

(English version)

**Question for written answer E-001997/24
to the Commission
Valentina Palmisano (The Left)
(9 October 2024)**

Subject: Teaching qualification disparities in the European Union

Mission 4, Component 1, Reform 2.1 of the Italian National Recovery and Resilience Plan (NRRP) provides for a new system for the recruitment of teachers that is based on the provision of teaching qualifications through specific training courses.

However, to obtain qualifications quickly, many aspiring Italian teachers turn to online universities and foreign training centres, particularly in Romania and Spain, which do not meet the minimum training requirements, bypassing selection procedures for entry, traineeships and final examinations.

Problems with the circumvention of the minimum criteria laid down in legislation also concern specialisation courses on support, TFAs: according to a number of reports, there are centres offering accelerated, very short courses and arrangements that raise serious doubts about the quality and regularity of the qualifications issued.

These practices could undermine the quality of teaching and breach EU provisions on the recognition of professional qualifications.

In view of the above:

1. Is the Commission aware of these disparities in teaching qualifications obtained by Italian citizens from other countries and of their possible impact on the quality of education in the EU?
2. What steps will the Commission take to ensure that qualifications issued in other Member States conform to EU rules and to prevent practices that undermine teaching quality and mutual recognition of professional qualifications?

Submitted: 9.10.2024

**Answer given by Executive Vice-President Vestager on behalf of the European Commission
(27 November 2024)**

In line with Articles 165 ⁽¹⁾ and 166 ⁽²⁾ of the Treaty on the Functioning of the European Union, Member States are responsible for the organisation of their education and training systems.

Directive 2005/36/EC on the recognition of professional qualifications ⁽³⁾ facilitates free movement of professionals in the internal market by setting the rules for recognition of qualifications for access to a regulated profession in another Member State than the one where the qualifications were obtained.

Member States are responsible for regulating the nature of a profession, such as teachers, at national level, including setting any training requirements.

Such regulations and requirements must be in accordance with the rules of Directive (EU) 2018/958 on a proportionality test before adoption of new regulation of professions ⁽⁴⁾.

Member State authorities assess that requests for recognition of qualifications for access to regulated professions are in line with national requirements to access the profession.

⁽¹⁾ <https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:12008E165>

⁽²⁾ <https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:12016E166>

⁽³⁾ Directive 2005/36/EC of the European Parliament and the Council of 7 September 2005 on the recognition of professional qualifications, OJ L 255, 30.9.2005, p. 22-142 (<https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32005L0036>).

⁽⁴⁾ Directive 2018/958 of the European Parliament and of the Council of 28 June 2018 on a proportionality test before adoption of new regulation of professions, OJ L 173, 9.7.2018, p. 25-34 (<https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:32018L0958>).