

(English version)

**Question for written answer E-001188/25
to the Commission
Nikos Pappas (The Left)
(20 March 2025)**

Subject: Tackling early leaving from education and training

Early leaving from education undermines social cohesion and economic development. However, Regulation (EU) 2021/817, through Erasmus+ (2021-2027), promotes lifelong learning, inclusiveness and the reduction of inequalities in education.

Despite the EU's target of reducing early leaving from education and training to below 9% by 2030, recent Eurostat data show that several Member States still record high rates, with fluctuations exceeding 15% in some regions. The main factors contributing to the phenomenon include economic difficulties leading to early entry into the labour market, a lack of quality and flexible educational programmes for vulnerable students, and insufficient learning and psychosocial support. These make it difficult to complete studies.

In light of the above:

1. How does the Commission intend to use Erasmus+ (2021-2027) to tackle early leaving from education, in particular through mobility programmes, exchange of good practices and collaboration between educational institutions and local communities?
2. Is any increase in Erasmus+ funding planned to support students from disadvantaged backgrounds to ensure equal access to education and training?
3. Is there any intention to create a single European cooperation and data exchange mechanism within Erasmus+, which would allow for timely intervention in areas with high rates of early leaving from education and training?

Submitted: 20.3.2025

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

The Erasmus+ programme contributes to developing a culture of lifelong learning and fosters an interest in learning and exchange for all ages.

According to the 2023 Erasmus+ annual report ⁽¹⁾, 68% of Erasmus+ participants in learning mobility abroad return with a better idea about their future career, which should also motivate them to engage in further learning.

The programme also supports innovation, exchange of good practices, and cooperation between institutions with a dedicated priority in school education for 'Tackling learning disadvantage, early school leaving and low proficiency in basic skills'.

Since 2021, 595 projects addressing this priority have been supported, representing more than 15% of all 'partnerships for cooperation' in school education.

The Commission adopted a framework of inclusion measures ⁽²⁾, an Inclusion and Diversity Strategy ⁽³⁾ has been put in place and Resource Centre for Inclusion and Diversity in Education and Training ⁽⁴⁾ was established to facilitate the access to the programme for people with fewer opportunities.

However, the programme cannot ensure equal access to education and training systems, that is within the competence of the Member States.

The Commission does not plan to propose any single European cooperation and data exchange mechanism within Erasmus+ to monitor high rates of early leaving from education and training: it does it through an annual analysis in the Education and Training Monitor ⁽⁵⁾.

The Monitor includes the latest available data, trend and analysis regarding the early leavers of education and training across the Member States.

⁽¹⁾ <https://op.europa.eu/en/publication-detail/-/publication/884d8a20-ac87-11ef-acb1-01aa75ed71a1/language-en>.

⁽²⁾ <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=OJ:L:2021:378:TOC>.

⁽³⁾ <https://erasmus-plus.ec.europa.eu/document/implementation-guidelines-erasmus-and-european-solidarity-corps-inclusion-and-diversity-strategy>.

⁽⁴⁾ <https://saltoinclusion.eu/get-involved/erasmus/>.

⁽⁵⁾ <https://education.ec.europa.eu/about-eea/education-and-training-monitor>.

Trends in education and early leaving from education and training are also monitored and analysed as part of the annual European Semester country reports.
