students. The expansion of the highly qualified workforce has been predominantly occurring in social sciences and humanities, with continuous decrease of enrolment and graduation in the math, science and technology, which places constraints to attracting investment towards technology intense industries. Therefore, future education policies should be focused on ensuring good education and developing incentives to increase enrolment in math, science and technology, with a special focus on the encouragement of women and girls to enroll in these fields.



Graph3 http://ec.europa.eu/eurostat/statistics-explained/index.php/File:Tertiary_educational_attainment,_EU-28,_2002-2016.png

All EU Member States have made significant progress in raising tertiary educational attainment. The increase in tertiary educational attainment levels across the EU is mirrored across all Member States. This to some extent reflects countries' investment in higher education to meet demand for a more skilled labor force. Another factor is the shift to shorter degree programs following implementation of Bologna process reforms in some countries.

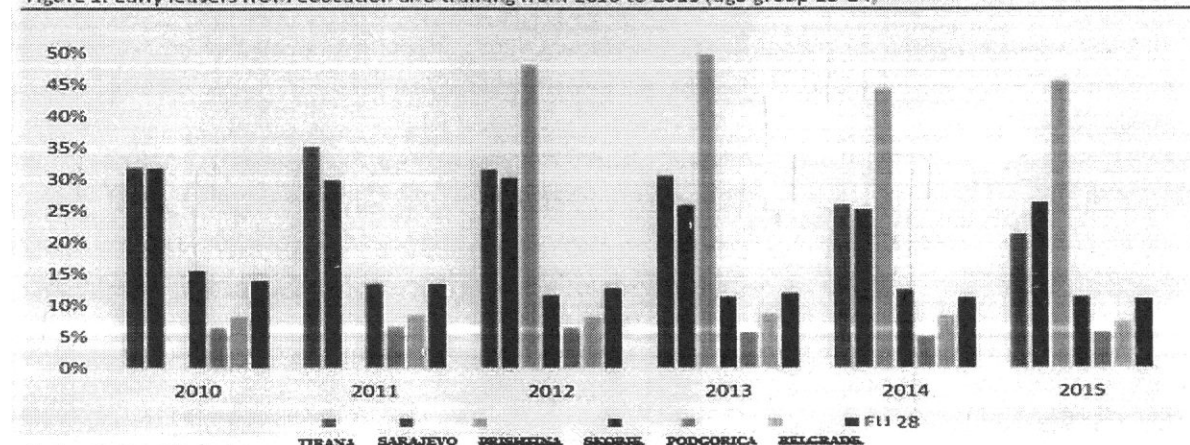
In 2016, 13 countries had already achieved their national targets on tertiary educational attainment. Bucharest was close at less than two percentage points from their national targets while Luxembourg and Slovakia were the most distant, at 11.4 and 8.5 percentage points, respectively, below their targets. In 2016, levels of tertiary educational attainment varied by a factor of about 2.3 across Europe. Northern and Central Europe had the highest percentage of tertiary graduates, with 18 countries exceeding the overall EU target of 40 %. The lowest levels could be observed in Bucharest, which were both around 26 %.

At the same time, some Eastern European countries experienced the strongest increases over the period 2008 to 2016. Changes were most pronounced in Athens where the shares almost doubled. While looking at non-EU Europe, the EFTA countries Norway, Switzerland and Iceland were at the level of the best performing Member States in 2016. However, the EU candidates Skopje and Ankara showed tertiary educational attainment levels similar to southern and eastern Member States.

V EARLY SCHOOL LEAVERS

In the SEE2020 under the dimension D. Education and Competences the economies have committed to decreasing early leavers from education and training systems and to increasing tertiary education attainment of the population aged 30 – 34. Young people who leave the formal education and training prior to obtaining at least an upper secondary qualification, namely early leavers from education and training, are at a higher risk of unemployment, social exclusion and poverty compared to young people who have obtained a formal qualification. The percentage of early leavers from education and training has been steadily decreasing from 2010 to 2015 in all the economies (graph 5). However, the number differs significantly between the WB economies. While Podgorica, Belgrade and Skopje have had low numbers of early school leavers, also compared to the EU average, Tirana, Sarajevo and Pristina in particular have struggled with high rates of early leavers from education and training. (ARI2017)².

