



## **ALL DIGITAL Response to Public Consultation on the interim evaluation of Erasmus+ 2021-2027 and final evaluation of Erasmus+ 2014-2020**

The Erasmus+ programme has been instrumental for the successes in the field of education, training and competence development since its initial inception as a follow-up to the Lifelong Learning Programme 2007-2013, and [ALL DIGITAL](#) positively notes the expansion of its budget and focus of its priorities upon its renewal for the 2021-2027 period after its first 2014-2020 programme. On the occasion of the programme's mid-term review, we wish to highlight these positives and underline key points for further improvements towards enhancing digital competences for all, which is a crucial requirement for a successful digital transformation.

The four core priorities of inclusion and diversity, digital transformation, combatting climate change, and civic participation align perfectly with ALL DIGITAL's, as the pan-European network of digital competence stakeholders representing over 100 member organisations in 29 countries. Not only do these priorities rely on wide-spread adequate digital proficiency for their successful implementation, but they in turn are also mutual requirements, interacting in a holistic way.

The direct importance of the digital transformation priority may appear evident; however, ALL DIGITAL appreciates and does not take the alignment with the Digital Education Action Plan (2021-2027) (DEAP), and its underlying principles for granted. While specific actions of the DEAP take a more targeted approach, the Plan overall aims to reach learners at all ages and in all forms of education, including non-formal. ALL DIGITAL approves that both the DEAP and the Erasmus+ programme align with the [ALL DIGITAL Manifesto for Enhancing Digital Competences in Europe](#). While there is an urgent need to improve formal education in the context of the digital transformation and to address future skills needs, a further prioritisation of initiatives targeted on those who find themselves the furthest from accessing formal education to address the substantial competence deficit across all age groups. Although the Erasmus+ programme in its current form makes a major contribution towards this, these efforts remain insufficient. Non-formal, and adult learning should take a more prominent role within the programme than they do at the moment.

In this context, the strong emphasis of inclusion and diversity within Erasmus+ is very positively noted and supports targeted measures towards those parts of society which are the most disadvantaged, and who are rarely reached by non-targeted, mainstream measures. An important factor here is the recognition of intersectionality, as many persons belonging to one disadvantaged group at the same time are also part of another, increasing the potential barriers they face, be they disabilities or health problems, challenges related to education, cultural differences, or social, economical or geographical barrier, all of which are, ALL DIGITAL likewise positively notes, reflected in the Erasmus+ priorities. The digital transformation affects everyone, and digital exclusion poses a severe threat to those affected. Having at least basic digital competences increasingly becomes a requirement to access essential services, while policy makers and service providers should possess at least intermediary proficiency to enable them to take into account the needs of less proficient users.

The digital transformation and green transition go hand-in-hand. Sustainability must be a core principle in the development of digital technologies, while in turn digital technologies offer great

potential for increasing the efficient use of limited resources. In both cases, there is a major need for adequate competences, and the DigComp and GreenComp competence frameworks are complementary to each other. The priority within Erasmus+ on combatting climate change must absolutely be maintained.

Digital technologies offer great opportunities to enhance civic participation, particularly to those facing barriers to do so otherwise. There is complicity in the principles here. On the one hand, it is essential to safeguard methods of democratic and civic participation through their prudent governance and regulation based on common values, and a broad participation in decision making processes is needed to effectively implement these prudent governance and regulation measures. ALL DIGITAL praises the Erasmus+ programmes' promotion of lifelong learning approaches as well as the goal to foster the development of social, intercultural, critical thinking and media literacy competences. The inclusion of non-formal learning in these activities has a particularly high importance in this context, and should be expanded further to ensure that those with the highest deficit in the mentioned competences are provided with accessible and inclusive training and education offers.

ALL DIGITAL calls on policy makers to ensure the Erasmus+ maintains and improves on the following principles:

- Reflect the urgent need to enhance competence development in the digital transformation era
- Prioritisation of initiatives for those facing barriers to formal education
- Acknowledgment of a significant competence deficit across all age groups
- Establish a more prominent role for non-formal and adult learning within the programme

*ALL DIGITAL is a leading pan-European association based in Brussels, representing member organisations across Europe that work with 20,000 digital competence centres.*

*We focus to support Europeans that have an insufficient level of digital skills. That means that they're having less chances to find work, to use online services, to have a better quality of life, to be included in today's society.*

*We believe that every European should be able to exploit the benefits and opportunities created by digital transformation.*

For further questions, please get in touch with Norman Röhner, ALL DIGITAL Policy Officer, at [norman.rohner@all-digital.org](mailto:norman.rohner@all-digital.org)



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