Analysed Good Practices on the Digital Priority
in Erasmus+ and European Solidarity Corps Projects

How Can the Digital Priority Be Implemented in Projects?

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Welcome to explore, learn, and get inspired by Erasmus+ and European Solidarity Corps projects that showcase good practices for implementing the horizontal digital priority.



This curated selection of Erasmus+ and European Solidarity Corps projects features good practice projects from across programme countries in education, training, and youth sectors, with a clear focus on the horizontal digital priority. Explore how Erasmus+ and European Solidarity Corps projects are actively turning the Digital Transformation priority into action!

The highlighted projects are sourced from the Erasmus+ and European Solidarity Corps project databases. After a detailed analysis using both quantitative and qualitative methods, along with AI tools, three aggregated lists of good practice projects were identified. The methodological approach is an effective and innovative way to analyse large-scale project datasets, particularly those focusing on the digital priority. Although further co-development of the methodology is necessary, the initial results demonstrate the approach's efficiency and scalability.





The Key Action 1 (KA1) and Key Action 2 (KA2) project lists each include ten good practice projects that exemplify how the digital priority can be effectively addressed, embedded, and turned into meaningful action. Additionally, five solidarity projects are derived from the European Solidarity Corps to highlight good practices.

In the analysis, each project was examined across 12 focus areas aligned with the objectives of the Digital Education Action Plan. The analysis was further structured around five key dimensions: Digital Transformation, Digital Skills, Digital Ecosystem, Digital Pedagogy, and Synergies with Other Priorities, providing a unique perspective on each project and its demonstrated good practices.



This study represents an initial attempt to interpret publicly available large-scale project data by combining AI tools with traditional research methods. All analyses and findings are based solely on publicly available raw project data, which may contain inaccuracies, gaps, or other deficiencies that could affect results.

Results of the Analysis on Good Practices of the Digital Priority

Aligned with the strategic priorities of the Digital Education Action Plan (2021–2027) and the two Council Recommendations,[1,2] as well as further communicated in the Union of Skills,[3] the programmes play a key role in helping citizens of all ages develop digital skills and competences. Improving the quality of the implementation of the digital priority is essential. Analysing good practices of the Erasmus+ and European Solidarity Corps projects remains central to the programme's successful implementation.



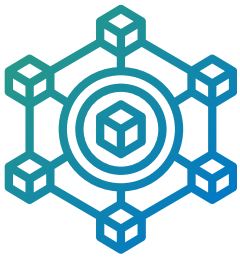


Analysed Good Practices in Erasmus+ Key Action 1

Among the KA1 projects examined, the available evidence focuses mainly on developing individuals' competences and activities carried out within learning environments. At the same time, indications of broader organisational digital transformation are less evident. Consequently, the emphasis lies more on enhancing project participants' digital competences rather than supporting wider organisational development. Based on the documented outcomes and information provided, the most significant impact is in the improvement of individuals' digital skills.

Analysed Good Practices in Erasmus+ Key Action 2

According to the project results, KA2 projects generate systemic, holistic, and sustainable practices that are connected to relevant policies. In addition, the projects have developed and disseminated toolkits, platforms, digital tools, and organisational strategies. The examined projects appear well-aligned with EU frameworks, policies, and programme priorities, clearly showing how their activities relate to broader policy goals in their outputs. Overall, KA2 projects demonstrate substantial maturity, particularly in the Digital Transformation dimension.





Analysed Good Practices in European Solidarity Corps Solidarity Projects

Based on the selected European Solidarity Corps (ESC) project results, the emphasis is clearly on foundational digital skills and strengthening participants' agency. The projects frequently address synergies with priorities such as inclusion and participation, which are closely linked to the programme's broader objectives. Overall, ESC projects tend to prioritise basic digital competences and supporting young people's participation through solidarity projects.

Conclusions

The analysed projects appear to perform very well in addressing the digital priority. According to the available information, they seem to contribute well to the programme's and broader EU objectives in digital transformation. When examining Erasmus+ projects, the question arises: how can project activities be elevated from emerging and developing practices to more advanced ones? Systemic and organisational-level dissemination of practices is more common in KA2. How could these practices be addressed more often in KA1 projects? Since most projects already highlight digital skills and competence development, what actions could help future projects become more advanced in capacity building? Given the analysis, strategic, systemic, and organisational changes, along with the dissemination of good practices, require additional support, tools, instructional resources, and mechanisms. In this context, introducing and strengthening digital pedagogy is not only an added value but a strategic necessity, as it provides the holistic framework through which digital transformation can move from isolated project activities to sustainable, systemic change across organisations and programmes.

[1]Council of the European Union, (C/2024/1115); [2]Council of the European Union, (C/2024/1030); [3]European Commission, (COM(2025) 90).

How Can the Digital Priority Be Implemented in Projects?

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How Can the Digital Priority Be Implemented in Projects?

Erasmus+ Key Action 1

KA122-VET - Let´s Be Ready for the Digital Age
KA152-YOU - AddicTech
KA122-SCH - Innovative and Educational Immersion in Programming and Cybersecurity
KA122-SCH - Learn, Share, Innovate
KA153-YOU - Infodemic - Path to Wellness:
KA152-YOU - The 3D Technology World of Young People
KA122-VET - UPPER: Upskilling Professionalising Program for Education Renovation
KA152-YOU - Immersive Art Exchange
KA122-SCH - Digital Tools, Gamification, and Artificial Intelligence in Education
KA122-SCH - Individuals Who Learn and Teach Easily with Technology

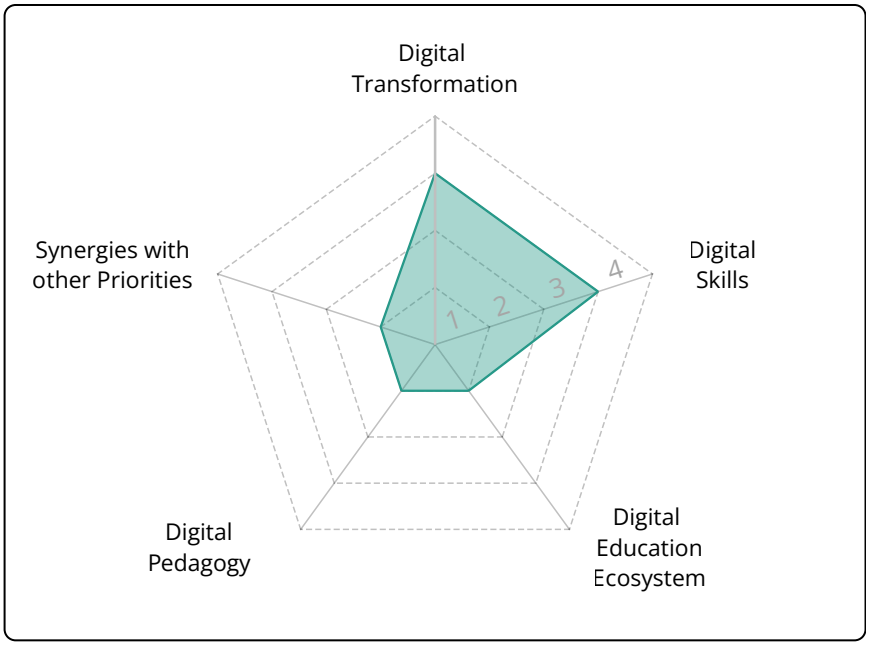
Project Details

Project	Let´s be ready for the digital age (Buďme pripravení na digitálne vedomosti)	Sector	Vocational Education & Training
Active	2021 - 2022	Action Type	KA122
Project Card	https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-SK01-KA122-VET-000017057	Participants	Slovakia

Project Summary

This VET mobility project strengthened learners' digital competence and employability through hands-on placements in Italy, Ireland, and Germany. Students practised robotics and automation, 3D printing with modelling tools, programming, and web creation inside real tech companies. Tasks included assembling robots, configuring applications, using 3D devices, and designing websites, while communicating in English and navigating new workplaces and cultures. A preparatory visit aligned activities with host needs. Reported gains were stronger technical skills, safe and purposeful technology use, confidence, independence, and new contacts that support entry to work or further study. The school also deepened cooperation with foreign companies to host VET internships.

Digital Transformation Priority Profile



1 = Limited evidence | 2 = Emerging | 3 = Developing | 4 = Advanced

Focus of Digital Transformation

1 Development of basic digital skills and competences for learners

Learners were guided to use technology appropriately and safely, becoming creative and productive in work, school, and online learning. They practised core tasks such as using modelling tools, basic programming, and creating simple websites.

2 Development of basic digital skills and competences for staff

Information available relates mainly to a preparatory visit by staff to plan mobilities and placements. There is no explicit description of staff training on foundational digital skills.

3 Development of advanced digital skills and competences for learners

Students engaged in robotics and automation, learned to operate 3D devices and CAD tools, and optimised web applications in company contexts. They developed IT application skills and professional terminology used in industry.

4 Development of advanced digital skills and competences for staff

The documentation does not report targeted advanced upskilling for staff. Staff involvement appears focused on coordination and supervision rather than technical training.

5 Development of digital skills and competences for teaching

There is no explicit account of new digital teaching practices adopted by teachers. The project's emphasis is on student internships rather than on staff pedagogy.

6 Development of digital skills and competences for learning

Learners used technology to achieve practical goals in real workplaces, improving independence and confidence through project-based tasks. They learned to be productive and safe users of digital tools in varied settings.

7 Digital pedagogy and expertise for educators and youth workers

The materials do not describe structured approaches to digital well-being, tackling disinformation, or educator digital literacy. Reported outcomes focus on learner experience and industry exposure.

8 Emerging technologies and innovation in education and training

The project exposed learners to robotics, automation, and 3D printing, and supported the creation and optimisation of web applications. These experiences introduced innovative tools and workflows used in companies.

9 Disruptive technologies (i.e. AI)

No data was found of activities that use or reflect on artificial intelligence or related pedagogies. The project's technology emphasis lies elsewhere.

10 Digital readiness and capacity of institutions

The school strengthened cooperation with foreign companies and arranged regular internships, showing organisational capacity for digital-rich mobility. No explicit institutional digital strategy or action plan is described.

11 Digital inclusion and addressing digital inequalities

The text does not report targeted inclusion actions (for example, gender balance in STEM or tailored support to bridge digital gaps). Intercultural exposure and confidence building in work environments are noted.

12 Use of EU digital tools and frameworks on digital education and skills

No explicit references to EU frameworks or tools (for example, DigComp or SELFIE) are present on the project page or in the dataset entry. Therefore their use cannot be confirmed.

Analysis of Good Practices

Digital Transformation

How is digital technology used purposefully and meaningfully to enable new processes and methods?

Work-based mobilities introduced new ways of learning by immersing students in company settings where robotics, automation, 3D printing, and web development are everyday practices. Practical placement tasks (assembling robots, configuring applications, producing website designs) translated classroom theory into real production workflows and helped learners use technology safely and purposefully. The preparatory visit aligned stakeholders and ensured relevance of activities to host contexts, strengthening implementation.

The data shows meaningful adoption of technology-enabled methods in authentic workplaces and a deliberate preparation phase; however, there is no description of an institutional digital plan, quality assurance processes for digital learning, or scalable models beyond mobility. Overall, the project shifts practices in concrete settings but stops short of systematising them within the organisation.

Digital Skills

How does the project enhance digital skills and competencies for digital transformation?

Learners advanced from general digital use to specialised competence: operating 3D devices and CAD tools, programming, automating and assembling robots, and creating and optimising websites. They also improved English for technical communication and gained confidence and independence, which supports transfer of skills to further study or employment.

The data documents a wide range of demanding, occupation-relevant digital tasks completed in company environments and confirmed through school assessment, indicating robust skill acquisition for learners; yet staff upskilling is not reported, which narrows the breadth of impact. The strength lies in learner outcomes tied to real work artifacts.

Digital Education Ecosystem

How does project strengthen a high performing digital education ecosystem?

The school deepened ties with foreign companies, enabling regular internships and cross-border exposure to digital tools and workflows. These connections provided students with contacts and a pathway to continued learning or employment.

Partnerships with host companies and international mobility routes are demonstrated and beneficial, but there is no mention of participation in EU-level digital communities (for example, the European Digital Education Hub) or of institutional frameworks that embed these practices across programmes. The ecosystem is outward-facing and functional, though not yet structured as a shared platform for ongoing co-creation.

Digital Pedagogy

How are digital pedagogy and methods used to support deep learning?

Learning was organised around authentic tasks in industry, with mentoring in situ and practical evaluation back at school (for example, grades in Practice and Automation). The approach fostered independent problem-solving and application of professional terminology, connecting language, technical knowledge, and workplace behaviours.

The project shows experiential, project-based learning in real contexts; however, there is no explicit articulation of digital pedagogical models, educator capacity-building, or resources for replication in other classes. The pedagogy is effective for participants but remains implicit rather than codified.

Synergies with other Priorities

How does the digital transformation synergize with the programme priorities in the project?

The work responds directly to the Digital Transformation priority by developing both basic and advanced digital competences through mobility, while also touching Participation through intercultural interaction and English-language communication in companies. There is no explicit strand on Environment or targeted Inclusion & Diversity measures beyond general access and confidence-building.

Alignment with the Digital Transformation priority is clear in aims and outcomes; partial synergy with Participation is visible, whereas Environment and Inclusion strands are not detailed. The project thus contributes strongly to one horizontal priority and lightly to another, without comprehensive integration of all four.

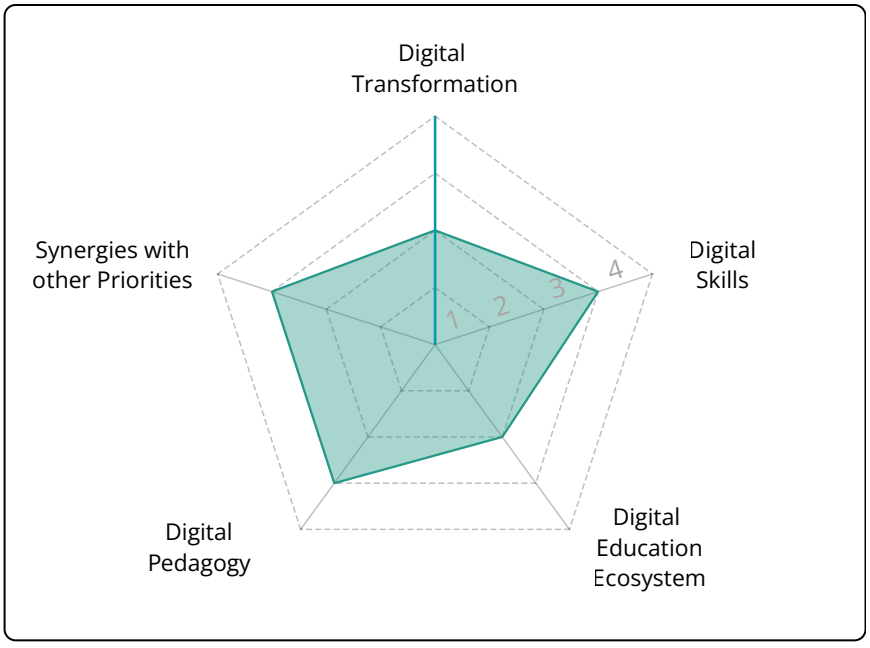
Project Details

Project	AddicTech	Sector	Youth
Active	2022 - 2023	Action Type	KA152
Project Card	https://erasmus-plus.ec.europa.eu/projects/search/details/2021-2-DE04-KA152-YOU-000039760	Participants	France, Germany, Greece, Italy, Romania, Spain, Türkiye

Project Summary

This youth exchange tackled the everyday pull of screens by helping young people recognise technology overuse and adopt healthier digital habits. Participants from seven countries worked through non-formal workshops on balanced use of the internet, online safety, cyberbullying, and false information, while learning to apply practical digital tools for study, work, and creativity. They co-created videos, shared a register of detox methods, and curated a small digital fair to present useful applications to peers. An advance planning visit shaped a learner-centred programme and ensured inclusion of those with fewer opportunities. The project combined skill-building with intercultural teamwork to nurture confident, responsible, and reflective digital citizens.

Digital Transformation Priority Profile



1 = Limited evidence | 2 = Emerging | 3 = Developing | 4 = Advanced

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Focus of Digital Transformation

1. **Development of basic digital skills and competences for learners**

   Learners practised safer internet use, data protection, and respectful online communication through guided activities; they explored everyday tools for study and work, then showcased them to peers in a digital fair.

2. **Development of basic digital skills and competences for staff**

   Group leaders and facilitators co-designed non-formal sessions during the planning visit and implemented safety-focused workshops, yet there is no detailed account of staff basic digital upskilling beyond facilitation.

3. **Development of advanced digital skills and competences for learners**

   Participants created videos and learned simple editing and storytelling methods; however, the materials do not show progression into complex technical tasks beyond introductory production.

4. **Development of advanced digital skills and competences for staff**

   Documentation does not present staff development in advanced areas; the emphasis is on mentoring youth in non-formal settings.

5. **Development of digital skills and competences for teaching**

   The project used learner-centred, non-formal methods (reflection groups, debates, creative tasks) to teach safe and effective technology use, but it does not describe a structured teaching framework that could be reused across courses.

6. **Development of digital skills and competences for learning**

   Youth engaged in self-assessment, collaborative problem solving, and peer instruction to build everyday digital habits that support learning and employability.

7. **Digital pedagogy and expertise for educators and youth workers**

   Activities targeted online well-being, cyberbullying, and balanced technology use, offering practical exercises that youth workers can replicate; the resources exist as outputs (videos, detox register) but formal pedagogical guidance is not detailed.

8. **Emerging technologies and innovation in education and training**

   The project experimented with creative content production and a curated set of digital tools for personal and professional growth; it does not demonstrate new digital assessment methods or interoperability approaches.

9. **Disruptive technologies (i.e. AI)**

   Artificial intelligence is mentioned as a broader context in some dissemination, yet the project activities themselves focus on digital balance and safety rather than purposeful use of artificial intelligence in learning.

10. **Digital readiness and capacity of institutions**

    The consortium organised an advance planning visit, established clear roles, and coordinated a multi-country exchange with structured non-formal learning; there is no reference to an institutional digital plan.

11. **Digital inclusion and addressing digital inequalities**

    The exchange intentionally included participants with fewer opportunities and addressed digital exclusion through access to practical tools and peer support in mixed groups.

12. **Use of EU digital tools and frameworks on digital education and skills**

    There is no explicit use of specific EU frameworks or tools (for example, the competence framework for citizens) in the public materials.

Analysis of Good Practices

Digital Transformation

How is digital technology used purposefully and meaningfully to enable new processes and methods?

The exchange reframed everyday device use through concrete practices: healthier online habits, safer communication, and purposeful tool choice for study, work search, and creativity. It converted risk topics—false information, cyberbullying, online games—into learner-led scenarios and peer-teaching moments that may change behaviour rather than only knowledge.

Information shows meaningful behaviour-change activities, co-created outputs, and a curated "digital fair," yet there is no institutional plan, platform integration, or sustained digital process change beyond the mobility itself. The transformation is authentic at participant level but not codified at organisational level.

Digital Skills

How does the project enhance digital skills and competencies for digital transformation?

Participants built a foundation in digital well-being, safe navigation, and critical consumption, then practised creation through video making and simple editing that communicates messages about responsible use. They also explored practical tools for employability (for example, preparing short profiles and presentations) and learned to evaluate sources collaboratively.

The project documents tangible outputs (four videos, articles, a register of detox methods, and a tool showcase) and reports skill gains in communication and basic production; however, it does not demonstrate progression into advanced software or complex technical tasks. The strongest gains are in literacy, safety, and entry-level creation.

Digital Education Ecosystem

How does project strengthen a high performing digital education ecosystem?

Cross-border cooperation brought together seven organisations, a structured planning visit, and a full youth exchange with mixed-country teams, aligning with the non-formal learning model for youth exchanges in Erasmus+.

The ecosystem gains are project-bounded: partnerships functioned well for mobility, but there is no link to broader communities, organisations or hubs, nor data of ongoing shared services or interoperable resources after the project end. The network is active for the exchange, with limited permanence described.

Digital Pedagogy

How are digital pedagogy and methods used to support deep learning?

Facilitators used non-formal education methods (reflection groups, debates, creative drama, open space sessions) to foster deep understanding of digital safety, and to empower youth as peer educators through co-created media.

The pedagogy is clearly learner-centred and replicable at workshop level, yet the materials do not articulate an explicit pedagogical framework, educator training pathway, or assessment rubrics for deep learning. Practice is strong in context, but formalisation is limited.

Synergies with other Priorities

How does the digital transformation synergize with the programme priorities in the project?

The project advances Digital Transformation by strengthening safety, literacy, and creative practice; it aligns with Inclusion and diversity through targeted participation of youth with fewer opportunities and accessible, non-formal methods; it contributes to Participation in democratic life by addressing false information and encouraging responsible online engagement.

The alignment with Programme priorities is explicit in aims and activities, with strong inclusion practices and civic-minded content, while no specific environmental strand is reported. The synergy is therefore substantial across two priorities and thematic for the third.

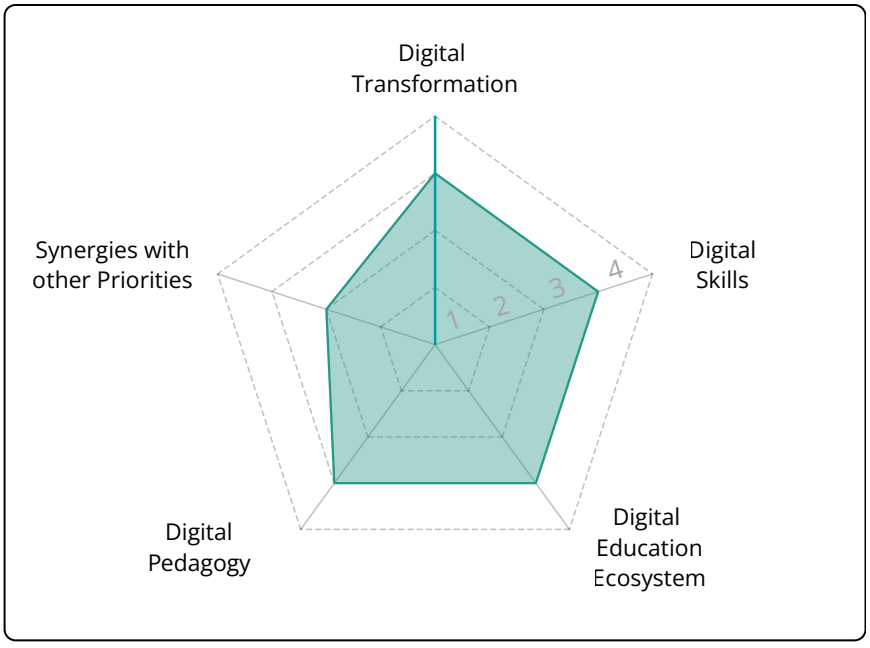
Project Details

Project	Innovative and educational immersion at I.I.S.S. "Enrico Fermi" in programming and cybersecurity in the classroom	Sector	School
Active	2022 - 2023	Action Type	KA122
Project Card	https://erasmus-plus.ec.europa.eu/projects/search/details/2022-1-IT02-KA122-SCH-000071625	Participants	Italy

Project Summary

This short-term school project strengthened teachers' capacity to teach coding and digital safety, then cascaded the gains to colleagues and students. Twenty teachers completed two structured courses—one on creating educational video games with Scratch to enrich classroom learning, and one on internet safety that covered secure practices and preventing harmful behaviour online. They brought back tools, mind maps of good practices, and a school cybersecurity plan, and ran workshops for the rest of the staff to embed changes. The practical focus—game design, safe browsing, and privacy awareness—helped the school make digital learning more engaging, safe, and purposeful for students.