Figure 1: Early leavers from education and training from 2010 to 2015 (age group 18-24)

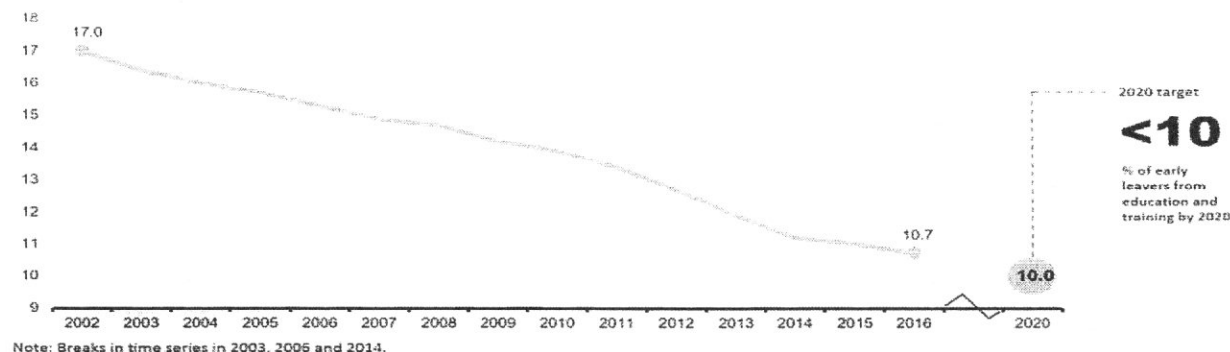


Source: National Statistics
Graph 5 (ARI 2017)³

² Ibid 2

³ Ibid 2

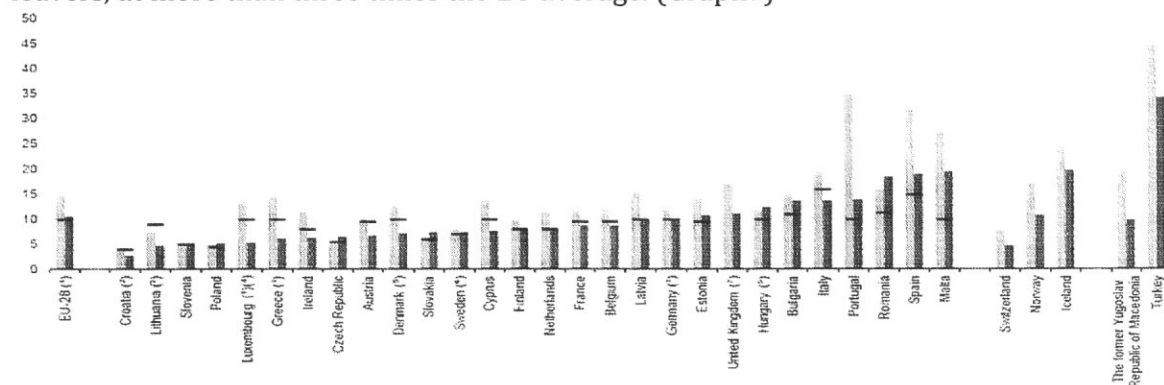
In the EU2020 the share of early leavers has fallen continuously from 17.0 % in 2002 to 10.7 % in 2016. This trend mirrors reductions in almost all Member States with the % of leavers planned to drop to 10 by 2020. (Graph 6)



Graph 6 ⁴ [http://ec.europa.eu/eurostat/statistics-explained/index.php/Early leavers from education and training](http://ec.europa.eu/eurostat/statistics-explained/index.php/Early_leavers_from_education_and_training)

Fifteen EU countries have already reached their national targets for the rate of early leavers from education and training. Southern European countries made particularly strong progress between 2008 and 2016.

