



Foundation for the Development
of the Education System

How does the Erasmus+ Programme Support Digital Skills?

Evidence from the transnational study
*Ecosystem of digital competence
development in Erasmus+ Programme*

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Warsaw, 2.06.2026



Co-funded by
the European Union



Ministry of Science and Higher Education
Republic of Poland



Ministry of National Education
Republic of Poland

Why digital skills matter now



Digital competence has become a core condition for effective education, organisational functioning and participation in society

The challenge is no longer only technological: digital transformation must be understood in human-centred terms



The key question is not only which tools are available, but whether people have the time, support and motivation to use them meaningfully

About the study



7 countries: Belgium (Flemish community), Italy, Poland, Romania, Slovenia, The Netherlands, Türkiye



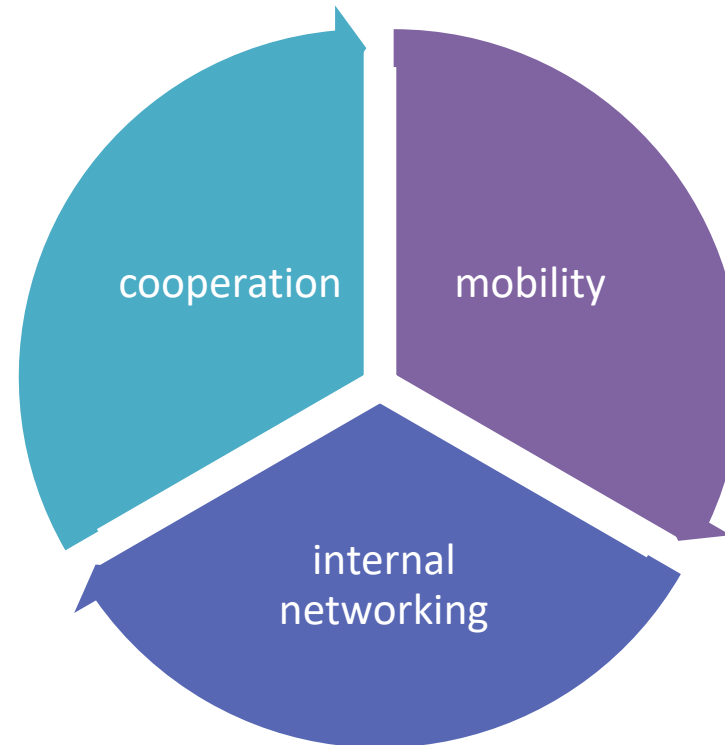
4 sectors (School Education, VET, Higher Education, Adult Education) & 2 Key Actions



Mixed-method approach: desk research, online survey (3100 surveys completed within two rounds), in-depth interviews (approx. 90 IDIs)

Why Erasmus+ matters for digital capacity

Providing sustained settings for co-creation, peer learning and transnational teamwork, where digital tools are not optional add-ons but essential instruments for achieving shared outcomes



Creation of learning environments - often in unfamiliar contexts that require adaptation and experimentation

Strengthening learning networks within organisations by peer learning, informal training, and the emergence of digital ambassadors/leaders of change

Digital transformation: from tools to people

*“The process of moving an organisation from traditional tools or paper-based business to digital business or **using digital tools**”*

manager_SI

Increased use of digital tools and upgraded infrastructure

*„We are actually gradually putting the current processes that used to be on paper into digital forms and at the same time also ensuring that **students and staff become more digitally proficient.**”*

manager_NL

Gradual, pragmatic process supported by stakeholder consultation

Focus on building digital skills among staff and learners

What have we learnt? Some numbers...

Competence	Survey round 1 (E+ Project start, n = 1917)	Survey round 2 (one year after E+ Project start, n = 1185)	Mean difference (W2-W1)	t (sig.)
Browsing, searching and filtering data, information, and digital content	0,77	0,79	0,02	2,588**
Evaluation data, information, and digital content	0,76	0,78	0,02	3,082***
Managing data, information, and digital content	0,80	0,82	0,01	2,088**
Interacting through digital technologies	0,81	0,82	0,01	1,796*
Sharing through digital technologies	0,75	0,77	0,02	2,878***
Engaging in citizenship through digital technologies	0,68	0,68	0,00	0,712
Collaborating through digital technologies	0,79	0,74	-0,04	-6,284***
Developing digital content	0,73	0,74	0,01	1,368
Integrating and re-elaborating digital content	0,61	0,62	0,01	1,375