Digital Transformation Priority Profile



1 = Limited evidence | 2 = Emerging | 3 = Developing | 4 = Advanced

Focus of Digital Transformation

1 **Development of basic digital skills and competences for learners**

Students experienced more engaging lessons through simple coding tasks and classroom activities built with Scratch and web-based tools, helping them practise safe and productive technology use.

2 **Development of basic digital skills and competences for staff**

Teachers learned practical foundations such as safe internet habits, privacy-aware communication, and confident use of web tools for daily teaching.

3 **Development of advanced digital skills and competences for learners**

Learners explored game design logic and basic programming concepts in a friendly environment; the materials do not show progression to complex software development.

4 **Development of advanced digital skills and competences for staff**

Staff broadened their repertoire to include designing educational video games and school-level safety practices, yet no data appears of specialised competence certification.

5 **Development of digital skills and competences for teaching**

Teachers integrated web tools and coding activities into lessons, documented good practices with mind maps, and produced a school cybersecurity plan to guide instruction.

6 **Development of digital skills and competences for learning**

Classrooms adopted interactive tasks where students build simple games and learn safe online behaviour, making learning more active and relatable.

7 **Digital pedagogy and expertise for educators and youth workers**

The project offered structured training in game-based learning and online safety, with teachers sharing methods school-wide to improve confidence and consistency.

8 **Emerging technologies and innovation in education and training**

The school promoted innovative use of coding platforms and created digital learning materials, piloting video-game creation for classroom motivation and formative tasks.

9 **Disruptive technologies (i.e. AI)**

The public materials do not indicate activities on artificial intelligence or related classroom uses.

10 **Digital readiness and capacity of institutions**

Two staff mobilities, internal workshops for non-participants, and a published cybersecurity plan point to growing organisational capacity to manage digital learning.

11 **Digital inclusion and addressing digital inequalities**

The project aimed to make lessons more understandable and safe for all, though no targeted measures (for example, specific groups or gender in STEM) are reported.

12 **Use of EU digital tools and frameworks on digital education and skills**

There is no explicit reference to EU frameworks or self-assessment tools in the available description.

Analysis of Good Practices

Digital Transformation

How is digital technology used purposefully and meaningfully to enable new processes and methods?

The school moved from scattered tool use to a coordinated effort: two focused teacher trainings (game-based learning; online safety), internal workshops to cascade learning, and a school cybersecurity plan that orients daily practice. These steps translate into new routines in lesson design and safer digital behaviours across classrooms.

Information available highlights concrete organisational changes (trained cohorts, school-wide sharing, documented plan) that enable purposeful digital practices; however, there is no mention of a comprehensive multi-year digital strategy, platform integration, or monitoring indicators that would institutionalise transformation at scale.

Digital Skills

How does the project enhance digital skills and competencies for digital transformation?

Staff enhanced core digital abilities and classroom-ready skills—safe browsing, privacy awareness, and creation of learning activities with Scratch—then diffused them through internal workshops. Students benefited from hands-on tasks that build confidence and basic coding literacy in a safe environment.

The documentation points to clear staff upskilling with direct classroom application and visible learner engagement; the scope remains concentrated on introductory coding and practical safety, without data of progression to higher-order programming or certification pathways.

Digital Education Ecosystem

How does project strengthen a high performing digital education ecosystem?

Collaboration with a specialised provider (Inercia Digital, Spain) and cross-border training fed into school-level dissemination, creating links between external expertise and local practice. Outputs (presentations, mind maps, plan) support reuse and help other teachers adopt consistent methods.

Partnerships and internal diffusion are documented, but participation in broader EU digital communities (for example, the Digital Education Hub), organisational capacity-building or cross-school networks is not reported; the ecosystem is growing within the school, with limited external embedding.

Digital Pedagogy

How are digital pedagogy and methods used to support deep learning?

Teachers adopted game-based learning to make concepts tangible and used clear protocols for safe online communication, aligning methods with students' everyday digital experiences. The project framed practical routines (for example, how to design simple games to teach topics) that teachers can adapt across subjects.

The approach demonstrates authentic, learner-centred pedagogy and shared resources; absent are explicit assessment rubrics for deep learning, observation frameworks, or research-informed models that would formalise and evaluate pedagogical impact over time.

Synergies with other Priorities

How does the digital transformation synergize with the programme priorities in the project?

The work strongly advances Digital transformation and touches Participation by improving students' agency and safe engagement online; it potentially supports Inclusion through accessible, motivating activities that make learning clearer for diverse classes, though no targeted measures are described. There is no explicit Environment strand.

The alignment with the digital priority is direct; partial synergy with participation and inclusion stems from safer, more engaging classrooms, while environmental action is not in scope. The project thus contributes deeply to one horizontal priority and lightly to others.

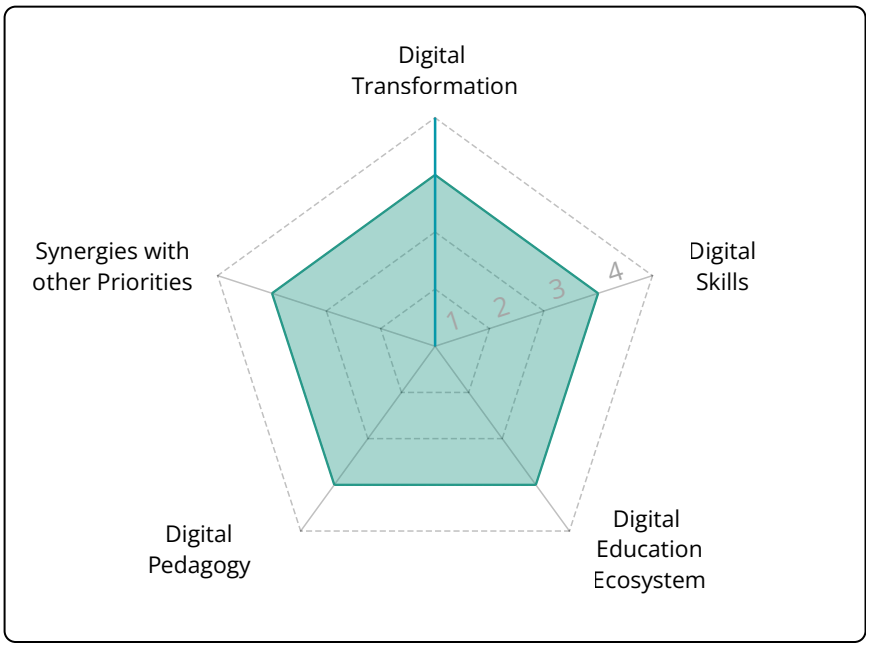
Project Details

Project	Learn, share, innovate (IMPARARE, CONDIVIDERE, INNOVARE)	Sector	School
Active	2022 - 2023	Action Type	KA122
Project Card	https://erasmus-plus.ec.europa.eu/projects/search/details/2022-1-IT02-KA122-SCH-000079721	Participants	Italy

Project Summary

This short-term school mobility project upskilled teachers and, through them, improved learning for pupils across preschool, primary, and lower-secondary levels. Staff undertook preparatory visits to Spain and Greece, job shadowing in Spain, Norway, and Greece, and structured courses in Ireland (advanced English and innovative methods), Croatia (sustainability with outdoor STEM and game-based learning including AI), and Hungary (game design). Back home, they introduced Content and Language Integrated Learning (CLIL) approaches, robotics and coding, and collaborative digital platforms, and ran school-wide activities such as #ErasmusDays and the European Day of Languages. Reported outcomes include better digital pedagogy, higher student motivation in languages and STEM, and stronger organisational teamwork.

Digital Transformation Priority Profile



1 = Limited evidence | 2 = Emerging | 3 = Developing | 4 = Advanced

Focus of Digital Transformation

1. **Development of basic digital skills and competences for learners**

   Teachers introduced simple coding, robotics, and everyday classroom use of collaborative platforms, which helped pupils practise safe and purposeful technology use in lessons.

2. **Development of basic digital skills and competences for staff**

   Courses in Ireland and Croatia strengthened staff confidence with web-based tools, classroom applications, and digitally enriched language teaching, then cascaded through internal sharing.

3. **Development of advanced digital skills and competences for learners**

   Pupils engaged in STEM and robotics activities while teachers designed game-based tasks that nudged learners beyond technology and media consumption to simple digital creation and problem-solving.

4. **Development of advanced digital skills and competences for staff**

   Staff attended training on AI within game-based learning and on game design for teaching, adding more sophisticated creation and design techniques to their teaching and skills repertoire.

5. **Development of digital skills and competences for teaching**

   Educators embedded CLIL, game-based learning, and ICT into daily teaching, producing materials and lesson designs that may turn digital learning more engaging and structured.

6. **Development of digital skills and competences for learning**

   The school organised learning experiences—coding, robotics, and interactive tasks—so students learn with technology, not just about it, and connect digitalisation to school subjects.

7. **Digital pedagogy and expertise for educators and youth workers**

   Job shadowing exposed staff to new classroom practices abroad, while structured courses provided ready-to-use methods that teachers later shared with their colleagues.

8. **Emerging technologies and innovation in education and training**

   The project adopted game design and AI-linked game-based learning and encouraged teachers to create and adapt digital content for their classes.

9. **Disruptive technologies (i.e. AI)**

   AI featured within game-based learning training; however, the documentation does not detail classroom assessment uses or policies for responsible AI beyond this exposure.

10. **Digital readiness and capacity of institutions**

    Preparatory visits, three job-shadowings, multiple staff courses, and plans to host European teachers show growing organisational capacity and European networking.

11. **Digital inclusion and addressing digital inequalities**

    The institute explicitly prioritises inclusion for non-Italian-speaking pupils and learners with special needs, using ICT and innovative methods to keep all students engaged.

12. **Use of EU digital tools and frameworks on digital education and skills**

    No explicit reference to using EU frameworks or tools (for example, DigComp or SELFIE) is reported in the available materials.

Analysis of Good Practices

Digital Transformation

How is digital technology used purposefully and meaningfully to enable new processes and methods?

Systematic staff mobility (courses + job shadowing) translated into classroom changes—CLIL with digital tools, robotics and coding, and game-based activities—plus public events that normalised digital engagement across the school. The programme built practical routines rather than one-off pilots, strengthening everyday teaching with technology.

Documented activities and results show real adoption in lessons and staff practices; however, there is no explicit multi-year digital strategy, platform roadmap, or monitoring framework that would anchor transformation institution-wide over time.

Digital Skills

How does the project enhance digital skills and competencies for digital transformation?

Staff acquired concrete skills (game design, AI within game-based learning, digital safety practices, CLIL with ICT) and then shared them internally; learners benefited through coding, robotics, and interactive tools that boost motivation and confidence.

Strong teacher upskilling and visible learner engagement is shown, yet progression to advanced learner certifications or deeper specialisation is not described; the clearest depth lies on the staff side.

Digital Education Ecosystem

How does project strengthen a high performing digital education ecosystem?

The school wove international partnerships (Spain, Greece, Norway, Ireland, Croatia, Hungary) into its practice and planned to host European peers, creating channels for ongoing exchange and benchmarking of methods.

Partnerships and internal dissemination are robust; participation in broader communities, developing organisational capacities or the use of common interoperability/quality tools is not reported, so ecosystem building remains primarily bilateral and project-bounded.

Digital Pedagogy

How are digital pedagogy and methods used to support deep learning?

Teachers adopted game-based and design-oriented tasks that make learning active, paired with CLIL to connect language, content, and digital creation; sustainability-linked STEM/outdoor work expanded contexts for digital inquiry.

Pedagogical change is classroom-visible and varied, though the materials do not present formal pedagogical models, or other research-informed models that would provide data of deep learning gains longitudinally.

Synergies with other Priorities

How does the digital transformation synergize with the programme priorities in the project?

The activities are integrated with Inclusion (support for multilingual and special-needs learners) and Participation (European identity and values through #ErasmusDays and language day activities), and touches Environment via sustainability courses and outdoor STEM.

Synergy across priorities is intentional and visible in activities, though targeted inclusion metrics, civic participation outputs, and environmental impact measures are not detailed; links are practical but not yet systematised.

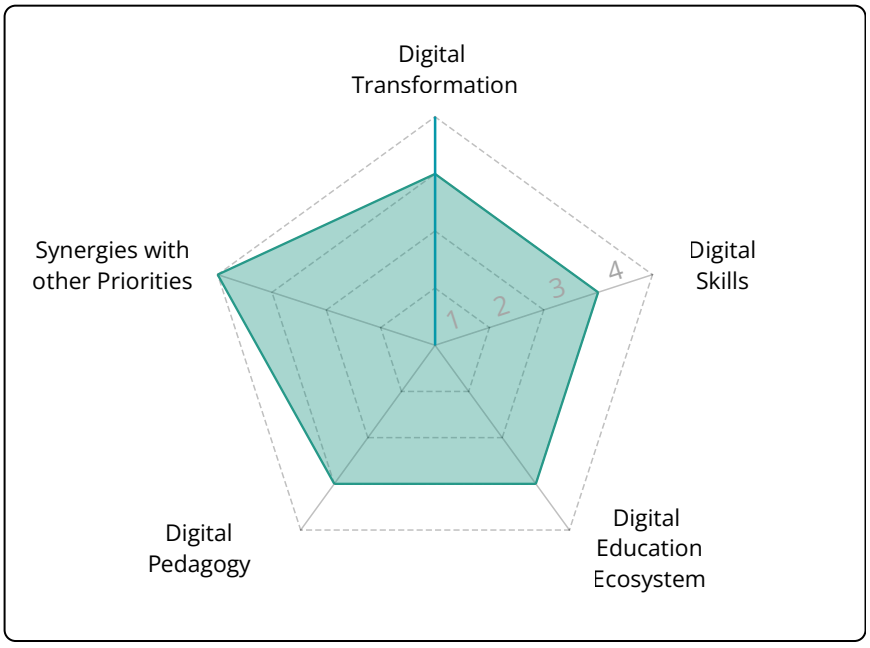
Project Details

Project	Infodemic - Path to Wellness:	Sector	Youth
Active	2024 - 2025	Action Type	KA153
Project Card	https://erasmus-plus.ec.europa.eu/projects/search/details/2023-3-DE04-KA153-YOU-000179746	Participants	Germany, Italy, Poland, Portugal, Spain, Sweden, Türkiye

Project Summary

This project empowered youth workers to navigate the digital era by combining technical skills with mental well-being strategies. Through two international training courses and local workshops, participants learned to use online tools responsibly, manage privacy, and critically assess information, while exploring generative AI and digital citizenship. They practised non-formal education methods and co-created a toolbox of 24 replicable sessions on DigiComp competences, e-wellness, and safe online behaviour. The initiative fostered resilience against misinformation and social media pressure, strengthened cross-border networks, and promoted ethical digital practices, equipping youth workers to guide young people toward balanced, inclusive, and future-proof digital engagement.

Digital Transformation Priority Profile



1 = Limited evidence | 2 = Emerging | 3 = Developing | 4 = Advanced

Focus of Digital Transformation

1. **Development of basic digital skills and competences for learners**

   Youth workers and their target groups learned safe online practices, privacy settings, and critical evaluation of content through interactive workshops.

2. **Development of basic digital skills and competences for staff**

   Participants improved everyday digital literacy, including secure communication and GDPR-aligned behaviours, during structured training sessions.

3. **Development of advanced digital skills and competences for learners**

   The project introduced generative AI tools and advanced social media management concepts, though learners were secondary beneficiaries via local workshops.

4. **Development of advanced digital skills and competences for staff**

   Youth workers practised AI use for content creation and learned strategies for ethical integration of emerging technologies in youth work.

5. **Development of digital skills and competences for teaching**

   Participants designed and tested non-formal learning activities that embed digital safety and literacy into youth education contexts.

6. **Development of digital skills and competences for learning**

   The toolbox enabled interactive, learner-centred sessions on digital citizenship and e-wellness, fostering active engagement and self-reflection.

7. **Digital pedagogy and expertise for educators and youth workers**

   The project strengthened non-formal education expertise, combining digital competences with mental health awareness and inclusive facilitation techniques.

8. **Emerging technologies and innovation in education and training**

   Generative AI and digital citizenship concepts were integrated into training, and outputs included innovative session designs for replication.

9. **Disruptive technologies (i.e. AI)**

   AI was purposefully explored for teaching and content creation, alongside discussions on ethics and safe use in youth work.

10. **Digital readiness and capacity of institutions**

    Organisations improved capacity through upskilled staff, shared resources, and international cooperation, though no formal institutional strategy is reported.

11. **Digital inclusion and addressing digital inequalities**

    At least one-third of participants came from fewer-opportunity backgrounds, and activities promoted inclusive online environments.

12. **Use of EU digital tools and frameworks on digital education and skills**

    The toolbox aligns with DigiComp competences, and dissemination occurred via SALTO and Erasmus+ platforms, though SELFIE use is not mentioned.

Analysis of Good Practices

Digital Transformation

How is digital technology used purposefully and meaningfully to enable new processes and methods?

The initiative introduced new processes—peer-led workshops, AI-enhanced content creation, and structured non-formal learning—while embedding mental well-being and ethical digital practices. These changes enable youth workers to model responsible technology use and replicate methods locally.

There seems to be innovation activities at practitioner level and transferable outputs (toolbox), but lacks institutional digital strategies or systemic integration beyond the project network.

Digital Skills

How does the project enhance digital skills and competencies for digital transformation?

Participants advanced from basic safety and privacy to higher-order competences such as AI use and critical media literacy. They also learned to design inclusive, interactive learning sessions for young people.

Gains are well-documented and practical, covering both technical and soft skills; however, depth in AI remains introductory rather than expert.

Digital Education Ecosystem

How does project strengthen a high performing digital education ecosystem?

The project built a multi-country network, shared resources via SALTO, and fostered peer learning across organisations, creating a foundation for future collaborations.

The organisation activities are vibrant during the project and dissemination phase, but long-term sustainability mechanisms are not detailed.

Digital Pedagogy

How are digital pedagogy and methods used to support deep learning?

Non-formal education principles were applied to digital topics, producing 24 structured session plans that combine technical skills with well-being and inclusion.

Pedagogical innovation is evident and outputs are replicable, though formal evaluation frameworks or research-based validation are absent.

Synergies with other Priorities

How does the digital transformation synergize with the programme priorities in the project?

The project strongly addresses Digital Transformation, integrates Inclusion through participant selection and inclusive methods, and promotes Participation by fostering digital citizenship. Environmental aspects are not in scope.

Synergy is substantial across three priorities, with clear data of inclusion and civic engagement alongside digital transformation.

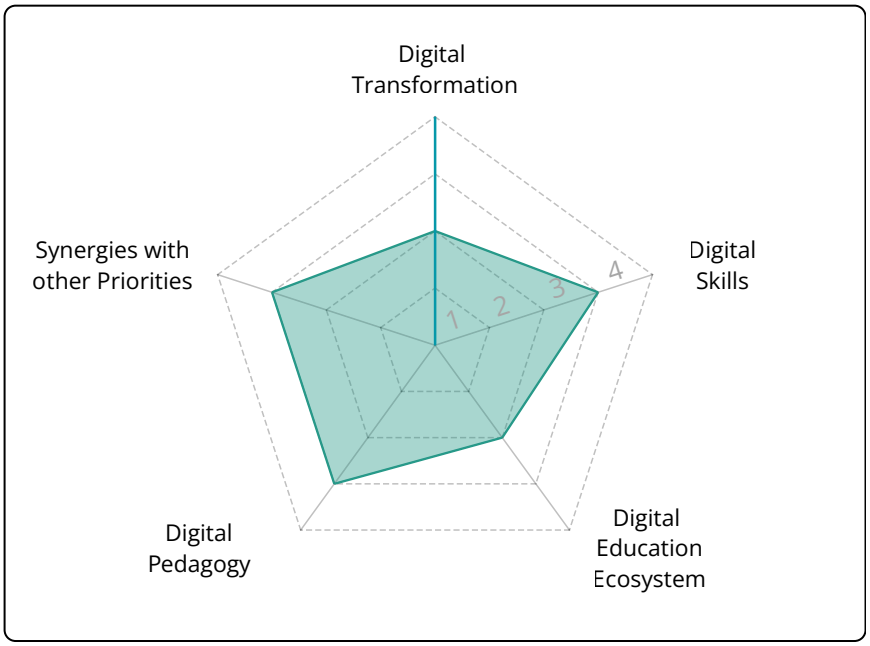
Project Details

Project	The 3D Technology World of Young People (Gençlerin 3 Boyutlu Teknoloji Dünyası)	Sector	Youth
Active	2023 - 2024	Action Type	KA152
Project Card	https://erasmus-plus.ec.europa.eu/projects/search/details/2023-1-TR01-KA152-YOU-000149592	Participants	Italy, Romania, Spain, Türkiye

Project Summary

This youth exchange introduced participants to the creative and technical world of 3D technologies and artificial intelligence. Through workshops and project-based challenges, young people learned 3D modelling, design, and printing, alongside basic coding and AI concepts. Activities combined hands-on training with intercultural collaboration, fostering problem-solving, teamwork, and language skills. Participants developed innovative 3D projects, showcased their work, and explored ethical aspects of technology use. The initiative promoted Erasmus+ values of inclusion and active citizenship while equipping youth with digital competences essential for future careers, inspiring them to become socially responsible innovators in a rapidly evolving technological landscape.

