

To provide the right support for disadvantaged students, information on the extent to which different groups participate in learning mobility is key. Although all countries participating in the Erasmus+ programme are required to monitor participation for this specific programme, there are some countries that go beyond this obligation. Six education systems already had comprehensive monitoring practices across all major mobility programmes in 2015/2016 (French and Flemish communities of Belgium, France, Germany, Austria and Italy).

Additional policy measures supporting learning mobility include foreign language education and automatic recognition of qualifications and the outcomes of learning periods abroad. Foreign language preparation is considered in Chapter 3.1 of this report. Automatic mutual recognition is the right for: (i) the holder of a qualification of a certain level issued by one country to be considered for entry to a higher education programme at the next level in another country, without having to go through a separate recognition procedure; or (ii) a person who has completed a mobility period abroad to have their learning outcomes recognised without having to go through a separate recognition procedure. The automatic recognition of qualifications and the outcomes of learning periods abroad is particularly important, as it is a necessary precondition for large-scale mobility. At present, eight Member States (Denmark, Germany, France, Italy, Malta, Poland, Finland and Sweden) report that they operate on the basis of automatic recognition of degrees issued in all other EHEA countries. A further 15 education systems in Member States report that they have automatic recognition for some of these countries<sup>150</sup>.

## 2.8 How has BREXIT changed the EU performance on the ET2020 indicators?

United Kingdom's departure from the EU has changed the aggregate EU performance on the Europe 2020 and ET2020 benchmarks. Below is a summary table of these changes. The column 'EU-28' shows a score with the United Kingdom. The numbers in bold show a better result. For example, in tertiary educational attainment, the EU-27 has only 40.3% of tertiary diploma holders which means a 1.3 percentage point decrease compared to the EU-28 with the United Kingdom.

**Figure 59 – Comparison of EU performance on the ET2020 targets before and after BREXIT**

	EU27	EU28
Early leavers from education and training (2019)	<b>10.2</b>	10.3
Tertiary education (2019)	40.3	<b>41.6</b>
Early childhood education (2018)	94.8	<b>95.3</b>
Underachievers – reading (2018)	22.5	<b>21.7</b>
Underachievers – maths (2018)	22.9	<b>22.4</b>
Underachievers – science (2018)	22.3	<b>21.6</b>
Employment rate of recent graduates (2019)	80.9	<b>81.5</b>
Adult education (2019)	10.8	<b>11.3</b>

Source: Eurostat, online data codes: [sdg\_04\_10], [sdg\_04\_20], [sdg\_04\_30], [sdg\_04\_40] [sdg\_04\_50] and [sdg\_04\_60].

Note: Numbers in bold denote better performance.

<sup>150</sup> BE (fl), BE (fr), BE (de), CZ, EE, LV, LT, LU, HU, NL, PT, RO and SK.