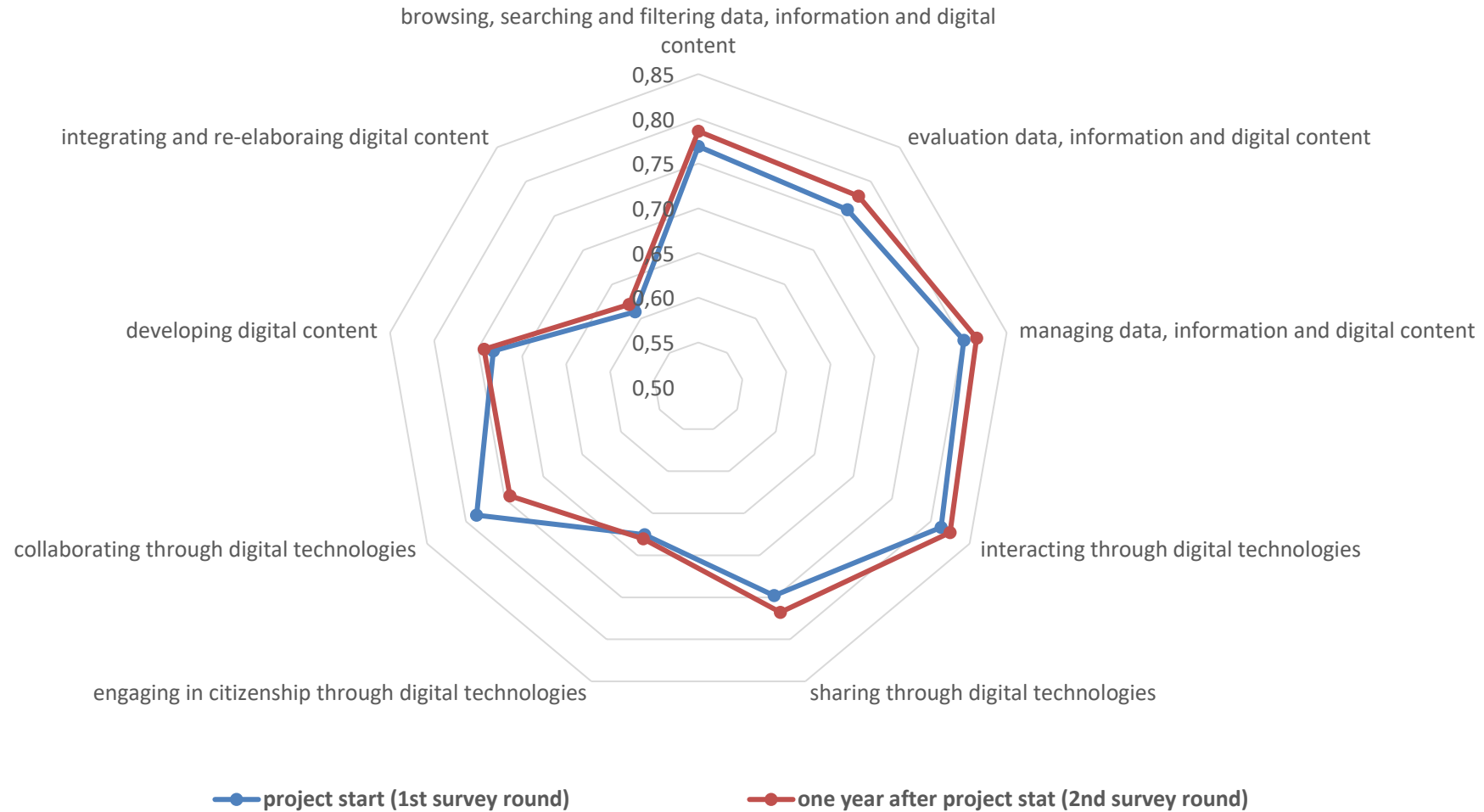
Note: Significance levels for the t-test are indicated with asterisks: *** p < 0,01; ** p < 0,05; * p < 0,10