Educational attainment strongly influences labor market participation. In 2016, about 58 % of 18 to 24 year old early leavers from education and training were either unemployed or inactive. Of the total population of 18 to 24 year olds, 15.2 % were neither in employment nor in any further education or training, putting them at risk of being excluded from the labour market. Rates of early leaving also vary widely across EU Member States. From the SEECP participants the degree varies with Ljubljana and Zagreb being under 10%, Bucharest and Sofia having the same degree of leavers capped at 15%. Of the candidates, Ankara has the highest share of early leavers, at more than three times the EU average. (Graph7)



Note: Break in time series in 2014 (switch from ISCED 1997 to ISCED 2011) for all countries.

(*) target: less than 10%.

(*) 2016 data with low reliability.

(*) target: less than 9%.

(*) break in time series in 2015.

(*) break in time series in 2016.

(*) target: less than 7%.

(*) No target in National Reform Programme.

Graph 7 ⁵ [http://ec.europa.eu/eurostat/statistics-explained/index.php/Early leavers from education and training](http://ec.europa.eu/eurostat/statistics-explained/index.php/Early_leavers_from_education_and_training)

⁴ Ibid1

⁵ Ibid 1

VI RECOGNITION OF ACADEMIC QUALIFICATIONS

All SEECP participants with the exception of Pristina are members to the European Higher Education Area (EHEA). They actively participate in the creation of the EHEA and as such follow the developments in the European region. Following the Bucharest Communiqué from 2013, the Yerevan Communiqué adopted at the last Bologna process Ministerial conference in 2015, clearly recognized the need for greater mobility of students and staff in order to foster mutual understanding. Equally, the Ministers underlined that they encourage automatic recognition to take place throughout the European continent by 2020 stressing that one of the current priorities should be ensuring “that qualifications from other EHEA countries are automatically recognized at the same level as relevant domestic qualifications”.⁶

Based on the Bologna process the SEE2020 Strategy through its Dimension on “Education and Competences” emphasizes the importance of removing obstacles for recognition of qualifications and supporting mobility, among other priorities. Furthermore, through the consolidated Multi-annual Action Plan for a Regional Economic Area (MAP REA) in the WB6, prepared in the context of the Berlin process and the Trieste summit, the importance of facilitating regional mobility is equally stressed (RCC 2017: 1). The MAP REA includes a Mobility Agenda that aims at:

- removing obstacles to mobility of professionals, through regional mutual recognition agreements of professional qualifications in sectors of mutual interest (doctors of medicine, dentists, architects and civil engineers);
- removing obstacles to mobility of highly qualified workforce, in particular through joint standards and procedures for automatic recognition of quality assured academic qualifications;
- measures and instruments aimed at increasing academic and research mobility and cooperation. (RCC 2017: 4)

The specific objective of removal of obstacles to recognition of academic qualifications demands to draft, adopt and implement a proposal on procedure for fast-track recognition in the region, on the base of National Qualifications Frameworks (NQFs), in accordance with the Bologna Process, based on learning outcomes, but also to establish an operational sub-regional network of ENIC/NARIC centers by 2019 and develop a joint online system to share information, including on higher education institutions, qualifications and decisions taken, available to ENIC/NARIC centres and Ministries in the region by 2020, and strengthen cooperation and exchange of information between Quality Assurance Agencies in the region (RCC 2017: 4). Governments of WB6 have committed themselves to implement measures which would lead to removing obstacles to recognition of academic qualifications and overall facilitate mobility in the region.

In the last two decades, various instruments aiming at facilitating fair recognition of foreign qualifications and/or study periods abroad have been developed, and adopted at the European, national, regional and institutional level. Two networks – the European Network of Information Centres in the European Region (ENIC) and the National Academic Recognition Information Centres in the European Union (NARIC) work together to provide up-to-date information on current issues in international academic and professional mobility, and on procedures for the recognition of foreign qualifications. Tools such as ECTS, the Diploma Supplement, national qualifications frameworks and the overarching European qualifications frameworks, as well as the European Standards and Guidelines for Quality Assurance of Higher Education (ESG) also serve to improve recognition policy and practice. Yet despite the many efforts made in this area,

⁶ <http://bologna-yerevan2015.ehea.info/files/EHEA%20Pathfinder%20Group%20on%20Automatic%20Recognition%20January%202015.pdf>

reporting has shown that the impact on institutional practice, where recognition issues are commonly managed, is insufficient.⁷