Digital Transformation Priority Profile



1 = Limited evidence | 2 = Emerging | 3 = Developing | 4 = Advanced

Focus of Digital Transformation

1 **Development of basic digital skills and competences for learners**

Participants practised safe digital communication and learned foundational coding principles during introductory sessions.

2 **Development of basic digital skills and competences for staff**

No explicit data of staff training beyond facilitation and mentoring roles.

3 **Development of advanced digital skills and competences for learners**

Youth engaged in 3D modelling, CAD software use, and printing, applying these skills in real projects and creative challenges.

4 **Development of advanced digital skills and competences for staff**

The description does not indicate structured advanced upskilling for staff.

5 **Development of digital skills and competences for teaching**

Facilitators guided project-based learning and collaborative design tasks, but no formal teaching framework is reported.

6 **Development of digital skills and competences for learning**

Learners applied digital tools to solve real-world problems, fostering creativity and critical thinking through 3D project development.

7 **Digital pedagogy and expertise for educators and youth workers**

Non-formal education methods supported experiential learning, though pedagogical models are not explicitly documented.

8 **Emerging technologies and innovation in education and training**

The project integrated 3D technologies and introduced AI concepts, encouraging innovative approaches to learning and design.

9 **Disruptive technologies (i.e. AI)**

AI basics were included in training, with attention to ethical considerations and practical applications in youth projects.

10 **Digital readiness and capacity of institutions**

The consortium organised international exchanges and collaborative projects, but no institutional digital strategy is mentioned.

11 **Digital inclusion and addressing digital inequalities**

The project aimed to include diverse participants and promote equal access to technology, though specific gender or STEM equity measures are not detailed.

12 **Use of EU digital tools and frameworks on digital education and skills**

No explicit reference to EU frameworks such as DigComp or SELFIE appears in the description.

Analysis of Good Practices

Digital Transformation

How is digital technology used purposefully and meaningfully to enable new processes and methods?

The project introduced new learning processes through immersive workshops on 3D technologies and AI, combined with intercultural collaboration and project-based challenges. These activities were aimed to transform participants' approach to technology from passive use to creative production.

Available information shows strong experiential learning and innovation at participant level, but lacks institutional strategies or systemic integration beyond the exchange.

Digital Skills

How does the project enhance digital skills and competencies for digital transformation?

Participants advanced from basic coding and digital literacy to specialised skills in 3D modelling and printing, while exploring AI fundamentals and ethical considerations.

Gains are practical and creative, covering both technical and soft skills; however, depth in AI remains introductory and staff development is limited.

Digital Education Ecosystem

How does project strengthen a high performing digital education ecosystem?

The project fostered international cooperation and peer learning, creating a network of organisations and young innovators.

The ecosystem is vibrant during the project, but long-term sustainability or integration into broader communities / organisations is not documented.

Digital Pedagogy

How are digital pedagogy and methods used to support deep learning?

Non-formal education and project-based learning were central, enabling participants to learn by doing and collaborate on real challenges.

Pedagogical innovation is evident, yet formal digital pedagogy frameworks for evaluation or scalability are absent.

Synergies with other Priorities

How does the digital transformation synergize with the programme priorities in the project?

The project strongly supports Digital Transformation, promotes Inclusion through diverse participation, and encourages Participation via intercultural teamwork. Environmental aspects are not explicitly addressed.

Synergy is substantial across three priorities, including inclusion and civic engagement.

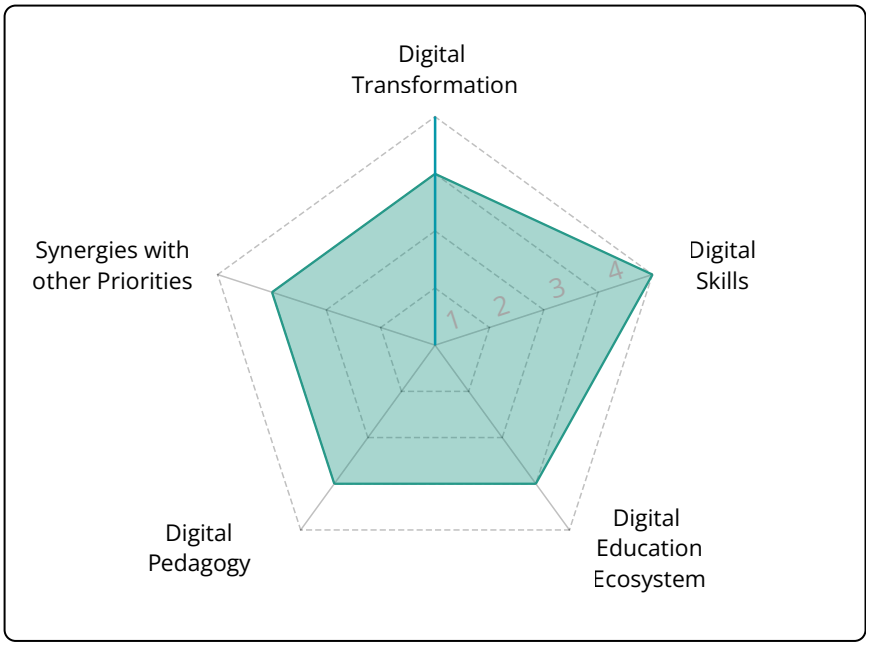
Project Details

Project	UPPER: Upskilling Professionalising Program for Education Renovation	Sector	Vocational Education & Training
Active	2023 - 2024	Action Type	KA122
Project Card	https://erasmus-plus.ec.europa.eu/projects/search/details/2023-1-IT01-KA122-VET-000140484	Participants	Italy

Project Summary

UPPER is a 30-day work-placement scheme for 30 VET learners in Spain, Denmark, and Germany, designed to anticipate labour-market demand for advanced digital skills in IoT, AI, AR/VR, and Big Data. It strengthens students' technical, language, and transversal competences while improving the school's internationalisation and project-governance capacity. Reported results include better STEM performance, higher employability and progression to further study, and a more professionalising VET pathway aligned with the EU's 2030 digital agenda.

Digital Transformation Priority Profile



1 = Limited evidence | 2 = Emerging | 3 = Developing | 4 = Advanced

Focus of Digital Transformation

1 Development of basic digital skills and competences for learners

Learners operated everyday digital tools in real workplaces and communicated in a second language to complete tasks safely and effectively. They learned to follow company procedures and document work outputs, building baseline digital routines for employment.

2 Development of basic digital skills and competences for staff

Staff acted as accompanying tutors handling documentation, communications with hosts, and on-site logistics; however, there is no explicit staff training in basic digital skills reported.

3 Development of advanced digital skills and competences for learners

The learning focus targets IoT, AI, AR/VR, and Big Data, with 30-day placements in specialised industries that expose students to modern production and data workflows. Participants strengthened STEM and professional competences relevant for the European labour-market needs.

4 Development of advanced digital skills and competences for staff

The project enhances the school's governance and internationalisation capacity; yet it does not document structured advanced technical upskilling for teachers beyond supervisory roles.

5 Development of digital skills and competences for teaching

Company feedback and placement learning help the school optimise its VET offer, making teaching more aligned with emerging technologies and workplace expectations. The project's professionalising angle suggests teachers integrate updated tools and contexts into coursework, though no formal teacher course is described.

6 Development of digital skills and competences for learning

Students learned "by doing" in authentic settings—30 days embedded in companies with mentoring from company tutors. This may have supported independent problem-solving and the application of digital knowledge to real tasks although more data is needed.

7 Digital pedagogy and expertise for educators and youth workers

The pedagogical core is work-based learning with structured accompaniment and host-tutor mentoring, complemented by school evaluation on return. While effective, the materials do not present a digital pedagogy model or guide for educators.

8 Emerging technologies and innovation in education and training

UPPER explicitly orients the VET pathway to transition technologies (IoT, AI, AR/VR, Big Data) and to industry placements that model innovative workflows and tools.

9 Disruptive technologies (i.e. AI)

AI features in the project's specialisation focus, framing placements where students experience how intelligent systems and data practices shape modern work. No separate AI-specific pedagogy is reported, but exposure occurs through the workplace.

10 Digital readiness and capacity of institutions

The school strengthened internationalisation and governance, organised three-country mobility, and built an external ecosystem with chambers of commerce and innovation bodies to support placements. These partnerships expand capacity and possbilities for future endeavors.

11 Digital inclusion and addressing digital inequalities

Objectives include reducing social exclusion and early school leaving by making pathways more attractive and career-relevant. Mobility experiences aim to motivate diverse learners through concrete prospects and intercultural exposure.

12 Use of EU digital tools and frameworks on digital education and skills

Public materials and institute pages do not reference specific EU tools or frameworks (for example, DigComp or SELFIE); therefore their use cannot be confirmed.

Analysis of Good Practices

Digital Transformation

How is digital technology used purposefully and meaningfully to enable new processes and methods?

UPPER moves beyond classroom simulations to 30-day industry placements where learners handle real tasks in IoT, AI, AR/VR, and Big Data contexts; this reframes learning processes around authentic, digitally intensive work. The school couples mobility with an explicit goal to optimise its training offer and boost governance, indicating organisational change alongside learner outcomes. The tri-country setup and external partners embed internationalisation into routine practice rather than one-off experiences.

Information confirms that new, technology-rich processes (work-based learning in advanced domains) and institutional aims (offer optimisation, governance), yet there is no info regarding digital strategy, platform roadmap, or evaluation framework. Transformation is strong at the learner/workflow interface and developing at the system level inside the school.

Digital Skills

How does the project enhance digital skills and competencies for digital transformation?

Learners acquire advanced, occupation-relevant skills in transition technologies and strengthen language and transversal competences, aligning with European labour-market needs. Reported outcomes include improved STEM performance, employability, and continuation rates, demonstrating transferable gains beyond the placement. The curated host ecosystem ensures exposure to specialised industries that accelerate skill development.

The project provides clear, sector-relevant skill acquisition documented by the beneficiary and profiled as a good practice; however, depth varies by host and there is no external certification in the public sources. Even so, the consistency of results across cohorts indicates robust enhancement of digital competences.

Digital Education Ecosystem

How does project strengthen a high performing digital education ecosystem?

The institute coordinated three countries and partnered with chambers of commerce and innovation actors to secure placements and mentoring, widening its ecosystem for digital VET. Tutor arrangements and host-company supervision create a triadic structure (school–learner–enterprise) that can be reused in future cohorts.

Partnerships and operational roles are documented, but there is no reference to engagement with EU-level digital communities (for example, the European Digital Education Hub) or to shared digital infrastructures. The ecosystem is functionally strong for mobility delivery and in a developing phase for long-term, networked collaboration.

Digital Pedagogy

How are digital pedagogy and methods used to support deep learning?

The project centres work-based learning with explicit mentoring (company tutors and school escorts) and post-mobility integration into the school's professionalising VET pathway. Learning is assessed through workplace outputs and subsequent academic recognition, linking practical performance to school achievement.

The pedagogy is experiential and coherent with VET aims, yet no formal pedagogical framework, rubric set, or teacher professional-learning programme is shared publicly. The approach is effective in context and replicable, but its evaluation and knowledge capture are not fully seen in the sources.

Synergies with other Priorities

How does the digital transformation synergize with the programme priorities in the project?

The project directly advances Digital Transformation by aligning VET with EU 2030 digital priorities; it also supports Inclusion by aiming to reduce social exclusion and early school leaving through attractive, career-relevant pathways. Intercultural mobility and partnership work contribute to Participation by strengthening learners' civic and linguistic agency in European settings. Environmental strands are not highlighted in the available materials.

Synergy is strong between digital and inclusion/participation aims as stated by the beneficiary and profiled nationally; however, green objectives are not visible in public outputs. The project's added value rests on employability and motivation gains that can translate into longer-term retention.

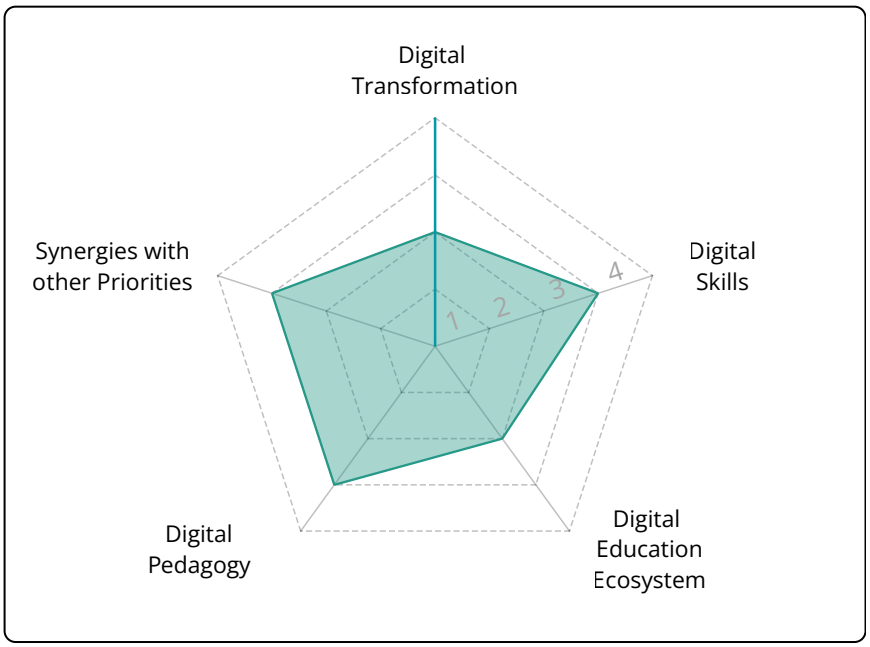
Project Details

Project	Immersive Art Exchange - Advancing Youth Skills at the Intersection of Art and Technology	Sector	Youth
Active	2024 - 2025	Action Type	KA152
Project Card	https://erasmus-plus.ec.europa.eu/projects/search/details/2024-1-MK01-KA152-YOU-000215831	Participants	North Macedonia, Slovenia

Project Summary

This youth exchange brought together young creatives from Slovenia and North Macedonia to explore how digital tools can expand artistic expression while staying accessible and inclusive. Participants attended a seven-day programme of interactive lectures, co-creation workshops, and cultural visits, then worked in mixed groups to design virtual artworks and exhibition concepts, supported by mentors. The organisers embedded green and inclusive practices, covered participation costs, and selected a balanced cohort through an open call. Reflections published afterwards highlight gains in creative confidence, digital literacy, and intercultural understanding, as well as sustained cooperation between the partner organisations for future activities.

Digital Transformation Priority Profile



1 = Limited evidence | 2 = Emerging | 3 = Developing | 4 = Advanced

Focus of Digital Transformation

1 Development of basic digital skills and competences for learners

The exchange introduced participants to accessible digital creation and presentation tools while practising safe and purposeful online collaboration in mixed groups. The open call and programme outline emphasised entry regardless of prior expertise, enabling newcomers to build confidence with guided activities.

2 Development of basic digital skills and competences for staff

Facilitators coordinated virtual preparatory components and supported co-creation sessions, modelling simple workflows for digital communication and resource sharing. Public materials focus on youth learning; explicit staff upskilling on basic skills is not detailed.

3 Development of advanced digital skills and competences for learners

Participants co-designed digital artworks and speculative virtual exhibition settings, learning to combine narrative, visual assets, and interactive elements. The diary notes groups developed complete concepts situated in virtual worlds, indicating multi-tool production and project management.

4 Development of advanced digital skills and competences for staff

The partners planned and mentored blended activities (virtual prep, onsite co-creation, online dissemination), which implies advanced coordination with digital artefacts. However, no separate advanced staff training pathway is reported.

5 Development of digital skills and competences for teaching

The team used step-by-step mentoring, group formation by diverse affinities, and iterative feedback to teach creative digital processes in an understandable way. These methods helped translate complex ideas (immersion, virtual scenography) into achievable tasks for first-time creators.

6 Development of digital skills and competences for learning

Learners applied tools to real creative briefs, from ideation to showcasing, and documented their work through photos, videos, and shared reflections. The format encouraged self-direction and peer learning, improving how participants learn with technology.

7 Digital pedagogy and expertise for educators and youth workers

The approach blends non-formal education with digital creativity, including inclusive facilitation, reflection circles, and scaffolded co-creation. While effective, the organisers did not publish a formal pedagogy guide; insights appear through open calls and post-event diaries.

8 Emerging technologies and innovation in education and training

The exchange focused on immersive and virtual practices, prompting groups to develop digital-first artworks and exhibitions rather than transporting physical pieces. This showcased innovative ways to present culture online.

9 Disruptive technologies (i.e. AI)

The public call frames digital literacy and creative technologies broadly; AI is not singled out as a dedicated module.

10 Digital readiness and capacity of institutions

Partners organised a preparatory visit, managed an international open call, and delivered a week-long programme with mentors, logistics, and accessibility measures. This shows growing capacity to run blended, digitally rich youth exchanges with follow-up dissemination.

11 Digital inclusion and addressing digital inequalities

Half of the group came from fewer-opportunity backgrounds according to organisers' reflections, with support such as equipment access and inclusive language.

12 Use of EU digital tools and frameworks on digital education and skills

The materials reference Erasmus+ structures and Youthpass-style recognition typical for exchanges, but they do not mention specific EU digital frameworks such as DigComp or SELFIE. Participation conditions and youth-exchange mechanics align with EU guidance for short, intensive, non-formal mobilities.

Analysis of Good Practices

Digital Transformation

How is digital technology used purposefully and meaningfully to enable new processes and methods?

The exchange shifted participants from passive media consumption to active digital creation, culminating in virtual artworks and exhibition concepts that live online rather than in physical space. It embedded inclusive logistics (covered travel and accommodation, equipment access, safe learning space) and blended preparation with onsite co-creation, which models new ways to run cultural learning with a low material footprint.

Project information includes digitalisation program work and a detailed reflective diary reporting outputs and participant experiences; however, no long-term institutional digital plan or evaluation framework is published, keeping transformation at the level of project practice rather than policy.

Digital Skills

How does the project enhance digital skills and competencies for digital transformation?

Participants learned to ideate, prototype, and present digital work in groups, improving storytelling, media handling, and online showcasing. The experience broadened perspectives on accessibility, inclusion, and ethics in digital culture, supporting both technical and socio-emotional competences.

The diary explicitly reports four group outputs and highlights growth in confidence and digital literacy; the sources do not provide skill assessments or certifications, so depth is communicated narratively through artefacts and testimonies rather than formal benchmarks.

Digital Education Ecosystem

How does project strengthen a high performing digital education ecosystem?

Two partner organisations co-designed and delivered the exchange, engaged local cultural actors, and disseminated opportunities through youth networks and civil society portals, which expands connections between art, youth work, and technology communities.

Networking and communication channels are visible (open calls via youth centres and NGO portals; partner posts and blog), but there is no mention of joining larger ecosystem or sustaining a shared digital repository; the ecosystem is promising yet still maturing.

Digital Pedagogy

How are digital pedagogy and methods used to support deep learning?

The programme used non-formal methods (interactive lectures, co-creation, reflection, field visits) and mixed-ability teams to scaffold complex digital tasks into achievable steps. Mentors supported iterative development from concept to virtual presentation, encouraging deep engagement rather than tool-only learning.

Pedagogical choices are well documented in narrative form and appear replicable, but there is no codified toolkit or assessment rubric published for broader reuse; the approach is strong in practice and story, lighter in formalisation.

Synergies with other Priorities

How does the digital transformation synergize with the programme priorities in the project?

The exchange advances Inclusion and diversity by prioritising diverse participants, providing support measures, and using inclusive language and facilitation. It supports Participation by letting young people author public-facing cultural work and by engaging local cultural spaces and networks; environmental awareness is served indirectly through digital-first exhibition formats.

The public call and diary describe inclusive selection and supported participation, while dissemination through civil-society portals and youth centres indicates civic linkage; green impacts are implicit rather than measured. The synergy is therefore credible and valued, even if not yet quantified.

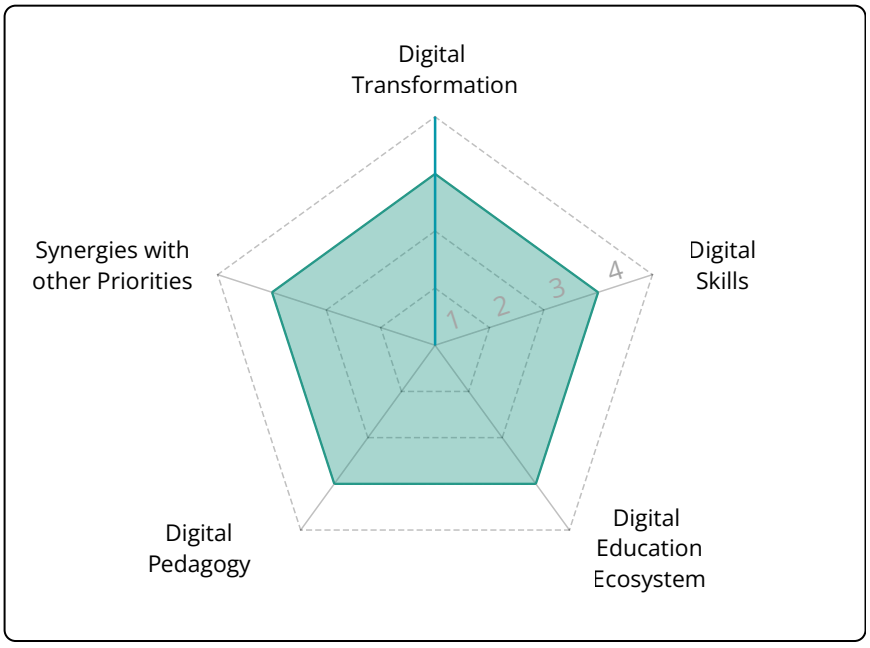
Project Details

Project	Digital Tools, Gamification, and Artificial Intelligence in Education (Дигитални инструменти, игровизация и изкуствен интелект в образованието)	Sector	School
Active	2024 - 2025	Action Type	KA122
Project Card	https://erasmus-plus.ec.europa.eu/projects/search/details/2024-1-BG01-KA122-SCH-000227570	Participants	Bulgaria

Project Summary

This project aimed to modernise teaching by equipping educators with digital tools, gamification strategies, and insights into artificial intelligence for classroom use. Teachers attended structured training abroad to learn how to integrate online platforms, educational games, and AI-based approaches into lessons. The initiative targeted improved engagement for bilingual learners and those with learning difficulties by making content more interactive and accessible. Outcomes include increased teacher confidence in digital pedagogy, daily use of digital resources by over 90% of staff, and a more inclusive learning environment that prepares students for life in a technology-driven world.

