

(English version)

**Question for written answer E-000389/25
to the Commission
Emmanouil Fragkos (ECR)
(28 January 2025)**

Subject: Learning strategies in schools

Most education systems do not teach ‘learning to learn’ strategies as part of their curricula. This means pupils are often overloaded, they waste time, work too hard, repeat, and ultimately fail to use their time efficiently.

When children are taught different methods of studying, how to set goals, manage their time and self-assess, their performance improves significantly. Curricula that focus on metacognitive strategies, such as planning, monitoring and assessing progress, bring about long-term benefits in academic performance. Metacognition means being aware of one’s thought processes and understanding how learning works. Research shows that teaching children how to learn is crucial to building independence, critical thinking and adaptability.

By placing an emphasis on metacognitive skills, education systems can set children up well for lifelong adaptability in an ever-changing environment. Shifting the focus from rote learning to developing the skills needed for independent learning and introducing curricula that explicitly teach metacognition and self-regulated learning strategies can be of great benefit to our pupils.

Bearing in mind the European Year of Skills and the collective vision for a European Education Area, which aim to measurably improve pupils’ results, and taking into account its competence in ‘actions that complement the actions of the education systems of the Member States’, is the Commission considering proposing a free online course on metacognition for EU pupils?

Submitted: 28.1.2025

**Answer given by Executive Vice-President Mînzatu on behalf of the European Commission
(18 March 2025)**

The Commission promotes ‘learning to learn’ skills through the European Education Area.

The 2018 Council Recommendation on Key Competences ⁽¹⁾ identifies ‘personal, social and learning to learn’ as one of the eight key areas.

To help Member States reach a common understanding, the Commission developed ‘LifeComp’ ⁽²⁾, a framework for curriculum development and learning activities, accompanied by ‘LifeComp into action’ ⁽³⁾, a teacher’s guide for implementing these skills.

The 2022 Pathways to School Success Council Recommendation ⁽⁴⁾ further emphasises the importance of cognitive, social, and emotional competences for academic and life success. It encourages Member States to develop comprehensive strategies focusing on school wellbeing. In 2024, the Commission released guidelines ⁽⁵⁾ for policy-makers and teachers on supporting wellbeing and mental health in schools.

The Commission is not considering proposing a free online course on metacognition for EU pupils as this falls directly under the responsibility of the Member States. However, the Commission supports teacher training and development through the European School Education Platform ⁽⁶⁾.

⁽¹⁾ <https://education.ec.europa.eu/focus-topics/improving-quality/key-competences>

⁽²⁾ <https://school-education.ec.europa.eu/en/discover/publications/lifecomp-european-framework-personal-social-and-learning-learn-key-competence>

⁽³⁾ <https://school-education.ec.europa.eu/en/discover/news/lifecomp-action-guide-teaching-life-skills-classroom-and-beyond>

⁽⁴⁾ <https://education.ec.europa.eu/education-levels/school-education/pathways-to-school-success>

⁽⁵⁾ <https://education.ec.europa.eu/news/supporting-wellbeing-at-school-new-guidelines-for-policy-makers-and-educators>

⁽⁶⁾ <https://school-education.ec.europa.eu/en>