In SEE region all governments have also aligned their legislation with the Lisbon Recognition Convention and have established ENIC/NARIC offices. Challenges in most cases exist with quality assurance systems and alignment with the European Standards and Guidelines for Quality Assurance and Accreditation, as well as reliability of information on accredited higher education institutions and issued academic qualifications, this is especially the case in WB. It is essential to ensure capacity to create independent quality assurance bodies aligned fully with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and transparent information on accredited higher education institutions, as well as to enhance communication and sharing of information between the relevant bodies in the region. It is important to keep in mind that any move forward in this area will significantly contribute to the development of automatic recognition in the region.

⁷ https://eacea.ec.europa.eu/sites/eacea-site/files/european_higher_education_area_bologna_process_implementation_report.pdf



The Parliament of Montenegro

SEECP PA General Committee on Social Development, Education, Research and Science

- Podgorica, Parliament of Montenegro, 24 February 2018 -

DRAFT RESOLUTION

Reaffirming our commitment to the continuous contribution for fulfilling the letter and spirit of the Bucharest Charter of Good Neighbourly Relations, Stability, Security and Cooperation in South East Europe, as well as of the other relevant international documents ratified by our parliaments;

Following 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 adopted on 10 May 2014 which establish the functioning of the SEECP Parliamentary Assembly;

In accordance with the SEECP PA Work Program 2017/2018 adopted on 10 June 2017;

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

Guided by the objective of identifying the opportunities for cooperation in the field of education in the SEECP area;

Acknowledging the existing mechanisms of cooperation at the governmental level in the field of education;

Emphasizing the relevance and significance of developing effective mechanisms for the enhancement of parliamentary cooperation in the field of education;

Recognizing the importance of education for achieving sustainable development goals;

Reaffirming the importance of the EU enlargement process and the reforms made in the field of education by the SEECP participants;

Appreciating the EU assistance in harmonisation of the legislative framework with the EU acquis by developing a comprehensive exchange of best practices, knowledge and experience with the Parliaments of EU Member States;

**The General Committee on Social Development, Education, Research and Science,
which was convened in Podgorica, on February 24, 2018:**

1. **Calls on** SEECP participants to insist on the coherence of policies from early childhood and elementary school education to higher education, vocational education, training and adult education, thus respecting the principle of lifelong learning;
2. **Emphasizes** that the early childhood education has the most significant impact on the development of child's overall abilities, having in mind that that neurological development of a child is the most intensive up to the age of five;
3. **Recommends** to the SEECP participants to make the education system more fair and accessible through customized, high quality and comprehensive services aimed to develop children's potential to the greatest possible extent;
4. **Stresses** that high quality and efficient vocational education relevant for the labour market, equal possibilities for acquiring qualifications in vocational education for employability, social inclusion, lifelong learning and mobility, should be among the most important priorities;
5. **Highlights** that a flexible qualifications system needs to be built with reference to European Qualifications Framework, based on relevant information on the missing skills and qualifications for different target groups, with developed career guidance and counselling mechanisms and recognition of previously acquired knowledge, regardless of the context of acquisition;
6. **Recommends** to SEECP Participants to create conditions for removing obstacles to mobility of highly qualified workforce, in particular through joint standards and procedures for automatic recognition of quality assured academic qualifications;
7. **Calls upon** Parliaments of the SEECP PA to play an active role in ensuring that tertiary education attainment of the population reaches the EU average and that all parts of the society regardless of their social, economic and political backgrounds, and gender receive higher education;
8. **Invites** the SEECP Participants to stay committed to decreasing early leavers from education and training systems and to increasing tertiary educational attainment of the population aged 30 – 34;
9. **Strongly recommends** SEECP Participants to increase their efforts in reducing early leavers from education and training, which are at a higher risk of unemployment, social exclusion and poverty compared to young people who have obtained a formal qualification;
10. **Supports** the idea that lifelong learning should be further developed and that quality of education at all levels should be further improved, by promoting equality, with an important focus on gender based equality, and social cohesion, as well as fostering innovation and creativity;