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;