Digital Transformation Priority Profile



1 = Limited evidence | 2 = Emerging | 3 = Developing | 4 = Advanced

Focus of Digital Transformation

1. **Development of basic digital skills and competences for learners**

   Students indirectly improved their digital literacy because teachers began using interactive platforms and gamified exercises in everyday lessons. These tools helped learners navigate digital interfaces confidently and practise safe, structured engagement with online content.

2. **Development of basic digital skills and competences for staff**

   Teachers acquired practical skills for operating digital platforms, managing online classrooms, and applying gamification elements such as quizzes and badges. This enabled them to move beyond traditional teaching and integrate technology into routine practice.

3. **Development of advanced digital skills and competences for learners**

   Learners were exposed to AI-supported educational tools that personalise content and adapt to learning pace. While depth remains introductory, students experienced how algorithms can shape interactive learning environments.

4. **Development of advanced digital skills and competences for staff**

   Educators explored AI applications for lesson planning and adaptive learning, gaining insight into how machine-driven tools can support differentiated instruction. They also learned to combine gamification with AI to create dynamic, engaging lessons.

5. **Development of digital skills and competences for teaching**

   The project strengthened teachers' ability to design lessons that embed digital tools and game mechanics, making learning more motivating and inclusive. Teachers learned to select appropriate platforms and configure settings for classroom use.

6. **Development of digital skills and competences for learning**

   Students engaged with interactive content that responds to their progress, reinforcing autonomy and problem-solving. Gamified tasks encouraged active participation and persistence, supporting deeper engagement with subject matter.

7. **Digital pedagogy and expertise for educators and youth workers**

   Training focused on pedagogical strategies for integrating technology meaningfully, including ethical AI use and digital well-being. Teachers practised balancing screen time with learning objectives and ensuring safe online behaviour.

8. **Emerging technologies and innovation in education and training**

   AI and gamification were central themes, introducing educators to adaptive learning systems and innovative classroom practices. Teachers learned to combine these tools with traditional methods to create blended learning experiences.

9. **Disruptive technologies (i.e. AI)**

   The project explicitly addressed AI as a teaching aid, guiding educators on its potential for personalisation and efficiency while discussing risks such as bias and over-reliance on automation.

10. **Digital readiness and capacity of institutions**

    Over 90% of teachers affected by the project now use digital resources daily, indicating strong organisational uptake. The school implemented internal sharing sessions to ensure all staff benefit from training, building collective capacity for digital education.

11. **Digital inclusion and addressing digital inequalities**

    Gamification and adaptive tools were chosen to support bilingual students and those with learning difficulties, reducing barriers to participation and ensuring equitable access to engaging content.

12. **Use of EU digital tools and frameworks on digital education and skills**

    While the project aligns with EU competence frameworks, there is no explicit mention of frameworks like DigComp or SELFIE. However, the approach reflects their principles by promoting safety, creativity, and responsible technology use.

Analysis of Good Practices

Digital Transformation

How is digital technology used purposefully and meaningfully to enable new processes and methods?

The project introduced AI and gamification into everyday teaching, shifting from traditional methods to interactive, tech-rich lessons. As reported, teachers now use digital resources daily, embedding technology into school routines.

Information from project shows strong classroom-level transformation and individual level change among staff, though no formal multi-year digital strategy or monitoring framework is reported.

Digital Skills

How does the project enhance digital skills and competencies for digital transformation?

Teachers advanced from basic ICT use to integrating AI and game-based learning; students gained exposure to interactive tools that build confidence and adaptability.

Gains are practical and pedagogically relevant, with clear data of staff competence and learner engagement; advanced technical depth remains limited to introductory AI concepts.

Digital Education Ecosystem

How does project strengthen a high performing digital education ecosystem?

The school organised structured training abroad and internal knowledge sharing, creating a collaborative environment for digital innovation.

The ecosystem is active within the school, but there is no mention of external networks, or local-national level capacity-building for sustained cooperation.

Digital Pedagogy

How are digital pedagogy and methods used to support deep learning?

Educators adopted gamification and AI-supported methods to make lessons inclusive and motivating, improving engagement for diverse learners.

Pedagogical innovation is evident, yet formal frameworks for evaluation or scalability are not described.

Synergies with other Priorities

How does the digital transformation synergize with the programme priorities in the project?

The project strongly supports Digital Transformation and promotes Inclusion by addressing bilingual and special-needs learners; it indirectly fosters Participation through collaborative, interactive learning. Environmental aspects are not in scope.

Synergy is substantial across two priorities, with partial alignment to a third; green objectives are absent.

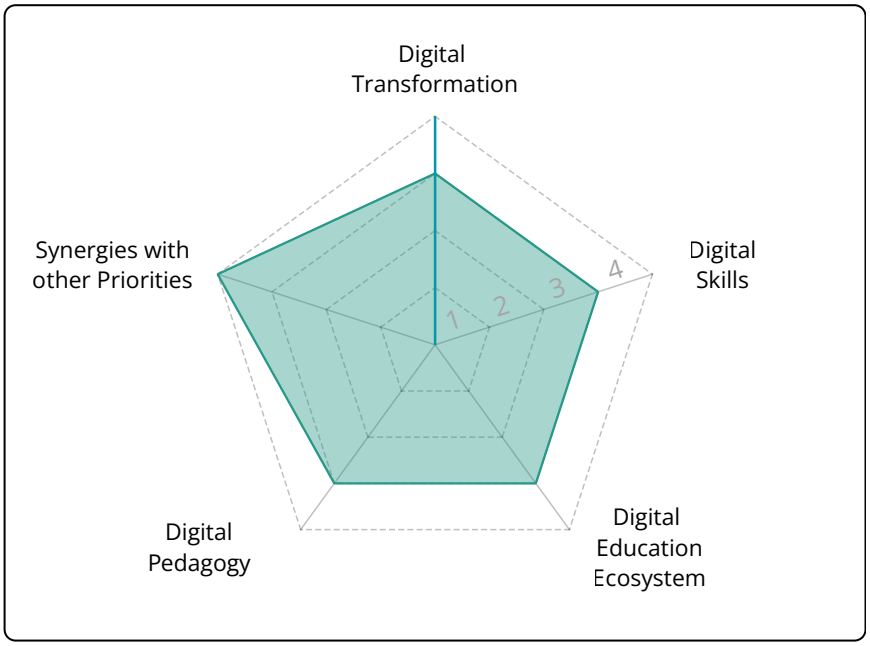
Project Details

Project	Individuals who learn and teach easily with technology	Sector	School
Active	2024 - 2025	Action Type	KA122
Project Card	https://erasmus-plus.ec.europa.eu/projects/search/details/2024-1-LT01-KA122-SCH-000242269	Participants	Lithuania

Project Summary

This project focused on empowering teachers to integrate digital tools and innovative methods into everyday teaching. Through international training and collaboration, educators learned to use office applications, AI-based platforms, and interactive tools for creating engaging lessons. The initiative promoted STEAM principles, coding, and sustainability awareness, while fostering a stronger European identity and intercultural exchange. Teachers produced lesson plans and videos, shared best practices with peers, and prepared a sustainability plan for the next school year. As a result, classrooms became more interactive and inclusive, supporting learners with diverse needs and preparing them for a technology-driven future.

Digital Transformation Priority Profile



1 = Limited evidence | 2 = Emerging | 3 = Developing | 4 = Advanced

Focus of Digital Transformation

1. **Development of basic digital skills and competences for learners**

   Students indirectly improved digital literacy through lessons enriched with interactive tools and collaborative platforms. Exposure to coding and simple AI applications helped them understand how technology supports learning.

2. **Development of basic digital skills and competences for staff**

   Teachers gained confidence in using office applications, online collaboration tools, and basic AI features to design and deliver lessons. They learned to manage digital classrooms and integrate multimedia resources effectively.

3. **Development of advanced digital skills and competences for learners**

   Learners engaged with STEAM projects and coding activities, applying problem-solving and creativity in technology-enhanced tasks. While advanced AI use was not central, students experienced innovative digital working activities.

4. **Development of advanced digital skills and competences for staff**

   Educators explored AI-supported platforms and interactive lesson design, moving beyond basic ICT use toward advanced integration of digital content and adaptive learning strategies.

5. **Development of digital skills and competences for teaching**

   Teachers created lesson plans and videos using digital tools, embedding coding and STEAM principles into curricula. They practised designing blended learning experiences that combine traditional and digital methods.

6. **Development of digital skills and competences for learning**

   Students benefited from gamified and interactive lessons that encourage autonomy and active participation. Digital resources supported personalised learning and improved engagement for diverse learners.

7. **Digital pedagogy and expertise for educators and youth workers**

   The project strengthened educators' ability to apply digital pedagogy by combining AI tools, collaborative platforms, and sustainability themes. Teachers shared best practices internally, fostering a culture of innovation.

8. **Emerging technologies and innovation in education and training**

   AI and coding were introduced as part of teacher training, alongside creative use of Google apps and interactive platforms. These innovations made lessons more dynamic and future-oriented.

9. **Disruptive technologies (i.e. AI)**

   Teachers learned to use AI responsibly for lesson planning and content creation, while discussing ethical considerations and practical classroom applications.

10. **Digital readiness and capacity of institutions**

    The school prepared a sustainability plan for digital integration, organised knowledge-sharing sessions, and improved infrastructure for technology-enhanced learning.

11. **Digital inclusion and addressing digital inequalities**

    Activities promoted inclusive teaching by adapting digital tools for learners with different needs and learning pace, ensuring equitable access to engaging content.

12. **Use of EU digital tools and frameworks on digital education and skills**

    No explicit mention of DigComp or SELFIE.

Analysis of Good Practices

Digital Transformation

How is digital technology used purposefully and meaningfully to enable new processes and methods?

The project introduced structured teacher training on AI, coding, and interactive platforms, shifting classroom practice toward blended and technology-rich learning. A sustainability plan signals intent for continuity beyond the project.

Project information shows strong classroom-level transformation and organisational planning, though no formal multi-year digital strategy or monitoring framework is reported.

Digital Skills

How does the project enhance digital skills and competencies for digital transformation?

Teachers advanced from basic ICT use to integrating AI and STEAM principles; students gained coding experience and digital literacy through interactive lessons.

Gains are practical and pedagogically relevant, with clear data of staff competence and learner engagement; advanced technical depth remains moderate.

Digital Education Ecosystem

How does project strengthen a high performing digital education ecosystem?

The school built partnerships through international training and internal dissemination, creating a collaborative environment for digital innovation.

The ecosystem is active within the school and project network, but there is no mention of the long-term external or national/local collaboration to foster the development of digital education ecosystem.

Digital Pedagogy

How are digital pedagogy and methods used to support deep learning?

Educators adopted AI-supported tools, coding, and gamification to make lessons inclusive and motivating. They produced reusable resources and shared best practices internally.

Pedagogical innovation is evident, yet formal digital pedagogy frameworks, learning theories or other formal frameworks for evaluation or scalability are not described.

Synergies with other Priorities

How does the digital transformation synergize with the programme priorities in the project?

The project strongly supports Digital Transformation and promotes Inclusion by adapting tools for diverse learners; it also touches Participation through intercultural exchange and sustainability themes. Environmental aspects appear in the sustainability plan.

Synergy is substantial across three priorities, with clear data of inclusion and green priority alongside digital priority.

Analysed Good Practices on the Digital Priority
in Erasmus+ and European Solidarity Corps Projects

How Can the Digital Priority Be Implemented in Projects?

Erasmus+ Key Action 2

KA220-VET - Digital Transformation of the VET Sector
KA220-VET - AI for Female
KA220-VET - Bots and Artificial Intelligence
KA220-ADU - Supporting the Digital Transformation of Social Economy Organisations
KA220-ADU - Making Adult Education lively through Artificial Intelligence
KA220-HED - Volumetric 3D Teachers in Educational Reality
KA220-HED - Digital Curator Training & Tool Box
KA220-SCH - Digitalization for Kindergartens and Primary Schools
KA220-SCH - Security and Privacy in Academic Data Management At Schools
KA220-YOU - Trust in Truth: Digital Literacy in a Post-pandemic Time

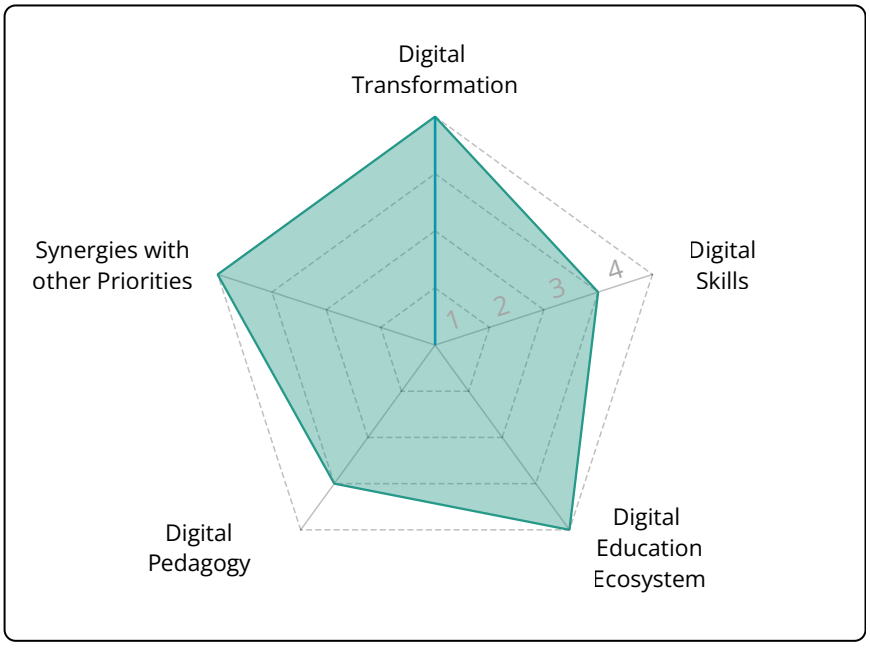
Project Details

Project	Digital Transformation of the VET Sector (GROOVE)	Sector	Vocational Education & Training
Active	2022-2023	Action Type	KA220
Project Card	https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-CY01-KA220-VET-000033254	Participants	Cyprus, Austria, Poland, Spain, Ireland

Project Summary

GROOVE implemented systemic digital transformation in vocational education by developing institutional digital action plans, an intelligent tutoring system, and open educational resources (OER). The project operationalized blended learning through adaptive technologies and competence-based frameworks, ensuring pedagogical innovation. It introduced micro-credentials and Europass integration to validate learner achievements, supporting transparency and mobility. By embedding digital strategies at organizational level and delivering targeted professional development for educators, GROOVE enhanced institutional resilience and learner employability. This initiative exemplified alignment with the Digital Education Action Plan and EQAVET, fostering inclusive, future-oriented quality VET ecosystems across partner countries.

Digital Transformation Priority Profile



1 = Limited evidence | 2 = Emerging | 3 = Developing | 4 = Advanced

Focus of Digital Transformation

1. **Development of basic digital skills and competences for learners**

   Provides e-learning modules and workshops on online safety, data literacy, and basic ICT use, enabling low-skilled adults to confidently navigate digital environments.

2. **Development of basic digital skills and competences for staff**

   Offers structured training for VET educators on essential digital competences, including using learning platforms, creating digital content, and managing blended learning environments.

3. **Development of advanced digital skills and competences for learners**

   Implements competence-based learning pathways introducing adaptive learning tools and digital collaboration platforms, preparing learners for digitally intensive workplaces.

4. **Development of advanced digital skills and competences for staff**

   Equips educators to design institutional digital strategies, implement adaptive technologies, and integrate intelligent tutoring systems into teaching practice.

5. **Development of digital skills and competences for teaching**

   Builds educator capacity to apply DigCompEdu principles, design blended learning curricula, and create open educational resources (OER) for flexible delivery of teaching.

6. **Development digital skills and competence for learning**

   Enables learners to use e-portfolios, engage in self-directed online learning, and apply digital tools for assessment and collaboration.

7. **Digital pedagogy and expertise for educators and youth workers**

   Promotes blended learning models, competence-based teaching, and ethical digital practices, including digital well-being and critical evaluation of online information.

8. **Emerging technologies and innovation in education and training**

   Introduces an Intelligent Tutor integrated into an interactive e-learning platform and develops innovative digital assessment tools and OER repositories.

9. **Disruptive technologies (i.e. AI)**

   Incorporates an AI-driven Intelligent Tutor concept to guide educators in creating digital action plans, with emphasis on safe and purposeful integration in practice.

10. **Digital readiness and capacity of institutions**

    Supports VET providers in creating digital education action plans, aligning with DigCompOrg, and embedding digitalization into institutional strategies and quality assurance.

11. **Digital inclusion and addressing digital inequalities**

    Targets low-skilled adults and promotes inclusive access to digital learning; integrates gender-sensitive approaches to ensure equitable participation in digital education.

12. **Use of EU digital tools and frameworks on digital education and skills**

    Applies DigComp 2.1, DigCompEdu, and DigCompOrg frameworks across the toolkit and training programme; project references SELFIE tool used for institutional self-assessment.

Analysis of Good Practices

Digital Transformation

How is digital technology used purposefully and meaningfully to enable new processes and methods?

GROOVE embeds institutional digital action plans and deploys an Intelligent Tutor within an e-learning platform to redesign VET processes for sustainable blended/remote delivery. The Toolkit operationalises organisation-level change with DigCompOrg-aligned steps, moving beyond tool adoption to strategic digital transformation.

The project showcases advanced practices. The project addresses digital transformation at systemic level (institutional strategies, frameworks, quality assurance) and provides digital governance tools (Toolkit + Intelligent Tutor). This goes beyond isolated practices and aligns with EU policies (DEAP, DigCompOrg, EQAVET).

Digital Skills

How does the project enhance digital skills and competencies for digital transformation?

A modular training programme for educators and learner workshops build competencies in digital content creation, online assessment, data/information literacy, collaboration and safe internet use, mapped to DigComp 2.1 and DigCompEdu.

Strong coverage of basic and intermediate skills for staff and learners, but limited data of advanced skills (e.g., AI, coding, data analytics). Focus is on foundational competences rather than high-end technical expertise.

Digital Education Ecosystem

How does project strengthen a high performing digital education ecosystem?

The project strengthens the ecosystem by producing OERs, providing a shared e-learning platform and institutional self-assessment/strategy tools, while referencing EQAVET and EU frameworks to support quality assurance and interoperability.

Combines open resources, platform infrastructure, and policy-linked frameworks (DigComp, EQAVET). This supports an approach for a sustainable, high-performing ecosystem beyond single-institution impact.

Digital Pedagogy

How are digital pedagogy and methods used to support deep learning?

Educators are supported to implement blended learning, competence-based design and formative e-assessment. Guidance emphasises learner-centred pathways, interactive OER and adaptive tutoring to deepen learning, not just digitize content.

Provides clear pedagogical guidance and blended learning models, but lacks data of advanced adaptive learning analytics or AI-driven personalization. Pedagogy is strong but not cutting-edge.

Synergies with other Priorities

How does the digital transformation synergize with the programme priorities in the project?

Project targets low-skilled adults and delivers open OER and digital learning platform for lower access barriers thus contributing to Inclusion & Diversity. Project promotes virtual/online provision and paperless/remote practices. Critical evaluation of online information and addressing data literacy underpins informed civic participation.

Demonstrates clear alignment with all four horizontal priorities, but data of green practices and democratic participation activities is less detailed compared to for instance inclusion and diversity.

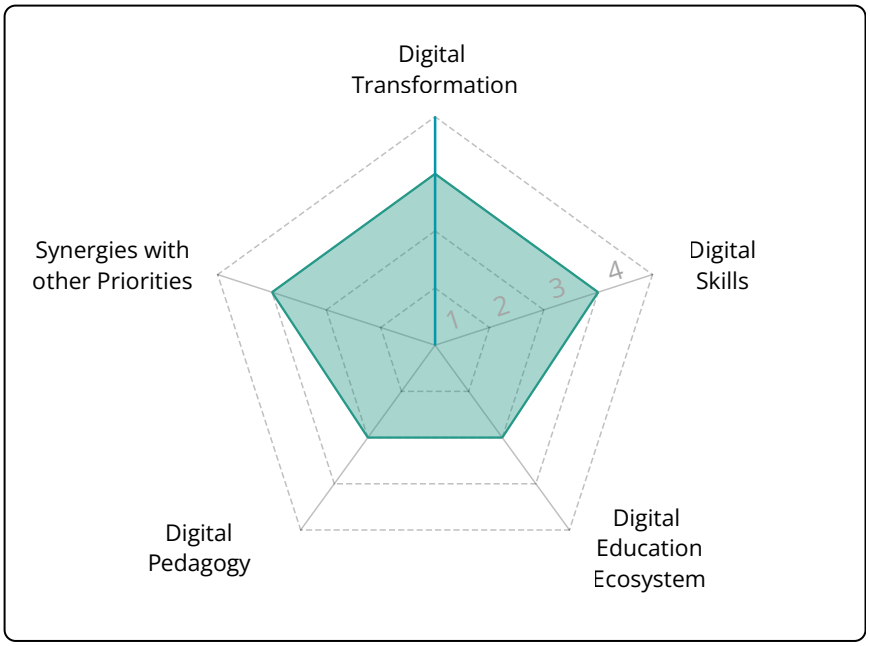
Project Details

Project	AI for Female (AI4FEMALES)	Sector	Vocational Education & Training
Active	2022-2023	Action Type	KA220
Project Card	https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-PL01-KA220-VET-000033028	Participants	Poland, Czech, Portugal, Spain, Greece

Project Summary

The AI4FEMALE project empowers women entrepreneurs and professionals by enhancing their digital and AI-related competencies. Through tailored training modules, mentoring, and collaborative learning, the project addresses gender gaps in digital transformation. It promotes inclusive access to emerging technologies, enabling women to leverage AI for business innovation and career growth. Activities include the development of an AI literacy curriculum, case studies, and digital toolkits. By fostering digital confidence and entrepreneurial resilience, AI4FEMALE contributes to a more equitable and future-ready workforce. The project exemplifies Erasmus+ priorities in inclusion, innovation, and lifelong learning, inspiring systemic change across vocational education and training.