Particulars	% of respondents in a given group indicating high or very high impact
Number of Erasmus+ Projects coordinated:	
1 project	50,2%
2 projects	54,0%
3 or more projects	54,9%
Erasmus+ Key Action:	
KA1 - Mobility project	52,4%
KA2 - Partnership project	58,9%
Erasmus+ sector:	
School education (SCH)	67,3%
Vocational education and training (VET)	52,8%
Higher education (HED)	34,4%
Adult education (ADU)	54,7%
Type of organisation:	
Higher education institution	36,2%
School/educational centre	61,4%
NGO (foundation, association, or other)	54,6%
Other	52,5%
Locality type:	
Rural areas	61,2%
Small urban areas (population less than 50,000)	52,7%
Medium-sized urban areas (population between 50,000 and 200,000)	50,4%
Large urban areas (population of 200,000 or more)	53,9%
Role in organisation:	
Management	55,2%
Classroom teacher (incl. teaching assistant)	61,9%
Academic staff	38,5%
Administrative or supporting staff	37,0%
Experience in E+:	
Less than 3 years	48,8%
3-5 years	53,4%
6-10 years	57,4%
11-15 years	54,9%
15 or more years	55,5%

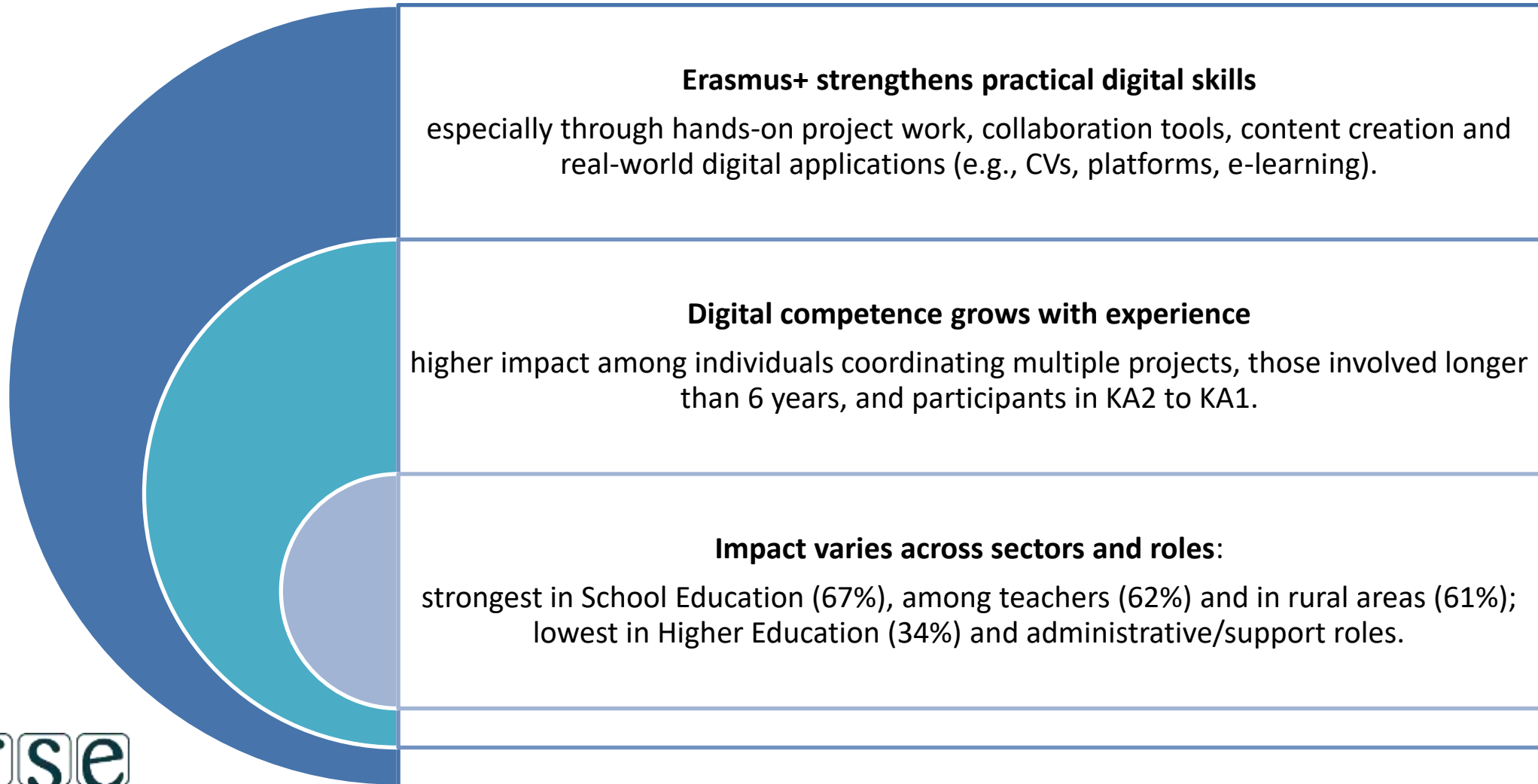
Note: based on the question: "Within the past year, to what extent did participation in Erasmus+ enhance your general level of digital competence?" (respondents indicating high or very high impact on the 5-point scale)

...charts...

