European Commission

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Unlocking the potential of education and training to support the European project

The Commission is proposing three Council Recommendations that are at the heart of the ambitious vision to create a European Education Area by 2025 "*in which learning, studying and doing research would not be hampered by borders*". These recommendations will help Member States address a number of challenges:

TEACHING AND LEARNING CHALLENGES:

Pupils underachieve in

reading **20**%

maths **22**%

science **20**%
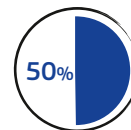
Too few adults participate in learning

NOW 11%

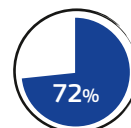### Early leavers from education and training
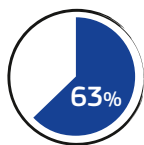(age 18-24)

NOW 11%
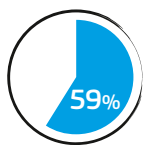
What do people say about languages?

50%

Say they don't speak any foreign language

72%

Think everybody should learn two foreign languages

63%

Foreign higher education qualifications

59%

Foreign school leaving certificates

Recognition of foreign diplomas is a problem for too many people.

Sources: ET Monitor 2017, European Commission 2017 ; Consultation with stakeholders. result available in the Staff Working Document accompanying the Proposal for a Council Recommendation on promoting the automatic recognition of higher education and upper secondary qualifications and the outcomes of learning periods abroad.

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1. A new Framework for Early Childhood Education and Care Systems

Early childhood education and care lays the foundation for further learning and is an **effective investment in education and training.** High quality services are essential to improve education outcomes and give a fair start to all pupils, especially those coming from disadvantaged backgrounds.

IN PRESENTING AN EU EARLY CHILDHOOD EDUCATION AND CARE QUALITY FRAMEWORK, THE COMMISSION AIMS TO:

- support EU Member States in their efforts to improve **access** to and **quality** of their early childhood education and care systems, also by making EU funding available for improvements in the availability and quality of services and reviewing benchmarks and targets;

- develop a **common EU-wide understanding** of what constitutes good quality service provision in order to support national reforms and promote social inclusion by facilitating the exchange of experience and good practice.

2. Automatic mutual recognition of diplomas and learning periods abroad

Opportunities to learn abroad foster competences that are crucial for active participation in society and the labour market. However, the **lack of automatic recognition of qualifications and of the outcomes of learning periods** across the EU is hampering this mobility.

THE PROPOSED RECOMMENDATION SUGGESTS THAT:

- a **higher education qualification** gained in one Member State is automatically recognised, for the purpose of granting access to further studies, in the others;

- an **upper secondary qualification** giving access to higher education (including those in vocational education and training) in one Member State is automatically recognised, for the purpose of granting access to higher education, in the others;

- the **outcomes from a learning period abroad** in secondary and higher education should be recognised and allow enrolment in the next year of school or study, when appropriately documented.

At the same time, education and training institutions will remain free to make independent decisions on admission to their programmes.

3. A comprehensive approach to the teaching and learning of languages

Studies show that across the board, EU Member States are not making fast enough progress towards the EU-wide agreed goal that every European should be able to learn two foreign languages from an early age.

THE PROPOSED RECOMMENDATION AIMS TO:

- boost language learning by focusing on reaching **specific competence levels**, based on the Council of Europe's Common European Framework of Reference for Languages, by the end of compulsory education;

- introduce the concept of **language awareness** in education and training, which provides an inclusive framework for language learning, taking account of the variety of learners' language competences;

- identify and promote **innovative, inclusive and multilingual pedagogies**, using European tools and platforms such as the School Education Gateway and eTwinning.