

**Question for written answer E-003023/2025
to the Commission**
Rule 144
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Subject: Need to support science and technology in education

School pupils in the EU are underperforming in Science, Technology, Engineering and Mathematics (STEM) compared to their peers internationally.

According to the OECD's 2022 PISA study, pupils in the EU performed below the OECD average in mathematics, with only 22 % achieving a high level of proficiency, compared to 44 % in Singapore and more than 30 % in China. The present skills gap seriously limits the EU's future competitiveness in the area of emerging technologies and in our digital sovereignty.

International examples show that the timely and systematic integration of STEM education at all levels – with practical approaches, enhanced teacher training and links to industry – is paying off. Such practices have already been adopted in Singapore, Israel, the US and Norway.

The EU has taken positive action (e.g. Girls Go Circular, EU Code Week, Digital Education Action Plan), but broader, coordinated and long-term reforms are needed.

In view of the above, can the Commission say:

1. In order to achieve the EU's STEM targets for 2030, does it consider that it would be effective and reasonable for Member States to coordinate in the development of national STEM strategies, highlighting smart, modern and effective teaching methods?
2. With which tools does it support innovative entrepreneurship to develop smart educational tools for our schoolchildren, in the early stages of education?
3. How does it support the expansion of mathematics and physics competitions for school pupils?

Submitted: 21.7.2025