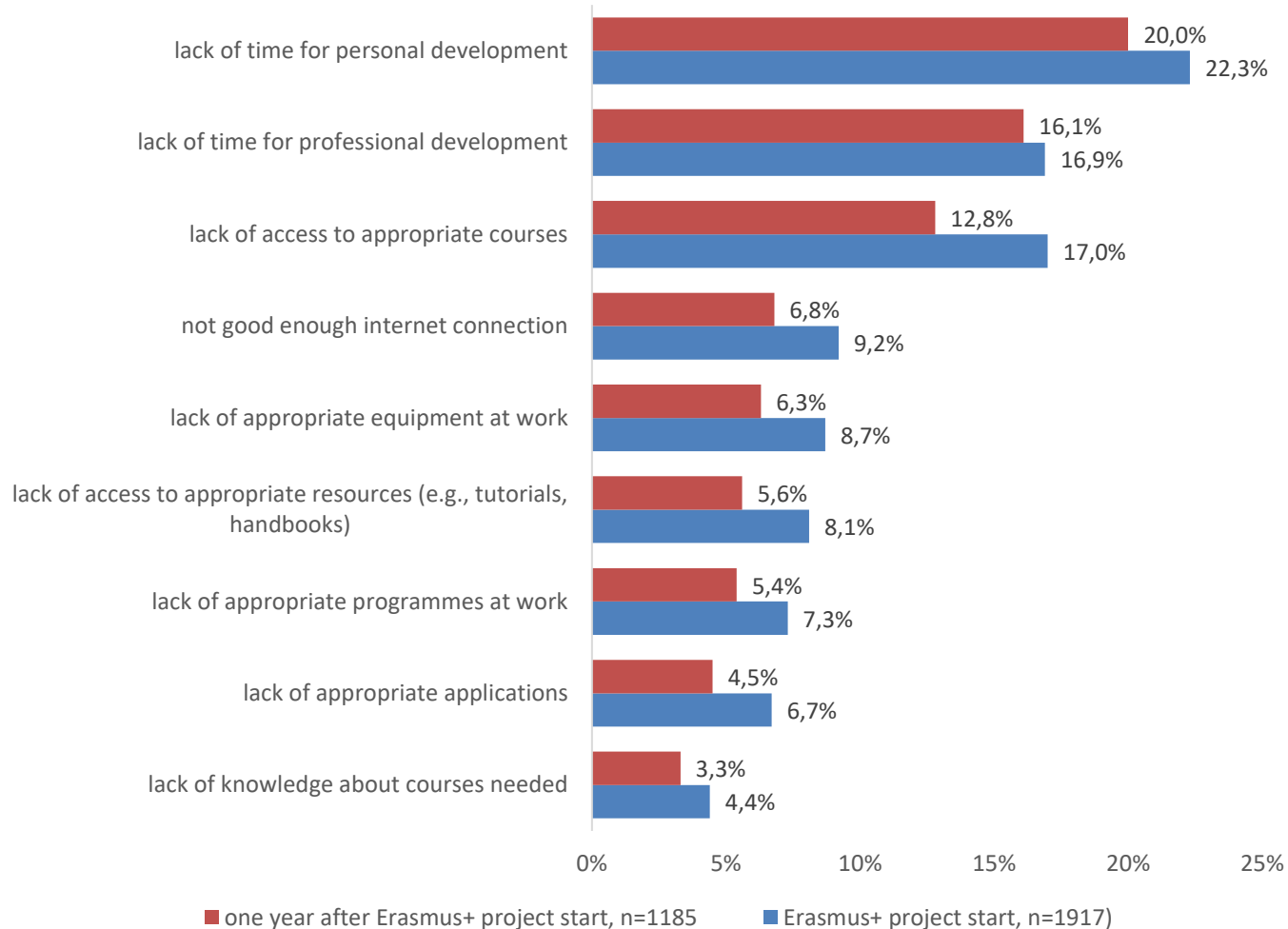
Change in digital competence level (DCI) of Erasmus+ Project coordinators between survey waves



...and insights: what improves and what changes more slowly?