Digital Transformation Priority Profile



1 = Limited evidence | 2 = Emerging | 3 = Developing | 4 = Advanced

Focus of Digital Transformation

1. **Development of basic digital skills and competences for learners**

   The project provides foundational AI and digital literacy training for women, especially those re-entering the workforce.

2. **Development of basic digital skills and competences for staff**

   Staff involved in training delivery are equipped with basic digital tools and methodologies to support learners but the emphasis seems to be more in advanced skills.

3. **Development of advanced digital skills and competences for learners**

   Learners gain advanced understanding of AI applications and digital transformation through targeted modules.

4. **Development of advanced digital skills and competences for staff**

   Trainers and facilitators are trained in advanced AI concepts and digital education strategies.

5. **Development of digital skills and competences for teaching**

   The project includes pedagogical resources and training for educators to teach AI-related content.

6. **Development digital skills and competence for learning**

   Learners engage with digital platforms and AI tools to enhance their learning experience and gaining digital competencies.

7. **Digital pedagogy and expertise for educators and youth workers**

   The project promotes digital well-being and literacy through inclusive and gender-sensitive pedagogy. Explicit digital pedagogy practices remain unknown in project data.

8. **Emerging technologies and innovation in education and training**

   Focuses on AI as an emerging technology, integrating innovative content and assessment methods.

9. **Disruptive technologies (i.e. AI)**

   AI is central to the project, with emphasis on safe, responsible, and empowering use for women.

10. **Digital readiness and capacity of institutions**

    Partners develop institutional strategies to embed AI and digital education in vocational training.

11. **Digital inclusion and addressing digital inequalities**

    Targets women, especially those with fewer opportunities, to bridge gender gaps in digital skills, especially in AI literacy and competencies.

12. **Use of EU digital tools and frameworks on digital education and skills**

    Aligns well with EU frameworks like DigComp to structure digital competence development.

Analysis of Good Practices

Digital Transformation

How is digital technology used purposefully and meaningfully to enable new processes and methods?

The project promotes AI literacy among women, enabling new vocational training methods and career pathways with/through innovative new digital technologies.

AI is central to the project, transforming vocational education through digital platforms and content delivery.

Digital Skills

How does the project enhance digital skills and competencies for digital transformation?

It enhances digital skills by offering training modules focused on AI, targeting women in vocational sectors.

Structured learning resources and practical applications in AI directly address digital skill gaps.

Digital Education Ecosystem

How does project strengthen a high performing digital education ecosystem?

It builds a collaborative network of institutions and stakeholders to support inclusive digital education for women.

The ecosystem is growing through partnerships but lacks broader institutional integration and long-term infrastructure.

Digital Pedagogy

How are digital pedagogy and methods used to support deep learning?

Digital methods such as e-learning and AI-based content delivery are used to support deep learning and engagement.

Innovative pedagogy is present but needs more data showing the impact and scalability across educational contexts.

Synergies with other Priorities

How does the digital transformation synergize with the programme priorities in the project?

The project aligns with Erasmus+ priorities on inclusion, gender equality, and digital transformation in vocational education.

It supports multiple priorities, especially digital inclusion and gender equity in STEM, with clear strategic alignment.

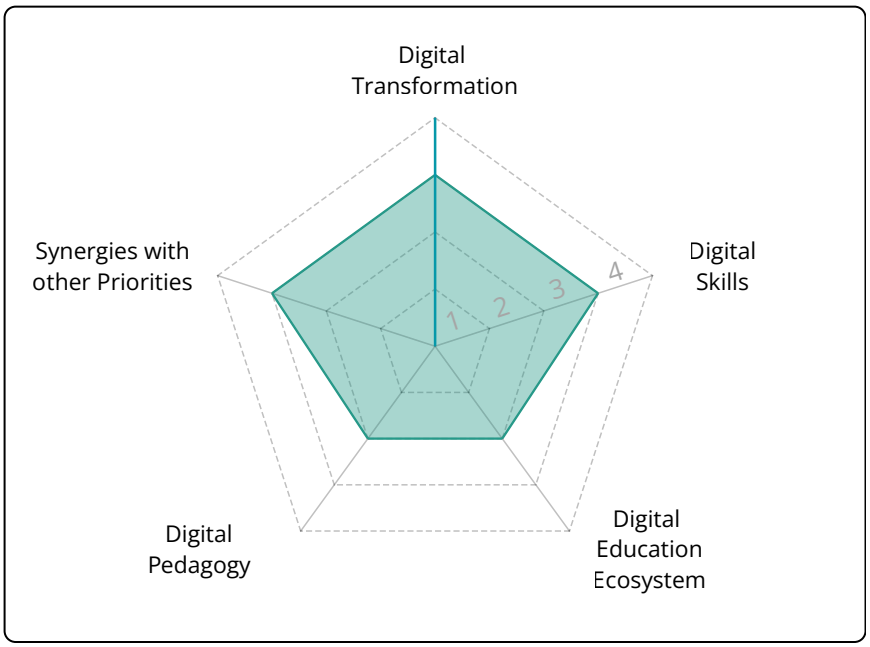
Project Details

Project	Bots and Artificial Intelligence: developing competences to deal with the new coworkers	Sector	Vocational Education & Training
Active	2021-2024	Action Type	KA220
Project Card	https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-PL01-KA220-VET-000033223	Participants	Poland, Italy, Portugal, Slovakia, Spain, Türkiye

Project Summary

The project Bots and Artificial Intelligence: developing competences to deal with the new coworkers addresses the urgent need for digital upskilling in response to AI and robotics integration in the workplace. Through intersectoral case studies and an online training program, it equips workers—regardless of sector—with AI literacy and essential soft skills. For example, it illustrates real-world scenarios where humans and machines co-work, fostering adaptability and resilience. By promoting inclusive access to digital education, the project inspires a proactive mindset toward technological change, empowering individuals and institutions to thrive in digitally transformed environments.

Digital Transformation Priority Profile



1 = Limited evidence | 2 = Emerging | 3 = Developing | 4 = Advanced

Focus of Digital Transformation

1. **Development of basic digital skills and competences for learners**
   Offers online training to help learners understand AI and robotics in the workplace, promoting foundational digital literacy.

2. **Development of basic digital skills and competences for staff**
   Targets current workers with training and awareness materials to adapt to AI-driven environments.

3. **Development of advanced digital skills and competences for learners**
   Promotes AI literacy and soft skills development, which are advanced digital competences for learners.

4. **Development of advanced digital skills and competences for staff**
   Staff are supported through case studies and training to understand and adapt to AI and robotics in their work environments.

5. **Development of digital skills and competences for teaching**
   Training modules can be used in teaching contexts to explain AI and robotics, supporting educators.

6. **Development digital skills and competence for learning**
   Online training supports self-paced learning and development of digital skills in AI and robotics.

7. **Digital pedagogy and expertise for educators and youth workers**
   Raises awareness and promotes digital literacy, including understanding AI's impact on work and society.

8. **Emerging technologies and innovation in education and training**
   Focuses on AI and robotics, providing innovative digital content and training for education and workforce development.

9. **Disruptive technologies (i.e. AI)**
   Core focus is understanding and adapting to AI and robotics, including their implications for work and skills.

10. **Digital readiness and capacity of institutions**
    Helps institutions and workers prepare for digital transformation by raising awareness and providing training resources.

11. **Digital inclusion and addressing digital inequalities**
    Addresses inclusion by targeting workers across sectors and promoting access to digital skills training.

12. **Use of EU digital tools and frameworks on digital education and skills**
    Promotes digital literacy aligned with EU goals, though no specific tools like DigComp or SELFIE are explicitly mentioned.

Analysis of Good Practices

Digital Transformation

How is digital technology used purposefully and meaningfully to enable new processes and methods?

The project uses digital technology meaningfully by developing online training modules and case studies that illustrate how AI and robotics are transforming work environments. These resources enable new learning processes and methods for understanding and adapting to digital change.

The project integrates digital tools to create new educational processes and methods, such as AI literacy training and intersectoral case studies, demonstrating purposeful use of technology.

Digital Skills

How does the project enhance digital skills and competencies for digital transformation?

The project enhances digital skills by promoting AI literacy and soft skills development for workers across sectors. It provides knowledge on how AI and robotics affect workspaces and equips learners with competencies to navigate these changes.

The training content directly targets digital skill development, including both cognitive and non-cognitive skills, tailored for the evolving digital workplace.

Digital Education Ecosystem

How does project strengthen a high performing digital education ecosystem?

By offering inclusive and accessible online training and promoting awareness across sectors, the project contributes to a high-performing digital education ecosystem. It supports lifelong learning and adaptability in the face of technological change.

While the project strengthens the ecosystem through training and awareness, it does not explicitly address institutional collaboration or systemic digital infrastructure.

Digital Pedagogy

How are digital pedagogy and methods used to support deep learning?

The project employs digital pedagogy through online modules and case-based learning, supporting deep understanding of AI's impact on work. It encourages self-paced learning and critical thinking about digital transformation.

Digital methods are used effectively, but there is limited data of advanced pedagogical frameworks or educator training in digital teaching strategies.

Synergies with other Priorities

How does the digital transformation synergize with the programme priorities in the project?

The project aligns with Erasmus+ priorities such as inclusion. It addresses skills mismatch and promotes equality by targeting diverse sectors and occupations.

The project demonstrates strong synergy with multiple programme priorities, including inclusion but a more wider scaling for multiple priorities could still be improved.

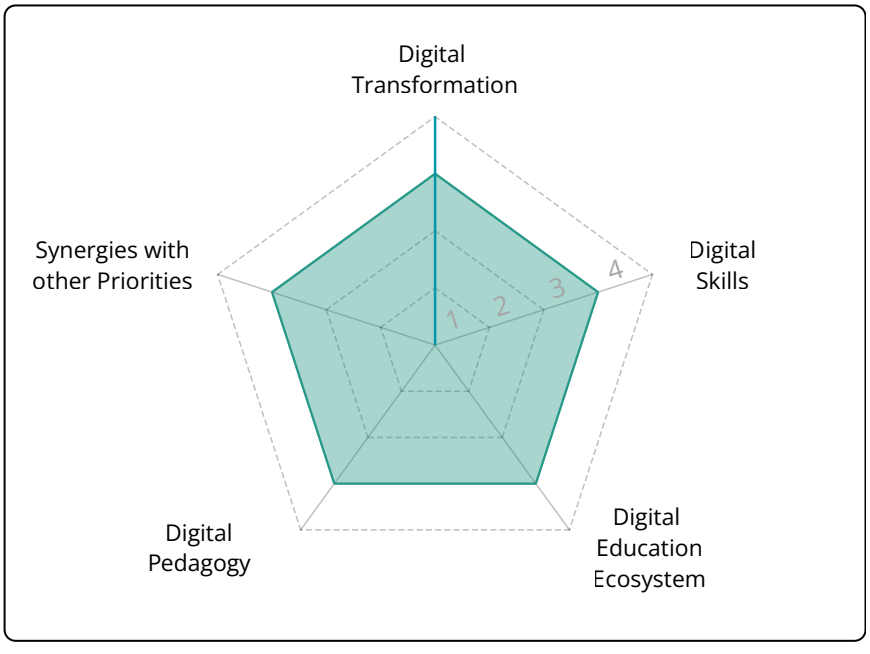
Project Details

Project	Supporting the Digital Transformation of Social Economy Organisations	Sector	Adult Education
Active	2022-2024	Action Type	KA220
Project Card	https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-DE02-KA220-ADU-000033768	Participants	Belgium, Cyprus, Germany, Greece, Italy, Portugal

Project Summary

DIGI:GO strengthens the digital transformation of social economy organisations by upskilling adult educators to design hybrid learning that is pedagogically robust and inclusive. The consortium produced four results: a DigComp-aligned Toolkit (information/data literacy, communication/collaboration, safety, digital content creation); an In-Service Training Programme (e-learning foundations, LMS, assessment strategies, innovative pedagogy); an e-learning platform that delivers bite-sized units; and a Policy Paper for decision-makers. Implementation featured a short-term staff training in Cyprus, national Learning Labs, and a final conference in Germany. For example, staff learn to structure hybrid modules, leverage LMS functionalities, and assess learners' digital competence.

Digital Transformation Priority Profile



1 = Limited evidence | 2 = Emerging | 3 = Developing | 4 = Advanced

Focus of Digital Transformation

1. **Development of basic digital skills and competences for learners**

   Learners in the social economy are offered bite-sized modules mapped to DigComp areas (information/data literacy, communication/collaboration, safety, content creation).

2. **Development of basic digital skills and competences for staff**

   Adult educators/VET providers receive in-service training to use online tools, manage LMS, and run hybrid courses; skills focus on practical uptake.

3. **Development of advanced digital skills and competences for learners**

   No advanced learner pathway (e.g., coding, data analytics) is specified; emphasis remains on core DigComp domains.

4. **Development of advanced digital skills and competences for staff**

   Staff are trained in LMS use and hybrid design; however, advanced topics (e.g., XR, data science) are not explicitly listed.

5. **Development of digital skills and competences for teaching**

   Programme strengthens teaching practice: selecting tools, structuring hybrid lessons, and assessing learner progress in digital tasks.

6. **Development digital skills and competence for learning**

   Learners access self-paced, scaffolded content on the platform; design supports independent learning and continuity across contexts.

7. **Digital pedagogy and expertise for educators and youth workers**

   Results in the project mention innovative pedagogies for hybrid environments and assessment strategies; explicit strands on digital well-being or disinformation are not stated publicly.

8. **Emerging technologies and innovation in education and training**

   Project innovates by creating digital content (toolkit), an LMS-based platform, and hybrid delivery; explicit QA/interoperability standards are not detailed.

9. **Disruptive technologies (i.e. AI)**

   No AI-specific pedagogy, tools, or safety guidance are referenced in the available summaries/webpages.

10. **Digital readiness and capacity of institutions**

    A Policy Paper (PR4) provides operational/policy recommendations; Learning Labs and a final conference target decision-makers to spur institutional uptake.

11. **Digital inclusion and addressing digital inequalities**

    Focus on social economy organisations expands access for adults at risk of exclusion via distance/hybrid modes; gender/STEAM measures are not specified.

12. **Use of EU digital tools and frameworks on digital education and skills**

    Explicit alignment to DigComp in PR1; no explicit adoption of DigCompEdu or SELFIE tools reported.

Analysis of Good Practices

Digital Transformation

How is digital technology used purposefully and meaningfully to enable new processes and methods?

DIGI:GO introduces a hybrid delivery model by combining a DigComp-aligned Toolkit (PR1), an In-Service Training Programme (PR2), and an e-learning platform (PR3); practices are disseminated via Learning Labs and a final policy conference, enabling new processes (e.g. online modules, LMS-supported facilitation).

The project purposefully replaces purely face-to-face provision with scalable digital processes (e.g. toolkit, training, platform), but public documentation does not yet detail organisation-wide assessment policies, QA, or data-governance reforms that would indicate full institutional transformation.

Digital Skills

How does the project enhance digital skills and competencies for digital transformation?

Enhances educator competences through PR2 (foundations of e-learning, LMS, hybrid pedagogy, assessment strategies) and improves learners' basic skills via PR1+PR3 (bite-sized DigComp-mapped content: information/data literacy, communication/collaboration, safety, content creation).

Clear skill-building architecture for staff and learners is in place; however, there is no published use of pre/post diagnostics (e.g., DigComp/DigCompEdu self-assessment, SELFIE) or pathways for advanced digital skills, which constrains evidencing competence gains at scale.

Digital Education Ecosystem

How does project strengthen a high performing digital education ecosystem?

Builds a cross-sector ecosystem by convening Learning Labs in each partner country and a final conference for decision-makers; provides shared digital assets (toolkit, platform) for reuse across social economy organisations and adult education providers.

Strong networking and resource-sharing are evident; yet explicit interoperability standards, shared content QA, and ecosystem KPIs (e.g., cross-institutional adoption metrics) are not publicly specified.

Digital Pedagogy

How are digital pedagogy and methods used to support deep learning?

PR2 includes innovative pedagogical methods for hybrid environments and assessment strategies, supporting active, deeper learning designs (e.g., structured LMS activities, scaffolded tasks), with peer exchange via Learning Labs.

The pedagogy is clearly foregrounded (not just tool use), but publicly available data of measured learning gains, systematic teacher reflection cycles, or micro-credentialing is limited

Synergies with other Priorities

How does the digital transformation synergize with the programme priorities in the project?

Digital transformation is coupled with Inclusion & Diversity by serving social economy contexts and expanding access through distance/hybrid delivery; stakeholder engagement (Labs/conference) can reinforce Participation in democratic life; environmental links are indirect.

Synergies with horizontal priorities are explicit (digital inclusion via access; civic participation via community dynamics). However, there is no detailed data of green-priority integration or targeted action to more wider priorities; thus the synergy breadth/depth remains unknown.

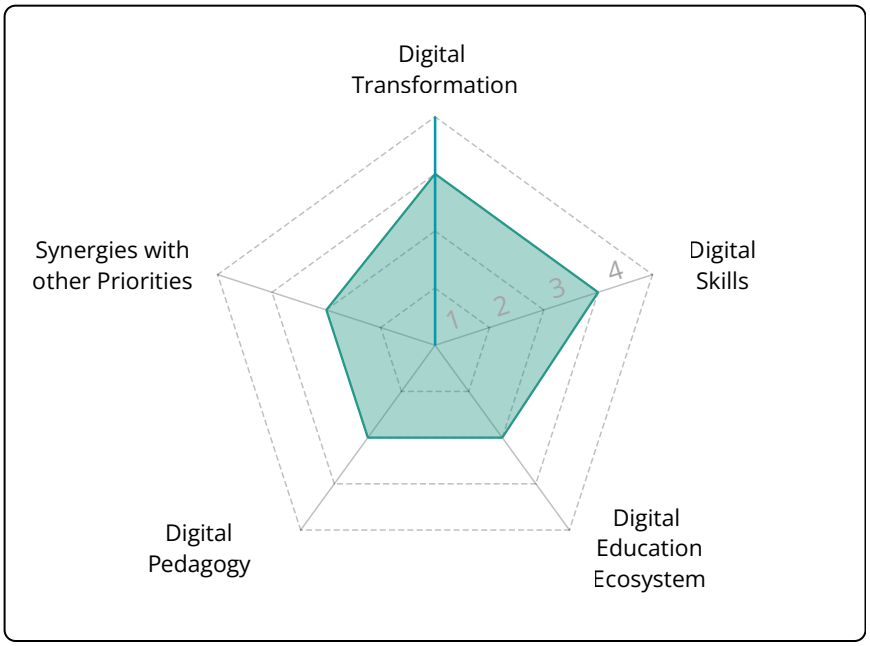
Project Details

Project	Making Adult Education Lively through Artificial Intelligence	Sector	Adult Education
Active	2022 - 2025	Action Type	KA220
Project Card	https://erasmus-plus.ec.europa.eu/projects/search/details/2022-1-ES01-KA220-ADU-000087381	Participants	Belgium, Greece, Ireland, Italy, Spain, Switzerland

Project Summary

The project “Making Adult Education Lively through Artificial Intelligence” aims to modernize adult education by integrating ethical, human-centric AI. It develops Open Educational Resources (OERs), including a multilingual e-learning platform and handbook, to enhance digital competencies in AI and data use. Targeting educators, institutions, and learners, the project promotes ethical data practices, learning analytics, and AI-driven personalization. It aligns with EU priorities, notably the AI Act and the Adult Learning Manifesto. By fostering institutional commitment and validating skills via micro-credentials, the project inspires transformative, inclusive, and future-ready adult education across Europe.

Digital Transformation Priority Profile



1 = Limited evidence | 2 = Emerging | 3 = Developing | 4 = Advanced

Focus of Digital Transformation

1 Development of basic digital skills and competences for learners

Learners are introduced to AI and data literacy through structured courses. Micro-credentials help validate their foundational digital competencies.

2 Development of basic digital skills and competences for staff

Educators receive training via webinars and a handbook focused on ethical AI use. This supports their ability to operate in digital learning environments.

3 Development of advanced digital skills and competences for learners

Learners engage with AI-driven personalization and learning analytics. These tools help them understand and apply complex digital processes.

4 Development of advanced digital skills and competences for staff

Staff are involved in designing and applying AI-based methodologies. They gain experience in using advanced digital tools for education.

5 Development of digital skills and competences for teaching

The handbook provides guidance on integrating AI into teaching practices. Educators are supported in using digital tools ethically and effectively.

6 Development digital skills and competence for learning

Learners use AI-enhanced platforms that adapt to their needs. The courses promote active engagement with digital learning environments.

7 Digital pedagogy and expertise for educators and youth workers

The project promotes ethical data use and digital well-being. Educators are equipped to manage digital content and tackle misinformation.

8 Emerging technologies and innovation in education and training

AI and Big Data are used to create and deliver educational content. The project explores innovative applications in adult learning.

9 Disruptive technologies (i.e. AI)

AI is central to the project's design and delivery. It is aimed to be used responsibly in educational contexts.

10 Digital readiness and capacity of institutions

Institutions commit to ethical AI use and integrate micro-credentialing. This supports strategic digital development.

11 Digital inclusion and addressing digital inequalities

The project promotes accessibility through multilingual resources. However, there is limited focus on gender or STEM inclusion.

12 Use of EU digital tools and frameworks on digital education and skills

Ethical frameworks are referenced, but tools like DigComp or SELFIE are not explicitly used. Alignment is thematic rather than tool-based. In overall, the project is focusing well in key EU initiatives.

Analysis of Good Practices

Digital Transformation

How is digital technology used purposefully and meaningfully to enable new processes and methods?

The project integrates AI into adult education through personalized learning and ethical data use. It introduces learning analytics and AI-driven adaptation in digital environments. Open Educational Resources (OERs) and micro-credentials support new teaching and learning processes.

The project demonstrates a clear and structured use of digital technologies to reshape educational practices. The use of AI is not experimental but embedded in the design of learning tools and validated through EU-aligned frameworks.

Digital Skills

How does the project enhance digital skills and competencies for digital transformation?

Learners and educators are supported in developing both basic and advanced digital skills. Courses cover ethical Big Data use, AI methodologies, and learning analytics. The multilingual format and micro-credential system ensure accessibility and recognition of skills.

The project provides targeted resources that build digital competencies across different user groups. The structure of the courses and the validation system show intentional skill development aligned with EU digital competence goals.

Digital Education Ecosystem

How does project strengthen a high performing digital education ecosystem?

