Parliamentary Assembly
Assemblée parlementaire

COUNCIL OF EUROPE CONSEIL DE L'EUROPE

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The OECD and the world economy

Contribution
Committee on Culture, Science and Education
Rapporteur: Baroness HOOPER, United Kingdom, European Democrat Group

Amendment proposed by the Committee

Add two paragraphs after paragraph 11 of the draft Resolution:

1. The enlarged Assembly notes the growing global demand for quality education from primary school to lifelong learning. The quality of education cannot only be measured by the acquisition of knowledge and skills, but is also determined by forming the social competence necessary for the wellbeing of every individual as well as for society.

2. The enlarged Assembly welcomes the internationally recognised Programme for International Student Assessment (PISA) carried out by the OECD and the important role of the Council of Europe and UNESCO regarding the Bologna Process in Europe. Therefore, it calls upon the member governments of the OECD, UNESCO and the Council of Europe and their education ministers to draw up a framework policy for global education for the 21st century. This framework policy should focus in particular on school and university curricula, quality assessment as well as recognition of study periods and qualifications. The enlarged Assembly invites the Secretary General of the Council of Europe to establish the necessary contacts and convene a preparatory meeting.

Explanatory Memorandum

1. At the 22nd session of their standing conference in Istanbul (4-5 May 2007), the European Ministers of Education of the 49 states that have signed the European Cultural Convention of the Council of Europe (CETS No. 18) recalled the four main purposes of education, which were also adopted by the Committee of Ministers of the Council of Europe in its Recommendation Rec (2007) 6 on the public responsibility for higher education: (1) preparation for sustainable employment, (2) preparation for life as active citizens in democratic societies, (3) personal development and (4) the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base. In a global environment, these goals can only be pursued by taking account of global challenges.

2. Such globalisation of education is a growing phenomenon. The Programme for International Student Assessment (PISA) carried out by the OECD has been enlarged to many non-member states of the OECD, all of which are members of the Council of Europe or UNESCO. Together with UNESCO, the Council of Europe has drawn up the 1997 Convention on the Recognition of Qualifications concerning Higher Education in the European Region (CETS No. 165). While this convention concerns only Europe, its content and standards should be reflected in education policies at world level. Student and faculty exchanges have

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grown enormously over the last decades and the tendency is still growing, with distance learning and e-learning being a further factor in this process.

3. Therefore, it must be desirable for education ministers to take account of global developments, demands and opportunities and analyse common responses to these challenges. This could be done best by a concerted and joint effort by the key organisations active in this field in Europe, namely the Council of Europe, the OECD and UNESCO. While the European Union funds and thus determines education policies, it is not yet in a position to decide on education policies on behalf of its member states and education ministers. Nevertheless, coordination should be sought with the European Union in this field.

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Reporting Committee: Committee on Economic Affairs and Development

Committee for contribution: Committee on Culture, Science and Education

Reference to committee: Standing mandate

Contribution adopted by the Committee on 1 October 2007

Head of the Secretariat: Mr Grayson

Secretaries to the Committee: Mr Ary, Mr Dossow