Barriers to digital competence development

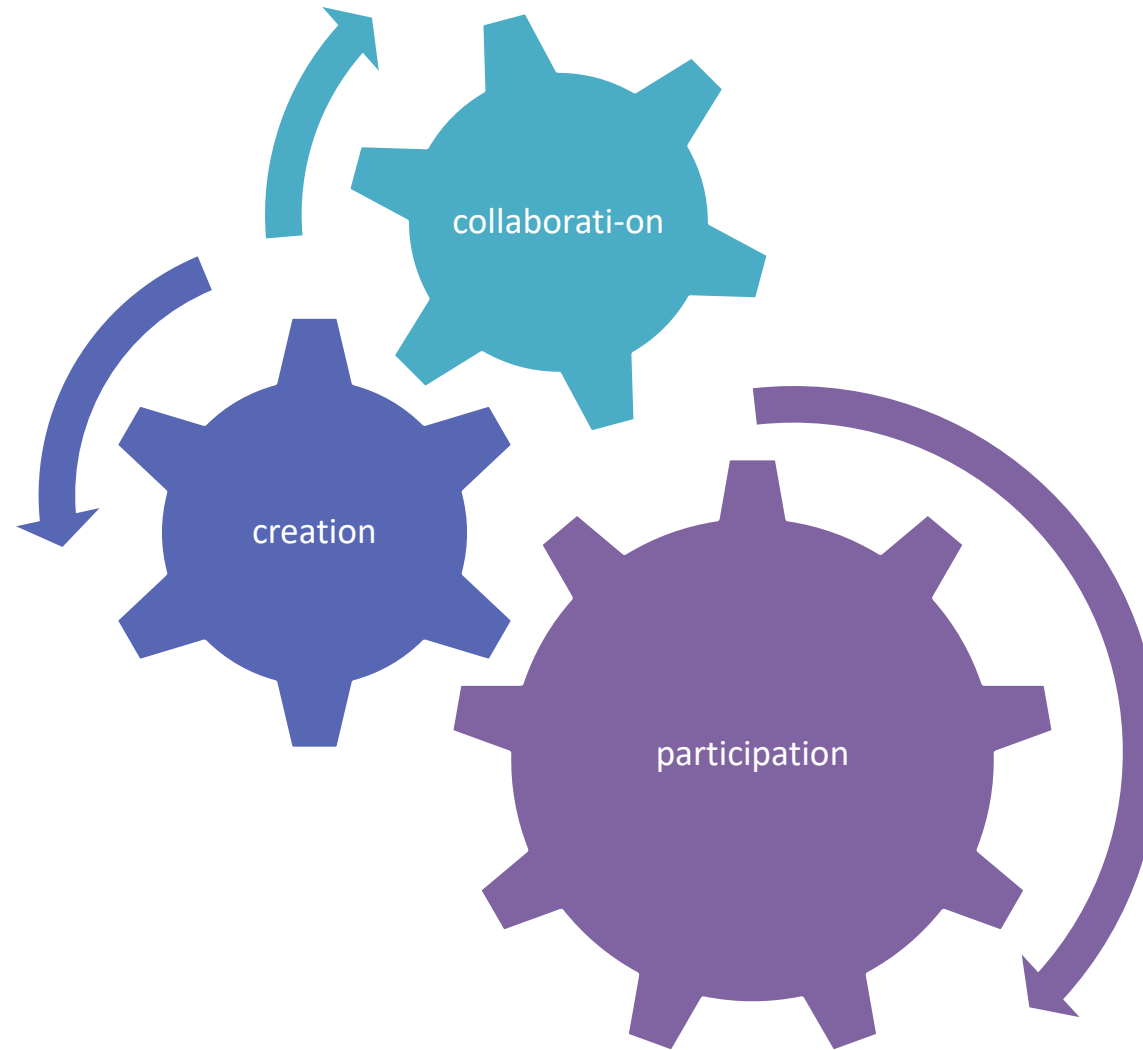


*“The lack of time is mainly that **there is too much of everything**. There's so much... so many other things in our job... and then the specifics of what you're doing...”*
(coordinator_SI)

*“Digital transformation is a **challenge for our generation of teachers**.”* (coordinator_RO)

*“I think that at the beginning, it is as with any innovation. **First there is resistance**, finding reasons not to do it.”* (coordinator_SI)

Erasmus+ learning pathways: mechanisms through which competence is acquired through project work



What can policymakers and practitioners take from this?

- support **continuity**, not one-off learning,
- strengthen **peer learning and leaders for change**,
- **close the transfer gap** after mobilities/projects,
- **reduce fragmentation** and build **digital resilience**.

These lessons become even more important in the age of AI, when digital ecosystems become even more complex!



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Let's stay in touch!

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