Adult education institutions are engaged through ethical commitments and dissemination activities. The project promotes institutional responsibility and offers tools for internal capacity-building. However, there is limited data of collaboration with broader education systems or policy-level integration.

The project strengthens institutional practices and introduces mechanisms for digital capacity-building. While the internal ecosystem is addressed, connections to wider networks or systemic transformation are not fully visible.

Digital Pedagogy

How are digital pedagogy and methods used to support deep learning?

Educators are introduced to ethical AI use and digital well-being concepts. The handbook and courses offer practical guidance, but pedagogical models or instructional design frameworks are not deeply developed. The focus is more on tools and ethics than on teaching strategies.

The pedagogical dimension is present through ethical framing and educator support, but lacks depth in terms of structured teaching methodologies or learning theories. The resources are useful but not comprehensive in pedagogical scope.

Synergies with other Priorities

How does the digital transformation synergize with the programme priorities in the project?

The project aligns with the EU AI Act and the Manifesto for Adult Learning in the 21st Century. It supports ethical digital transformation and lifelong learning. Dissemination activities are timed with Erasmus Week and the Future Skills Forum, enhancing visibility and strategic relevance.

The project shows strong alignment with EU-level priorities and uses policy frameworks to guide its design. Its timing and outreach efforts reflect a deliberate strategy to connect with broader educational and innovation agendas. Explicit overlap or use of other programme priorities is not mentioned.

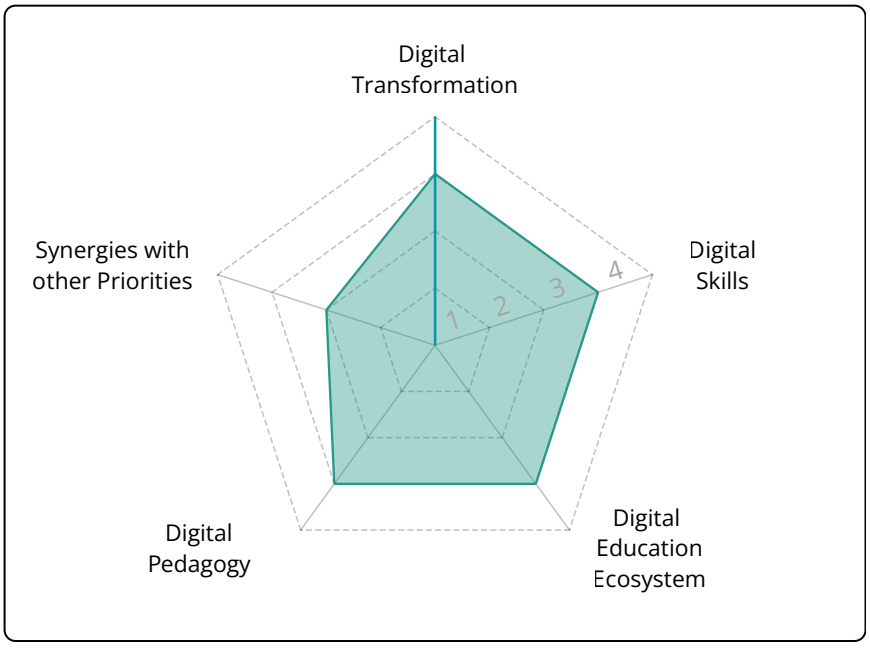
Project Details

Project	Volumetric 3D Teachers in Educational Reality	Sector	Higher Education
Active	2022 - 2024	Action Type	KA220
Project Card	https://erasmus-plus.ec.europa.eu/projects/search/details/2022-1-IE02-KA220-HED-000085129	Participants	Estonia, Greece, Cyprus

Project Summary

The Erasmus+ project "Volumetric 3D Teachers in Educational Reality" advances digital pedagogy through immersive technologies such as XR, VR, and volumetric 3D video. It addresses the gap in educators' digital skills by providing open-access training, pedagogical lesson plans, and a digital repository of XR content. Teachers are equipped to design and deliver XR-enhanced curricula, fostering inclusive and engaging learning environments. The project emphasizes ethical use, GDPR compliance, and lifelong learning, contributing to the Digital Education Action Plan (2021–2027). Its scalable outputs support systemic innovation in higher education and promote sustainable digital transformation across Europe.

Digital Transformation Priority Profile



1 = Limited evidence | 2 = Emerging | 3 = Developing | 4 = Advanced

Focus of Digital Transformation

1 Development of basic digital skills and competences for learners

Learners engage with XR-based lesson plans and immersive content. The repository offers accessible digital materials for self-paced exploration.

2 Development of basic digital skills and competences for staff

Teachers receive foundational training in XR tools and digital storytelling. Workshops support entry-level competence in using 3D educational assets.

3 Development of advanced digital skills and competences for learners

Students interact with volumetric 3D content and XR simulations. These experiences foster deeper understanding of complex subjects through immersive formats.

4 Development of advanced digital skills and competences for staff

Educators develop and implement XR curricula and lesson plans. They gain hands-on experience with volumetric capture and pedagogical integration.

5 Development of digital skills and competences for teaching

The project provides pedagogical frameworks for XR content delivery. Teachers learn to design and apply XR-enhanced teaching strategies.

6 Development digital skills and competence for learning

XR content enables learners to engage with lessons beyond the classroom. Volumetric guidance supports autonomous and immersive learning.

7 Digital pedagogy and expertise for educators and youth workers

Teachers are trained in ethical XR use and digital storytelling. The project promotes pedagogical innovation through immersive technologies.

8 Emerging technologies and innovation in education and training

Volumetric 3D, XR, and AR are central to content creation. The project pioneers new formats for educational delivery and teacher training.

9 Disruptive technologies (i.e. AI)

No direct data of AI integration. The focus is on XR and volumetric video rather than intelligent systems but XR can be seen also as “disruptive” and novel.

10 Digital readiness and capacity of institutions

Institutions are involved in XR training and repository development. The project supports strategic capacity-building for digital education.

11 Digital inclusion and addressing digital inequalities

Open access to XR content promotes equitable learning. However, no targeted actions for gender or STEM inclusion are mentioned.

12 Use of EU digital tools and frameworks on digital education and skills

The project mentions the Digital Education Action Plan (2021–2027). No explicit use of DigComp or SELFIE tools is referenced.

Analysis of Good Practices

Digital Transformation

How is digital technology used purposefully and meaningfully to enable new processes and methods?

The project introduces XR and volumetric 3D technologies into teaching and learning. It enables immersive, remote, and hybrid educational experiences. Teachers and learners interact with content in new formats, supported by open repositories and pedagogical plans.

The transformation is clearly demonstrated through the integration of XR into lesson delivery and teacher training. The use of volumetric video is innovative and well-supported by structured activities and resources.

Digital Skills

How does the project enhance digital skills and competencies for digital transformation?

Teachers are trained in XR tools, lesson planning, and digital storytelling. Learners benefit from immersive content and guided experiences. Training materials and workshops support both basic and advanced skill development.

The project provides comprehensive support for digital skill acquisition, especially for educators. The inclusion of pre- and post-evaluation of teacher skills adds credibility to the outcomes.

Digital Education Ecosystem

How does project strengthen a high performing digital education ecosystem?

The project engages multiple stakeholders, including institutions and educators, in XR training and content creation. It builds a reusable and scalable digital repository. However, broader ecosystem integration (e.g. policy-level partnerships or cross-sectoral collaboration) is not extensively detailed.

The ecosystem is strengthened through institutional involvement and resource sharing. While the internal network is active, external systemic links are less visible.

Digital Pedagogy

How are digital pedagogy and methods used to support deep learning?

Teachers are supported in developing XR-based lesson plans and storytelling techniques. The project promotes pedagogical innovation through immersive formats. Ethical considerations and GDPR compliance are addressed.

Pedagogical development is evident in the training and resources provided. However, detailed instructional models or theoretical frameworks are not elaborated. The focus is practical and tool-oriented.

Synergies with other Priorities

How does the digital transformation synergize with the programme priorities in the project?

The project addresses the Digital Education Action Plan and promotes lifelong learning. It supports open access and ethical digital practices. Dissemination activities and policy recommendations enhance strategic relevance.

The project aligns well with EU digital education priorities and contributes to policy-level discussions. Its outputs are designed to be transferable and scalable across contexts. Programme priorities other than the obvious digital transformation are not mentioned separately.

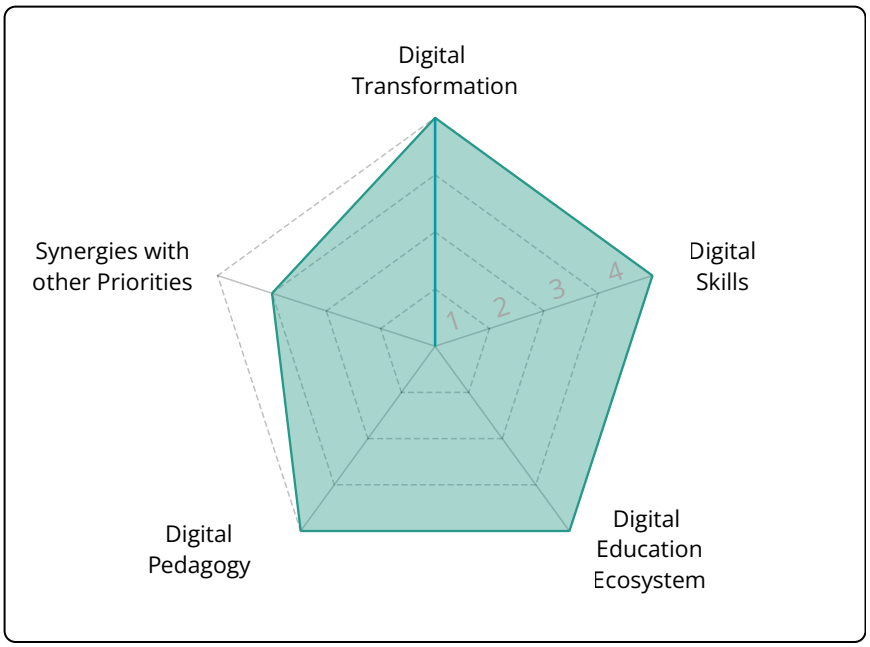
Project Details

Project	Digital Curator Training & Tool Box	Sector	Higher Education
Active	2021 - 2023	Action Type	KA220
Project Card	https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-IT02-KA220-HED-000032253	Participants	Italy, Spain, Portugal, Cyprus, Serbia

Project Summary

DCbox – Digital Curator Training & Tool Box builds a new professional profile for digital cultural heritage through a MOOC of eight modules, a Virtual Education and Co-creation Toolbox (WordPress+Moodle), and work-based living labs. Learners prototype digital libraries, immersive visits, games, geolocated apps, and digital storytelling, producing 17 virtual experiences and receiving open badges. A 256-page open handbook, KPIs, and traineeships with museums consolidate curricula and practice. The project strengthens digital readiness and inclusion via universal design and online access, engaging >200 learners and a Mediterranean consortium of universities, a research centre, an academic network, and an IT SME together.

Digital Transformation Priority Profile



1 = Limited evidence | 2 = Emerging | 3 = Developing | 4 = Advanced

Focus of Digital Transformation

1 **Development of basic digital skills and competences for learners**

The project offers an online course with video lessons and quizzes that teach essential digital concepts for working with cultural heritage. For example, students learn how museums use digital tools to share collections online.

2 **Development of basic digital skills and competences for staff**

Teachers and researchers took part in training sessions to learn how to use the project's online platform for teaching. They also received a detailed handbook that explains how to manage digital learning spaces.

3 **Development of advanced digital skills and competences for learners**

Students explore complex techniques such as creating 3D models of cultural objects and designing virtual museum visits. They apply these skills by building prototypes like immersive experiences and mobile apps.

4 **Development of advanced digital skills and competences for staff**

University staff worked together to design the online learning platform and its virtual reality features. They also guided students during practical projects and internships in museums.

5 **Development of digital skills and competences for teaching**

Educators use the project's learning management system to organize courses, track progress, and award digital badges. This helps them integrate technology into their teaching in a structured way.

6 **Development digital skills and competence for learning**

The online course is divided into clear areas, such as digital transformation and virtual experiences, so learners can progress step by step. Anyone can join the course, making learning flexible and inclusive.

7 **Digital pedagogy and expertise for educators and youth workers**

The project combines online lessons with hands-on activities like hackathons and living labs, creating an engaging learning experience. A published handbook shares best practices for teaching with digital tools in cultural heritage.

8 **Emerging technologies and innovation in education and training**

The project uses virtual reality and augmented reality to create new ways of learning about culture. For example, students designed virtual tours of historical sites that can be accessed online.

9 **Disruptive technologies (i.e. AI)**

Artificial intelligence is mentioned as part of the course on digital access and virtual experiences, but the main focus is on immersive technologies like VR rather than AI.

10 **Digital readiness and capacity of institutions**

The project built a strong network of universities and cultural organizations and created an online platform that supports more than 200 learners. Regular meetings and shared tools helped institutions adopt digital practices.

11 **Digital inclusion and addressing digital inequalities**

The course is open to anyone and uses universal design principles so that people with different needs can participate. This approach makes cultural heritage more accessible to a wider audience.

12 **Use of EU digital tools and frameworks on digital education and skills**

The project does not explicitly mention EU tools like DigComp or SELFIE, but it uses open badges and clear learning outcomes, which follow European standards for recognizing skills.

Analysis of Good Practices

Digital Transformation

How is digital technology used purposefully and meaningfully to enable new processes and methods?

Builds a full Virtual Education & Co-creation Toolbox (WordPress + Moodle) with community, co-creation and VR/AR modules, enabling online learning, design and prototyping. Delivers an 8-module MOOC plus living labs/hackathon where students co-create 17 virtual experiences (digital library, immersive, gaming, geo-apps, storytelling). Consolidates practice through traineeships with museums and a 256-page open handbook that standardises methods.

Information from project activities is broad and concrete: online platform, sequenced curriculum, >200 MOOC participants, multiple prototypes, documented KPIs/handbook and museum collaborations demonstrate the adoption of new digital processes.

Digital Skills

How does the project enhance digital skills and competencies for digital transformation?

Curriculum spans Digital Transformation of CH, Advanced 3D digitisation, Policy & Data Preservation, and Digital Access/Universal Design & Virtual Experiences; learning is assessed via quizzes, KPIs and open badges. Tutored work-based tasks and living labs strengthen applied capability; hackathon and multiplier events extend authentic practice.

Project activities demonstrate systematic skill-building from foundational literacy to advanced XR/3D practice, with assessment artifacts (quizzes, badges, KPIs) and public prototypes that verify learning outcomes.

Digital Education Ecosystem

How does project strengthen a high performing digital education ecosystem?

A Mediterranean consortium (4 universities, 1 research centre, 1 academic network, 1 IT SME) co-designs and maintains the ecosystem. The LMS manages two learning cohorts (formal HEI students vs self-enrolled public), fostering a wider community via an actionable map and best-practice submission form.

Data indicates joined-up governance and reach: regular Steering/TPM meetings, multi-country multiplier events, and open OER access show an ecosystem beyond a single course.

Digital Pedagogy

How are digital pedagogy and methods used to support deep learning?

Combines MOOC + tutored labs + VR/AR prototyping + hackathon for experiential, project-based learning. Micro-credentials/open badges and KPI-guided evaluation translate practice into recognised achievement; handbook codifies the pedagogy for reuse.

Project results reflects coherent pedagogy anchored in authentic tasks and reflection, with reusable guidance (handbook) and artefacts (prototypes) that are related to deep learning. No explicit learning theory is mentioned however.

Synergies with other Priorities

How does the digital transformation synergize with the programme priorities in the project?

Digital transformation is the project's core. Inclusion & diversity: universal design focus and self-enrolment/OER access widen participation and reduce barriers. Participation in democratic life: while not civic-political, the co-creation/community channels and living labs promote participatory practices in cultural institutions. Environment & climate: no explicit green work is documented.

Project activities seem to be reflect robustly for digital and inclusion (documented UDL/module on digital access; open courses/cohorts), moderate for participatory practices (co-creation/community, hackathon), and not explicit for climate (no direct environmental deliverables identified).

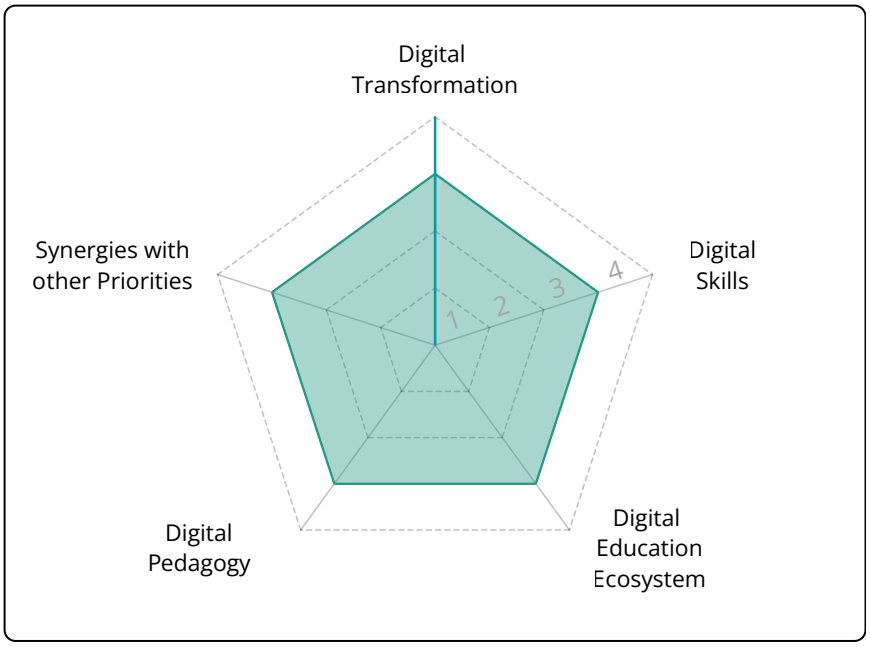
Project Details

Project	Digitalization for Kindergartens and Primary Schools	Sector	School Education
Active	2021-2023	Action Type	KA220
Project Card	https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-RO01-KA220-SCH-000030045	Participants	Romania, Italy, Poland, Portugal, Spain

Project Summary

The project Digitalization for Kindergartens and Primary Schools exemplifies a transformative approach to early education through digital innovation. It empowers teachers with online pedagogical tools and trains young learners in foundational digital skills, including safe internet use and AI awareness. Through e-learning platforms, blended learning guides, and international collaboration, the project fosters a high-performing digital education ecosystem. Activities such as virtual tours and interactive workshops inspire creativity and cross-cultural exchange. By addressing digital ethics and inclusion, it not only prepares schools for the digital age but also nurtures confident, digitally literate citizens from the earliest stages of learning.

Digital Transformation Priority Profile



1 = Limited evidence | 2 = Emerging | 3 = Developing | 4 = Advanced

Focus of Digital Transformation

1. **Development of basic digital skills and competences for learners**

   The project trains kindergarten and primary school students in basic digital skills, including safe internet use and AI awareness.

2. **Development of basic digital skills and competences for staff**

   Teachers are trained in online teaching methods and digital tools, improving their basic digital competencies.

3. **Development of advanced digital skills and competences for learners**

   Learners are introduced to AI concepts and digital ethics, but the focus remains on foundational skills.

4. **Development of advanced digital skills and competences for staff**

   Staff gain advanced pedagogical strategies for digital education through blended learning guides and e-learning platforms. Evidence remains limited regarding advanced skills.

5. **Development of digital skills and competences for teaching**

   Teachers are equipped with digital teaching tools and methods, enhancing their instructional capabilities.

6. **Development digital skills and competence for learning**

   Learners engage with digital platforms and interactive content, fostering digital learning competencies yet more advanced digital skills activities remain unknown.

7. **Digital pedagogy and expertise for educators and youth workers**

   Educators receive training in digital well-being, disinformation awareness, and digital literacy.

8. **Emerging technologies and innovation in education and training**

   The project uses innovative digital content and platforms, including virtual tours and interactive workshops.

9. **Disruptive technologies (i.e. AI)**

   AI is introduced to learners and educators, promoting responsible use and understanding of its implications.

10. **Digital readiness and capacity of institutions**

    Institutions are supported with digital strategies and collaborative platforms to enhance digital capacity.

11. **Digital inclusion and addressing digital inequalities**

    The project promotes inclusive digital education, addressing gaps in access and parental support.

12. **Use of EU digital tools and frameworks on digital education and skills**

    Digital platforms like eTwinning and other EU platforms are used, though DigComp and SELFIE are not explicitly mentioned.

Analysis of Good Practices

Digital Transformation

How is digital technology used purposefully and meaningfully to enable new processes and methods?

The project integrates digital tools such as e-learning platforms, virtual visits, and digital content creation to transform teaching and learning processes. These tools enable new methods of collaboration and instruction, especially in early childhood education.

Extensive use of digital platforms and innovative methods demonstrates a high level of purposeful digital integration. The early level of adoption and novelty in introducing digital technologies for kindergarten education is impressive at this stage.

Digital Skills

How does the project enhance digital skills and competencies for digital transformation?

The project enhances digital skills for both teachers and students through online courses, workshops, and digital resource development. It also addresses digital safety and literacy, including combating disinformation.

Comprehensive training and inclusion of cybersecurity and digital ethics show strong commitment to digital skill development.

Digital Education Ecosystem

How does project strengthen a high performing digital education ecosystem?

By creating a high-performance digital environment and fostering transnational collaboration, the project strengthens the digital education ecosystem. It includes platforms, resources, and joint activities across multiple countries.

The project contributes into digital education ecosystem with international cooperation and fostering digital methods and developing digital infrastructure.

Digital Pedagogy

How are digital pedagogy and methods used to support deep learning?

Digital pedagogy is supported through blended learning approaches, interactive materials, and innovative teaching strategies tailored for young learners. The project promotes deep learning via digital engagement.

While pedagogical methods are present, further data of structured frameworks and present strategies are limited.

Synergies with other Priorities

How does the digital transformation synergize with the programme priorities in the project?

The project aligns with EU priorities such as inclusion. It promotes digital equity and supports underserved groups like very young children and their families.

Strong alignment with some EU priorities, especially with inclusion.

