



## Resolution 2489 (2023)<sup>1</sup>

# Promoting online education and research across national borders

Parliamentary Assembly

1. The Parliamentary Assembly is conscious that education and learning are at a technological and systemic watershed, whereby the internet and mobile communication enable new forms of distance learning and interactive education which are yet to be utilised to their full potential.
2. Public–private partnerships have been established in member States in order to advance online education and research across national borders, ranging from the provision of mobile online access tools and satellite internet to the creation of multilingual online learning and teaching materials.
3. Recalling the decisions taken by the G7 under the presidency of the United Kingdom in 2021 regarding digital technology and online education as a means to overcome global inequalities, the Assembly is aware of the negative impact on school education and higher education in Ukraine caused by the military attack of the Russian Federation; it also notes the good examples of online education established by the Ministry of Education and Science of Ukraine and other member States, such as the All-Ukrainian Online School, benefiting hundreds of thousands of displaced Ukrainian students and teachers.
4. The European Qualifications Passport for Refugees of the Council of Europe enables recognition of the educational and professional qualifications of refugees, even when their documentation is incomplete, in accordance with the Convention on the Recognition of Qualifications concerning Higher Education in the European Region (ETS No. 165, Lisbon Recognition Convention).
5. The Assembly refers to its [Recommendation 1836 \(2008\)](#) “Realising the full potential of e-learning for education and training” and [Resolution 2250 \(2018\)](#) “Encouraging the movement of international students across Europe”, as well as [Resolution 2411 \(2021\)](#) and [Recommendation 2217 \(2021\)](#) “The impact of the Covid-19 pandemic on education and culture”.
6. It is aware of the great potential of online learning for the inclusion of disadvantaged students and students with special needs, in particular students with reduced mobility or visual or hearing impairments.
7. The Assembly also refers to the Council of Europe’s Digital Agenda 2022-2025, its Reference Framework of Competences for Democratic Culture and its Digital Citizenship Education programme, as well as the Digital Education Action Plan (2021-2027) of the European Union; it recalls Recommendation CM/Rec(2019)10 of the Committee of Ministers of the Council of Europe to member States on developing and promoting digital citizenship education and Recommendation CM/Rec(2022)18 of the Committee of Ministers to member States on countering education fraud.
8. The Assembly emphasises the importance for member States of strengthening online education and calls on them to commit to:
  - 8.1. analysing inequalities and access barriers regarding online education in order to counteract them through targeted strategies and actions at local, national and European levels;

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1. *Text adopted by the Standing Committee, acting on behalf of the Assembly, on 3 March 2023 (see [Doc. 15714](#), report of the Committee on Culture, Science, Education and Media, rapporteur: Lord Alexander Dundee).*  
See also [Recommendation 2250 \(2023\)](#).



- 8.2. supporting effectively schools, institutions of higher education, research institutions and libraries in order to achieve a proper transition from blackboards and books to interactive and, where relevant, individualised online education;
- 8.3. encouraging the development of quality standards and norms for online education, including the use of online verification systems and databases, in order to better inform users of online education and allow them to make informed choices;
- 8.4. advancing the recognition of online study periods and qualifications in accordance with the Lisbon Recognition Convention;
- 8.5. supporting schools, institutions of technical and vocational education and training, institutions of higher education, research institutions and libraries to establish interinstitutional co-operation in online education across national borders, for example under the European Outline Convention on Transfrontier Co-operation between Territorial Communities or Authorities (ETS No. 106);
- 8.6. making use of the financing possibilities of the Council of Europe Development Bank in order to develop online education in the framework of national and local social development policies;
- 8.7. joining and supporting the work of the European Centre for Global Interdependence and Solidarity (North-South Centre) of the Council of Europe in order to raise awareness and strengthen online education across national borders with the global South.