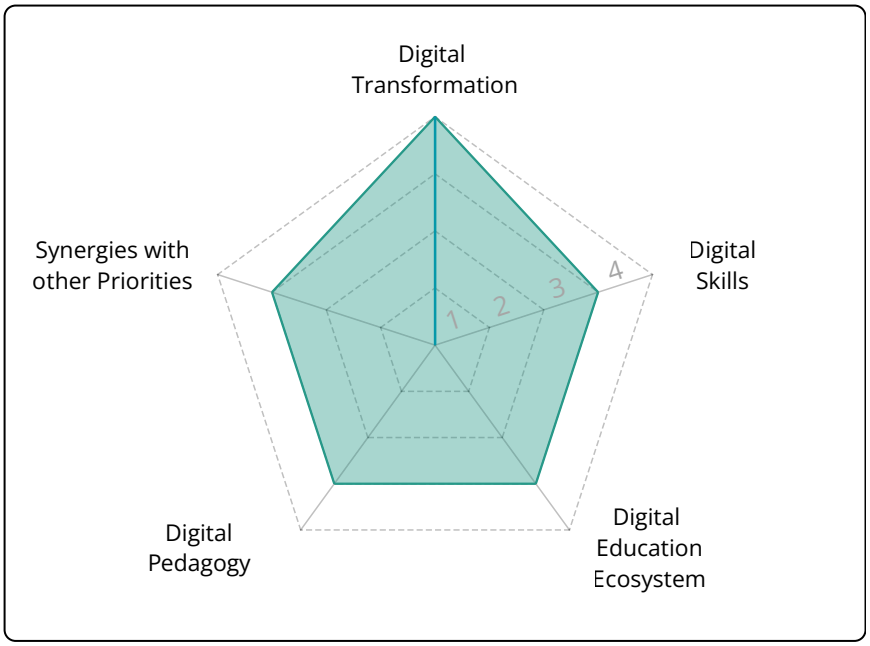
Project Details

Project	Security and Privacy in Academic Data management At Schools	Sector	School Education
Active	2022 - 2024	Action Type	KA220
Project Card	https://erasmus-plus.ec.europa.eu/projects/search/details/2022-1-ES01-KA220-SCH-000086363	Participants	Spain, Hungary, Iceland, Denmark

Project Summary

This project strengthens how schools protect student data in a world of cloud services and online learning. It raises awareness of data risks and offers practical tools that schools can use right away, such as a free self-assessment website for teachers, leaders, technical staff, and data protection officers to spot gaps in privacy and security. It also provides an open handbook and teaching materials that explain safe and lawful data practices in simple terms, and it gathers good examples on a public site for easy reuse. All results are open and designed for everyday school routines.

Digital Transformation Priority Profile



1 = Limited evidence | 2 = Emerging | 3 = Developing | 4 = Advanced

Focus of Digital Transformation

1 Development of basic digital skills and competences for learners

The project runs workshops in schools that raise awareness of personal data, privacy online, and safe digital behaviour. Learning materials help students understand what happens to their information when they use classroom apps and how to protect it.

2 Development of basic digital skills and competences for staff

Teachers and school leaders use a simple self-assessment to review how they handle student records and everyday classroom tools. The handbook guides them step by step to improve passwords, permissions, and consent processes.

3 Development of advanced digital skills and competences for learners

There is limited direct data of learners building advanced technical skills; the focus is mainly on awareness and safe behaviour. Any deeper activities would depend on how schools adapt the open resources.

4 Development of advanced digital skills and competences for staff

Technical staff and those responsible for data protection can use the diagnostic surveys to map data flows and identify risks across systems and providers. This supports confident decisions about contracts, data sharing, and secure storage, for instance, but more advanced skills remain unknown.

5 Development of digital skills and competences for teaching

The materials help teachers plan lessons that respect privacy, for example by choosing tools that do not collect unnecessary data and by designing tasks that avoid revealing personal details. The online kit includes examples and checklists that teachers can use immediately.

6 Development digital skills and competence for learning

Students learn how to use digital tools with care, including reading permissions, understanding what data is collected, and knowing how to report concerns. The open resources can be integrated into everyday subjects rather than set aside as a one-off activity.

7 Digital pedagogy and expertise for educators and youth workers

The project promotes teaching methods that combine short explanations with practical checks in the tools a school already uses, making the learning concrete. It also encourages a whole-school approach where teachers, leaders, and support staff use the same language about privacy and security.

8 Emerging technologies and innovation in education and training

The project introduces an online dashboard that turns survey responses into insights a school can act on, which is a new way to organise data protection training. It also creates a shared online space where good practices can be searched and adapted.

9 Disruptive technologies (i.e. AI)

The project situates its work in a landscape where data-driven tools, including artificial intelligence, are increasingly used in schools, and it prepares staff to manage the risks that follow. It does not promote the classroom use of artificial intelligence; rather, it helps schools make informed and careful choices about any such tools.

10 Digital readiness and capacity of institutions

By engaging teachers, leaders, technical staff, and the person responsible for data protection through tailored questionnaires, the project builds a shared view of strengths and gaps. This supports a school-level plan for safer data handling and clearer roles.

11 Digital inclusion and addressing digital inequalities

All outputs are free to use and written in accessible language, which helps small or under-resourced schools improve practice without extra costs. The focus on privacy and safety supports learners who may be more vulnerable online.

12 Use of EU digital tools and frameworks on digital education and skills

The project explicitly aligns its teacher questionnaires and skills focus with the European framework for educators' digital competence, especially around data literacy and responsible use. There is no clear reference to the SELFIE tools, but the self-assessment serves a similar reflective purpose within the school.

Analysis of Good Practices

Digital Transformation

How is digital technology used purposefully and meaningfully to enable new processes and methods?

The project uses a practical online self-assessment that invites each role in a school to review how they collect, store, and share student information, then shows the results in a simple dashboard a leadership team can act on. It complements this with a public kit that includes a handbook, examples, and learning resources that schools can adapt to their context. It turns what is often a legal or technical.

The online tool is live and role-specific, which confirms real-world use beyond concept stage. The kit is publicly accessible and bundles concrete outputs, suggesting that schools can move from awareness to action without extra purchases or specialist support.

Digital Skills

How does the project enhance digital skills and competencies for digital transformation?

Teachers and staff develop confidence in handling student data by answering targeted questions and receiving guidance that links directly to common tasks like consent, access rights, and choosing classroom apps. The handbook and open materials provide ready-to-use explanations and checklists that can be inserted into staff meetings and professional learning days. The project also invites reflection on data literacy as part of a teacher's broader digital competence.

There is explicit alignment with the European framework for educators' digital competence in the news and questionnaire documentation, and the materials are openly shared for reuse, which supports sustained skill development rather than one-off training.

Digital Education Ecosystem

How does project strengthen a high performing digital education ecosystem?

The consortium links universities and schools in several countries and hosts resources on a public site and a curated repository, which helps ideas travel quickly between contexts. Multipliers and partner pages show that events and updates are being run in different locations, building a community of practice around safe data in schools.

The project website, the Zenodo community, and partner communications document active dissemination and multi-country engagement, indicating a living ecosystem rather than a closed project.

Digital Pedagogy

How are digital pedagogy and methods used to support deep learning?

The approach blends short, focused learning activities with immediate application in the systems a school already uses, so staff see the relevance at once. The questionnaires for different roles invite discussion across departments, turning privacy and security into a shared teaching and learning concern rather than a niche issue. The kit's examples make pedagogy tangible, for instance by showing how to plan a lesson that avoids collecting unnecessary personal data.

Project includes the published tools for teachers and leaders, guidance written in plain language, and clear role-based pathways, all of which support deep learning through practice and reflection within everyday work. Learning theories or models not mentioned.

Synergies with other Priorities

How does the digital transformation synergize with the programme priorities in the project?

The project's core clearly advances the Erasmus+ priority on digital transformation by helping schools use technology safely and responsibly. It contributes to inclusion and diversity because safe data practices protect all learners, including those who may be more exposed to harm, and the open resources lower cost barriers for smaller schools. It does not directly target the environment and climate priority. It supports participation in democratic life in a modest but meaningful way by promoting transparency, consent, and informed choice when digital tools are adopted in schools.

The project documentation provides strong data for the digital transformation and inclusion & diversity, limited data for the environmental aspect, and a reasonable case for participation through governance of data use.

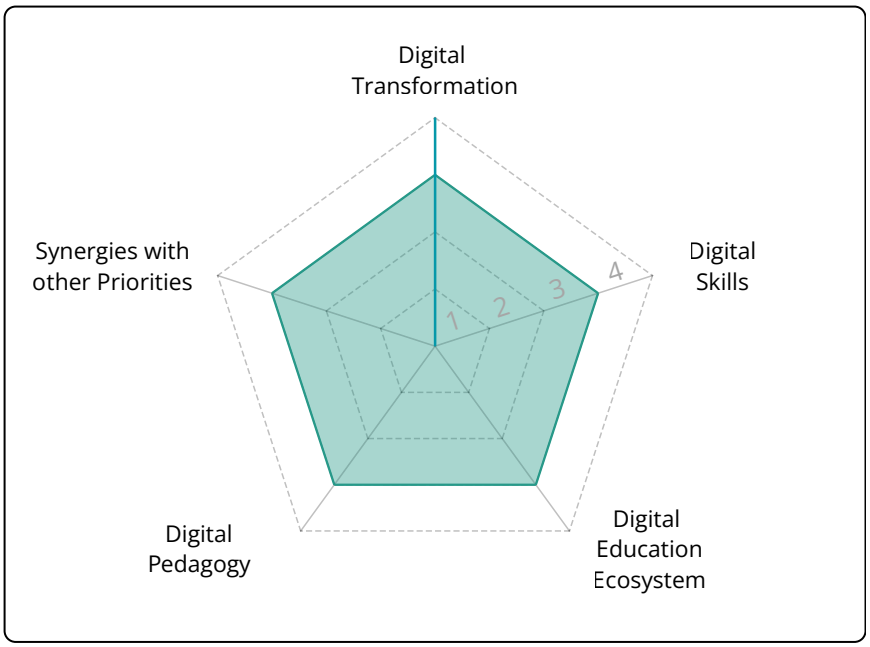
Project Details

Project	Trust in Truth: Digital Literacy in a Post-pandemic Time	Sector	Youth
Active	2021 - 2023	Action Type	KA220
Project Card	https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-DE04-KA220-YOU-000030309	Participants	Germany, France, Italy, Greece, Spain, Estonia

Project Summary

"Trust in Truth" strengthens how youth workers help young people think critically about what they see online and how they behave on the internet. It creates a teaching plan and an easy-to-use web application so youth workers can run practical workshops on topics such as checking sources, recognising misleading stories, and staying safe. For example, partners tested activities that analyse social media posts and news items to discuss bias and manipulation. The partnership brings together organisations from Germany, Estonia, Greece, France, Italy, and Spain, and shares methods through meetings, training weeks, and local events to build confidence and long-term capacity.

Digital Transformation Priority Profile



1 = Limited evidence | 2 = Emerging | 3 = Developing | 4 = Advanced

Focus of Digital Transformation

1 **Development of basic digital skills and competences for learners**

The project helps young people learn how to tell trustworthy online information from misleading content through guided activities led by youth workers. For example, sessions use real posts and headlines to practise source checking and discuss safe behaviour online.

2 **Development of basic digital skills and competences for staff**

Youth workers receive a clear teaching plan and practice-ready workshop ideas that they can apply in community centres and youth clubs. Training meetings focus on practical tools and methods they can use the next day with their groups.

3 **Development of advanced digital skills and competences for learners**

The main focus is on critical reading, safe habits, and media awareness rather than complex technical skills. Any deeper technical learning depends on how local groups expand the materials.

4 **Development of advanced digital skills and competences for staff**

Staff deepen their understanding of designing and evaluating media education sessions, including how to frame bias, fallacies, and visual analysis for different age groups. Transnational training weeks provide space to refine activities and compare approaches across countries.

5 **Development of digital skills and competences for teaching**

The project turns difficult topics into step-by-step activities with clear aims, example media, and reflection questions. Youth workers can adapt the plan to their setting and run short modules that fit around existing programmes.

6 **Development digital skills and competence for learning**

Young people learn by doing: they practise checking claims, discuss how images shape opinions, and reflect on their own online choices. The web application offers a simple way to access and manage activities.

7 **Digital pedagogy and expertise for educators and youth workers**

Methods combine short explanations with hands-on analysis, small-group debate, and feedback, making the learning concrete and relevant. Materials encourage respectful discussion, netiquette, and ways to respond to harmful content.

8 **Emerging technologies and innovation in education and training**

The project develops an online application that gathers multimedia learning materials and helps youth workers plan sessions. Partners also share videos and practice collections to spread ideas quickly across countries.

9 **Disruptive technologies (i.e. AI)**

The project addresses the wider landscape of fast-moving digital tools by focusing on careful judgment and safe behaviour rather than promoting specific new technologies. There is no data that it trains young people or staff to use artificial intelligence tools.

10 **Digital readiness and capacity of institutions**

By organising cross-border meetings, training weeks, and local workshops, partners strengthen their ability to deliver media education at scale. Clear outputs—a teaching plan and a web application—make it easier for organisations to continue after the project.

11 **Digital inclusion and addressing digital inequalities**

Activities are designed for mixed groups and can be adapted to different backgrounds and literacy levels, helping more young people feel able to take part. The focus on simple tools and real examples reduces barriers for small organisations.

12 **Use of EU digital tools and frameworks on digital education and skills**

We did not find explicit references to European tools such as SELFIE or the European competence frameworks in the public descriptions. The project's aims and methods still align with the spirit of European guidance on digital skills and media literacy.

Analysis of Good Practices

Digital Transformation

How is digital technology used purposefully and meaningfully to enable new processes and methods?

The project introduces an online application that organises learning activities and multimedia content so youth workers can plan, deliver, and share sessions more easily across borders. It uses video documentation and open collections to spread methods and showcase practice, which shortens the path from idea to action. It embeds digital habits—such as checking sources and discussing online behaviour—into regular youth work, turning everyday internet use into a space for learning.

Evidence is concrete and visible: public descriptions of the web application, videos, and practice collections point to real tools in use, not only plans. Reports of training weeks and local workshops further suggest that technology is enabling new routines for preparation, delivery, and reflection.

Digital Skills

How does the project enhance digital skills and competencies for digital transformation?

Youth workers gain clear, practice-based methods to teach source checking, bias awareness, and safe online conduct, which are foundations for responsible participation in digital life. Young people learn to question claims, analyse posts and images, and translate insights into everyday choices, such as how they share and react online. The teaching plan and application make these competences repeatable and adaptable in different settings.

The skills focus appears in the project file and partner communications, with specific examples like media analysis cases, netiquette discussions, and sessions on misleading content; these provide tangible proof of capability building.

Digital Education Ecosystem

How does project strengthen a high performing digital education ecosystem?

A transnational partnership from six countries coordinates meetings, training, local workshops, and multiplier events to share and refine practices. The combination of a teaching plan, web application, and media resources supports a community that can continue beyond the project's timeline. Public updates and partner pages signal active networking with youth organisations and media actors.

The ecosystem is demonstrated by the documented schedule of cross-border meetings and training weeks, and by the continued publication of materials and videos that enable others to adopt the approach.

Digital Pedagogy

How are digital pedagogy and methods used to support deep learning?

The pedagogy blends short explanations with hands-on analysis of real online content, small-group discussion, and reflection, so participants connect ideas to their daily lives. Training emphasises designing workshops that help young people recognise manipulation, understand satire, and practise respectful dialogue. Structured materials and examples help facilitators adapt difficulty and pace to different groups.

Accounts from training weeks, together with the project's stated outputs, show a consistent method focused on authentic tasks and feedback, which are hallmarks of deeper learning rather than one-off awareness talks.

Synergies with other Priorities

How does the digital transformation synergize with the programme priorities in the project?

The project directly advances the digital transformation priority. It supports inclusion and diversity because adaptable, discussion-based activities can involve young people with different backgrounds and levels of confidence, and partner events are open to community actors. It contributes to participation in democratic life by cultivating informed judgment, respectful dialogue, and a habit of checking claims before sharing. There is no explicit environmental focus in the accessible materials.

The documentation offers strong signs of alignment with digital transformation and participation, and reasonable indications for inclusion through accessible formats and mixed-ability groups; we did not find clear, direct data of environmental actions or learning outcomes.

Analysed Good Practices on the Digital Priority
in Erasmus+ and European Solidarity Corps Projects

How Can the Digital Priority Be Implemented in Projects?

European Solidarity Corps

ESC30-SOL - DigiRISK-Young Initiative Community
ESC30-SOL - Entrepreneurs in the Field of Artificial Intelligence (AI) for Europe's Bright Future
ESC30-SOL - Cyber-aware = Cyber-safe
ESC30-SOL - Digital Skills Aid
ESC30-SOL - Digital Survival Kit

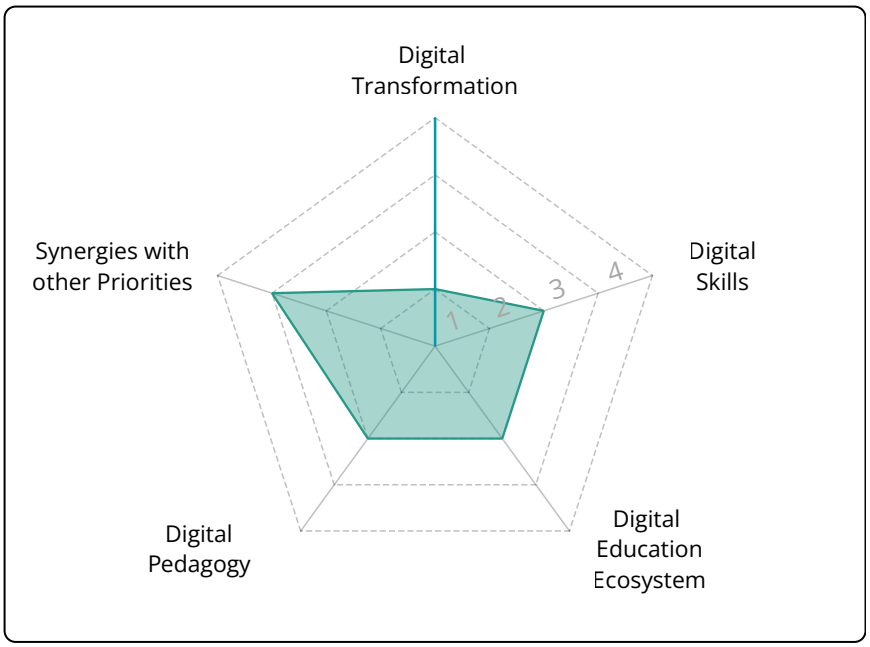
Project Details

Project	DigiRISK - initiative for the youth community (DigiRİSK-Genç İnisiyatif Topluluğu)	Sector	ESC
Active	2024 - 2025	Action Type	Solidarity Projects
Project Card	https://youth.europa.eu/solidarity/projects/details/2023-3-TR01-ESC30-SOL-000174111	Participants	Turkiye

Project Summary

"DigiRİSK – Young Initiative Community" mobilises university students to help children recognise and manage everyday risks online. Through school-based workshops and simple, hands-on tools—such as a digital health self-check and a family "healthy digital life" agreement—the project builds awareness of cyberbullying, privacy, and safe internet habits among primary pupils. Sessions use stories, classroom demonstrations and peer mentoring to turn abstract risks into practical choices children can make at home and in school. In doing so, the project nurtures confident, responsible digital citizens and shows how youth-led action can strengthen community resilience to online harms.

Digital Transformation Priority Profile



1 = Limited evidence | 2 = Emerging | 3 = Developing | 4 = Advanced

Focus of Digital Transformation

1. **Development of basic digital skills and competences for learners**

   Children learn to identify risky online behaviours and practise safer habits (for example, stronger privacy decisions and respectful communication). Classroom tools like a "digital health test" are incorporated into daily routines.

2. **Development of basic digital skills and competences for staff**

   Student facilitators gain experience in planning and delivering safety workshops and translating complex topics into age-appropriate language. Evidence of structured staff upskilling beyond facilitation is not explicit.

3. **Development of advanced digital skills and competences for learners**

   No indication that children are trained in advanced topics like data analysis, programming or content creation beyond safety awareness. Focus remains on everyday safe and responsible use.

4. **Development of advanced digital skills and competences for staff**

   There is no data of specialised training (for example, security engineering or analytics) for the facilitators; their role is educational outreach on safety.

5. **Development of digital skills and competences for teaching**

   The project supplies ready-to-use artefacts (for example, checklists and agreements) that teachers can adopt in class or share with families. This supports teachers to embed everyday digital safety into regular lessons.

6. **Development digital skills and competence for learning**

   Children practise reflective learning through self-assessment of their use of devices and apps. Guidance encourages purposeful choices (for example, when to disconnect, how to seek help) that make learning online safer and calmer.

7. **Digital pedagogy and expertise for educators and youth workers**

   Workshops target digital well-being and safe participation, core aspects of media and information literacy. The approach tackles harmful behaviours such as cyberbullying by modelling positive, supportive online conduct.

8. **Emerging technologies and innovation in education and training**

   No data that the project designs or pilots new digital content platforms or assessment systems; innovation here is pedagogical and community-based. Activities rely on low-barrier classroom materials rather than new technology.

9. **Disruptive technologies (i.e. AI)**

   The documentation does not mention purposeful use of artificial intelligence or guidance on safe and responsible AI in learning. The emphasis is on general online safety and digital conduct.

10. **Digital readiness and capacity of institutions**

    While schools and a university act as delivery sites, there is no explicit reference to whole-institution strategies or capacity-building plans. The project's contribution is activity-level support rather than systemic digital planning.

11. **Digital inclusion and addressing digital inequalities**

    By focusing on younger learners and using simple tools that families can understand, the project reduces barriers to safe participation online. It empowers children who may not have prior guidance at home to adopt protective habits.

12. **Use of EU digital tools and frameworks on digital education and skills**

    No references were found to EU instruments like DigComp or SELFIE; alignment is implicit through topics such as safety, privacy and well-being.

Analysis of Good Practices

Digital Transformation

How is digital technology used purposefully and meaningfully to enable new processes and methods?

There is no clear indication to the Digital Transformation, and how the project advances this priority area explicitly. Many of the project activities however, are relevant and is seen in the activities of the workshops in this project.

Project information shows individual and pedagogical change at activity level (workshops, take-home tools) rather than structural technology innovation; this is appropriate for a Solidarity Project and is well substantiated by the project summary and local reporting.

Digital Skills

How does the project enhance digital skills and competencies for digital transformation?

Skills development is not explicitly seen in the project outcomes or project information but the activities are based on relevant skills development and competence area.

Clear, repeated data showing basic skills gains for learners and facilitation skills for the youth team; there is no claim of advanced or technical skill development, which aligns with the project's stated scope.

Digital Education Ecosystem

How does project strengthen a high performing digital education ecosystem?

The model links a university faculty, schools and families, spreading a shared vocabulary for safe online behaviour. Simple artefacts (self-tests and agreements) are reusable by teachers, creating a practical "tool layer" that can persist after workshops end.

Evidence indicates local ecosystem strengthening via partnerships and reusable materials; however, there is no documentation of institutional strategies or networks beyond the participating schools.

Digital Pedagogy

How are digital pedagogy and methods used to support deep learning?

Sessions use age-appropriate stories, reflection prompts and peer mentoring to move from rules to reasoning, helping children internalise why safety matters. The focus on well-being (for example, balanced use, respectful conduct) embeds values alongside skills, a hallmark of deeper learning in media education.

Project activities show the results are practice-oriented and shows a coherent pedagogy of well-being and responsibility; formal assessment data are not reported, so impact is inferred from design and outputs described.

Synergies with other Priorities

How does the digital transformation synergize with the programme priorities in the project?

The project's digital safety focus directly serves the ESC digital transition priority, while its youth-led design and community outreach advance youth participation and inclusion by giving children and families accessible tools to act. Mental and emotional balance in screen use also aligns with the programme's broader emphasis on well-being in solidarity actions.

There is strong thematic alignment with ESC priorities as set out in the Programme Guide and calls; explicit tagging to EU frameworks (e.g., DigComp) is not seen in the data, but the content clearly meets priority intent.

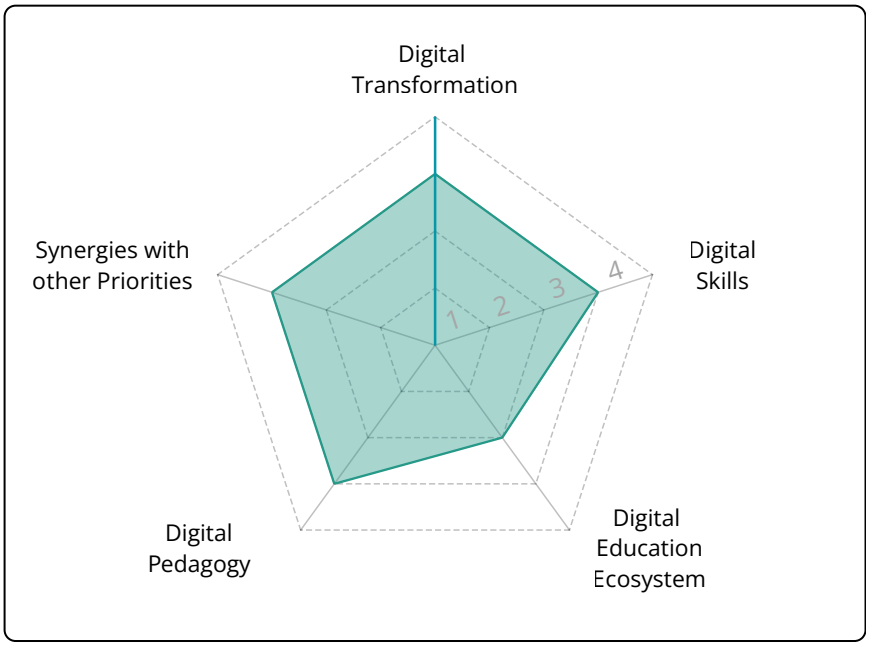
Project Details

Project	Entrepreneurs in the Field of Artificial Intelligence (AI) for Europe's Bright Future	Sector	ESC
Active	2024 - 2025	Action Type	Solidarity Projects
Project Card	https://youth.europa.eu/solidarity/projects/details/2024-1-TR01-ESC30-SOL-000229658	Participants	Turkiye

Project Summary

"Entrepreneurs in the Field of Artificial Intelligence for Europe's Bright Future" is a Turkish solidarity project that empowers young people with practical digital abilities and entrepreneurial mindsets. Participants learn to transform ideas into community-oriented products by exploring basic concepts of artificial intelligence through hands-on workshops, guided mentoring and simple prototyping (for example, designing a chatbot to answer local service questions or a tool that helps a youth club manage events). The project blends digital upskilling with social entrepreneurship, encouraging teams to identify local needs, test solutions with users, and present results publicly. In doing so, it advances the ESC priority on digital transformation with concrete, community benefits.

Digital Transformation Priority Profile



1 = Limited evidence | 2 = Emerging | 3 = Developing | 4 = Advanced

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Focus of Digital Transformation

1 Development of basic digital skills and competences for learners

The project sets out to equip young people with everyday digital capabilities that help them create and test simple solutions to local problems, such as a basic question-answer tool for community information. Practical sessions show how to search, evaluate and reuse trustworthy online resources while documenting their work for peers.

2 Development of basic digital skills and competences for staff

Facilitators strengthen their ability to guide novices through structured digital tasks, from planning a short tutorial to helping learners troubleshoot common issues. They practice simple ways to scaffold learning, for example using step-by-step worksheets and reflective checklists.

3 Development of advanced digital skills and competences for learners

Evidence points mainly to introductory exploration; where learners stretch further, it is through supervised experimentation (for instance, adapting a pre-built model to a new dataset). There is no firm indication of deep technical mastery as a primary goal.

4 Development of advanced digital skills and competences for staff

Staff are likely to curate and adapt learning materials rather than pursue expert-level development. There is no explicit reference to formal specialisation, certification or research-grade practice.

5 Development of digital skills and competences for teaching

The approach emphasises clear demonstrations, small project briefs and formative feedback so that teaching becomes more effective in a digital context. For example, mentors model how to break a problem into simple, testable steps and how to document changes openly.

6 Development digital skills and competence for learning

Learners build confidence to plan, attempt and iterate digital tasks, keeping a simple learning journal or task board to track progress. They are encouraged to ask better questions, compare options and explain choices to peers.

7 Digital pedagogy and expertise for educators and youth workers

The project encourages safe, purposeful use of digital tools and basic critical-thinking habits that counter unreliable information, aligning with ESC's horizontal priority on digital transformation. For example, groups compare multiple sources before re-using content and discuss well-being practices such as taking breaks and working in teams.

8 Emerging technologies and innovation in education and training

Young people experiment with simple, ready-to-use artificial intelligence services to prototype community solutions, which lowers the threshold for innovation. Outputs may include lightweight demos or mock-ups that can be shown at a local showcase.

9 Disruptive technologies (i.e. AI)

Artificial intelligence is the project's thematic driver, but use remains introductory and responsibility-focused (for example, discussing when automated answers are helpful and when a person should decide). Emphasis is on appropriate, transparent use rather than complex development.

10 Digital readiness and capacity of institutions

By coordinating regular sessions, basic templates and a public showcase, the beneficiary organisation strengthens its routines for digital delivery. This builds foundations for future projects that embed digital methods more systematically.

11 Digital inclusion and addressing digital inequalities

The project's community focus seeks to widen participation in technology and entrepreneurship, offering accessible tasks that do not require prior expertise. Examples include team roles for communication, testing and documentation.

12 Use of EU digital tools and frameworks on digital education and skills

There is no direct reference to formal EU frameworks or tools; if adopted later, DigComp could help the team track skills progress across competencies, such as information and content creation, safety and problem-solving. Present data does not confirm structured use.

Analysis of Good Practices

Digital Transformation

How is digital technology used purposefully and meaningfully to enable new processes and methods?

The project uses technology to reframe problems as small, testable challenges, which enables new ways of organising work (for example, turning a community need into a simple digital prototype and a public demo). Mentors help teams combine digital tasks with entrepreneurship steps—defining users, running a quick test, gathering feedback—so that solutions are practical rather than theoretical. Public sharing of results encourages reuse across the local ecosystem and invites further collaboration.

Data shows a grounded, practice-based approach that goes beyond tool familiarisation; it introduces new processes (ideation, prototyping, user feedback) in a coherent flow, although depth and scale remain early-stage.

Digital Skills

How does the project enhance digital skills and competencies for digital transformation?

Participants gain confidence in everyday digital tasks and entry-level artificial intelligence use, such as configuring a simple question-answer tool or testing an automated assistant for a youth-run service. The learning design privileges hands-on practice, peer explanation and reflective notes, which strengthens transfer to new contexts.

The record indicates consistent development of foundational abilities with selected opportunities to extend into intermediate tasks; systematic assessment or certification is not addressed in the data.

Digital Education Ecosystem

How does project strengthen a high performing digital education ecosystem?

The coordinating association organises sessions, templates and showcases that knit together learners, mentors and local stakeholders, creating a small but visible pipeline from idea to impact. Openly shared artefacts (guides, checklists, demo links) seed future collaboration and replication in the locality.

There are clear signs of capacity-building at organisational and community levels, yet the reach appears local and project-bound rather than network-wide or institutionalised.

Digital Pedagogy

How are digital pedagogy and methods used to support deep learning?

Teaching relies on short demonstrations, task decomposition, formative feedback and a simple portfolio of attempts, which are effective methods for deep learning with technology. The design encourages critical reflection on when to rely on automated outputs and when to apply human judgement.

Pedagogy is purposeful and learner-centred, showing thoughtful choices for novices; however, there is no explicit reference to structured use of European pedagogic frameworks or formal evaluation instruments.

Synergies with other Priorities

How does the digital transformation synergize with the programme priorities in the project?

By enabling young people to co-create solutions for local needs and present them publicly, the project advances participation in democratic life while acting on digital transformation. Team-based roles and community focus create space for inclusion and diversity, allowing varied strengths to matter beyond technical tasks.

The synergy is visible and credible—digital activities are a vehicle for civic engagement and inclusion—though explicit environmental sustainability links are not seen in the data.

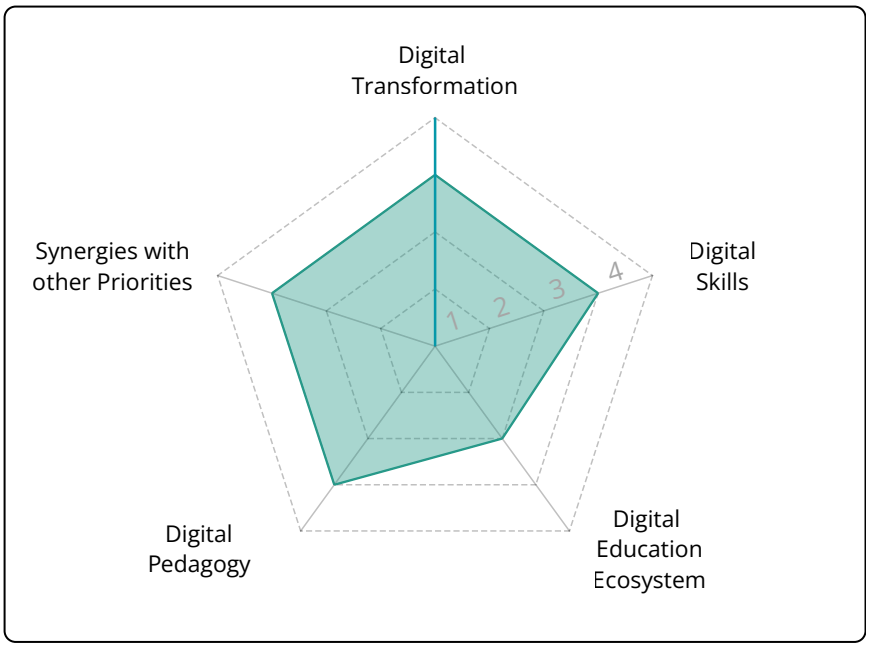
Project Details

Project	Cyber-aware = Cyber-safe (Cyberświadomi = cyberbezpieczni)	Sector	ESC
Active	2023	Action Type	Solidarity Projects
Project Card	https://youth.europa.eu/solidarity/projects/details/2023-1-PL01-ESC30-SOL-000147274	Participants	Poland

Project Summary

"Cyber-aware = cyber-safe" builds young people's capacity to act wisely and confidently online. Through guided workshops and hands-on practice, participants learn how to recognise risky situations, adjust privacy settings, and verify information before sharing it. The programme introduces modern tools in accessible ways—for instance, a short virtual reality scenario that simulates a suspicious approach so learners can rehearse a safe response, or a peer exercise that stress-tests passwords and device locks. By pairing practical tasks with reflection, the project turns abstract safety advice into routines that protect everyday life.

Digital Transformation Priority Profile



1 = Limited evidence | 2 = Emerging | 3 = Developing | 4 = Advanced

Focus of Digital Transformation

1. **Development of basic digital skills and competences for learners**

   Workshops raise awareness of safe online behaviour and strengthen everyday capabilities, such as evaluating sources and setting privacy controls. Learners practise simple tasks with modern tools, for example navigating a VR safety scenario or testing a secure password routine.

2. **Development of basic digital skills and competences for staff**

   Facilitators hone guidance skills by modelling step-by-step digital tasks and offering simple troubleshooting support. They use concise checklists and short demonstrations to help young people learn safely and confidently.

3. **Development of advanced digital skills and competences for learners**

   Information of the activities focuses on introductory exploration rather than deep technical mastery. Where possible, youth experiment with more demanding features (e.g., configuring device settings in VR) under supervision.

4. **Development of advanced digital skills and competences for staff**

   No explicit indication of structured, advanced upskilling for staff. Practice centres on curating materials and organising safe learning spaces.

5. **Development of digital skills and competences for teaching**

   Teaching foregrounds clear explanations, short practice cycles and formative feedback that make digital safety tangible. Mentors show how to break problems into small steps and reflect on choices.

6. **Development of digital skills and competences for learning**

   Learners plan and document their progress, ask better questions and share tips with peers. They build confidence to attempt tasks independently, such as reporting suspicious content. No concrete examples of advanced digital skills learning is mentioned.

7. **Digital pedagogy and expertise for educators and youth workers**

   Activities promote critical thinking and digital well-being by discussing healthy screen habits and respectful communication. Sessions explicitly address misinformation and safe participation online.

8. **Emerging technologies and innovation in education and training**

   Young people are introduced to immersive technologies as a vehicle for responsible use, for example a simple VR scenario that illustrates risks and safe responses. Innovation lies in linking hands-on trials with community-relevant issues.

9. **Disruptive technologies (i.e. AI)**

   No firm data of purposeful AI use beyond awareness; discussions may touch on automated content or chatbots in the context of safety. The emphasis remains on human judgement and transparency.

10. **Digital readiness and capacity of institutions**

    By coordinating workshops, templates and a public showcase, the organisation strengthens its routines for delivering digital education. This builds a base for future projects with clearer strategies.

11. **Digital inclusion and addressing digital inequalities**

    The project welcomes diverse participants and designs roles beyond purely technical tasks so everyone can contribute. Attention to online safety empowers those who are less confident to participate online.

12. **Use of EU digital tools and frameworks on digital education and skills**

    There is no explicit reference to formal EU tools; if adopted, DigComp could help track progress across information, communication, safety and problem-solving. Present data does not confirm structured use.

Analysis of Good Practices

Digital Transformation

How is digital technology used purposefully and meaningfully to enable new processes and methods?

It uses technology to change practice, not just awareness: learners enact new routines (checking privacy controls, reporting suspicious content, rehearsing safe replies) and then transfer them to daily use. Workshops are structured around short cycles—demonstrate, practise, reflect—so that online safety becomes a habit rather than a one-off lesson. The inclusion of a simple immersive scenario (e.g., VR safety walkthrough) helps learners test responses without real-world exposure.

Evidence indicates consistent, purposeful use of digital tools to enable safer behaviours and lightweight simulation; the transformation is tangible at learner level, though scope remains local and project-bounded.

Digital Skills

How does the project enhance digital skills and competencies for digital transformation?

Participants build foundational skills that underpin digital life: judging sources, managing passwords and device settings, and communicating respectfully online. Peer-to-peer explanations and short checklists help learners internalise techniques and support each other beyond the session.

Clear emphasis on core competencies essential for digital citizenship; systematic assessment or certification is not seen in the data, but practice-based learning appears regular and well guided.

Digital Education Ecosystem

How does project strengthen a high performing digital education ecosystem?

The coordinating centre convenes young people, mentors and local partners, creating a small pipeline from issue identification (e.g., unsafe behaviours) to shared guidance and public showcasing of results. Templates and simple guides are produced for reuse in future sessions or by other youth groups.

Organisational routines and community touchpoints are strengthened, though the ecosystem effects seem concentrated in the immediate locality rather than across a wider network.

Digital Pedagogy

How are digital pedagogy and methods used to support deep learning?

Teaching relies on concrete, easy-to-repeat methods: live demonstration, scaffolded practice, formative feedback, and short reflective notes. Scenarios make abstract risks visible, and facilitators explicitly model how to pause, verify, and decide.

Pedagogical choices are intentional and well matched to novices; there is no explicit use of formal EU pedagogical instruments, but the pedagogical approach may entail digital pedagogy approaches although not clearly mentioned.

Synergies with other Priorities

How does the digital transformation synergize with the programme priorities in the project?

Digital transformation is a vehicle for participation: young people co-create norms for safer online spaces and present their outputs to peers, which strengthens community voice. The focus on online safety broadens inclusion, as those less confident online gain entry points to engage and learn alongside others.

Synergy with participation and inclusion is visible and persuasive; the dataset does not show a direct environmental strand.

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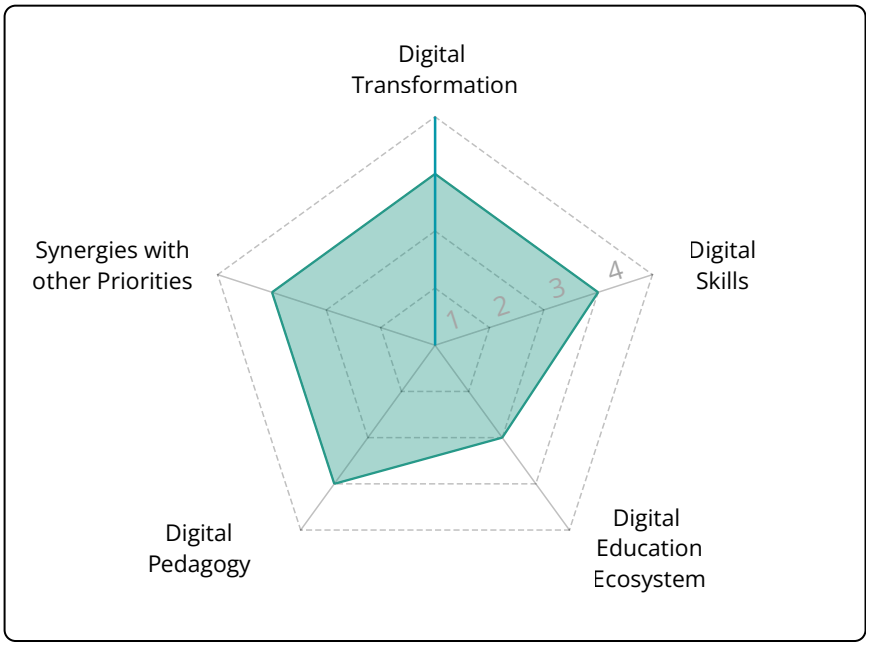
Project Details

Project	Digital Skills Aid	Sector	ESC
Active	2022 - 2023	Action Type	Solidarity Projects
Project Card	https://youth.europa.eu/solidarity/projects/details/2022-1-IT03-ESC30-SOL-000062768	Participants	Italy

Project Summary

Digital Skills Aid equips children and young people—especially those at risk of social or economic exclusion—with practical, confidence-building digital abilities. Through short, hands-on workshops, participants learn to navigate devices safely, protect privacy, organise files, and collaborate online. Learning-by-doing turns advice into habits: for example, small peer tasks to create a digital safety leaflet for classmates, a parent-child "clinics" afternoon to review settings together, or a beginner coding mini-project that solves a simple community need. Activities follow non-formal methods and draw on the association's STEAM experience to make technology approachable and meaningful for everyday life, thereby advancing the ESC priority on digital transformation.

Digital Transformation Priority Profile



1 = Limited evidence | 2 = Emerging | 3 = Developing | 4 = Advanced

Focus of Digital Transformation

1 **Development of basic digital skills and competences for learners**

Workshops introduce everyday practices such as safe browsing, password hygiene, and sharing documents responsibly. Learners practise simple tasks through guided tutorials and peer exercises that build confidence step by step.

2 **Development of basic digital skills and competences for staff**

Facilitators curate clear materials and model tasks so novices can follow along. Staff strengthen mentoring skills with short demonstrations and on-the-spot guidance.

3 **Development of advanced digital skills and competences for learners**

Where resources allow, young people are exposed to introductory STEAM activities—such as basic coding or educational robotics—building on the association's labs. There is no data of systematic advanced certification as part of this project.

4 **Development of advanced digital skills and competences for staff**

No explicit indication of structured advanced upskilling for staff within the project. Practice centres on facilitation and creating safe learning spaces.

5 **Development of digital skills and competences for teaching**

Teaching uses non-formal methods—short demonstrations, hands-on tasks, reflection—to make concepts concrete. Mentors break problems into small steps and invite learners to explain choices in their own words.

6 **Development of digital skills and competences for learning**

Learners plan small tasks, ask clarifying questions, and share tips with peers. They develop routines for checking sources and adjusting device settings independently.

7 **Digital pedagogy and expertise for educators and youth workers**

Activities emphasise digital well-being and respectful online behaviour alongside practical skills. Facilitators encourage critical thinking about information quality and responsible participation online.

8 **Emerging technologies and innovation in education and training**

Innovation appears through accessible STEAM tools—simple coding or robotics—used to solve community-relevant challenges. Prototyping and "show-and-tell" sessions make learning tangible.

9 **Disruptive technologies (i.e. AI)**

There is no firm data showing purposeful AI use in this project; discussion may touch on automated content in the context of safety and ethics. Emphasis remains on human judgement and transparency.

10 **Digital readiness and capacity of institutions**

By running a structured cycle of sessions and public sharing, the organisation strengthens routines for digital delivery. This consolidates capacity associated with its ESC Quality Label and continued EU-funded youth work.

11 **Digital inclusion and addressing digital inequalities**

The project is designed to be accessible to children and young people who face barriers; pacing and support enable meaningful participation. This aligns with the organisation's inclusion mission and practice.

12 **Use of EU digital tools and frameworks on digital education and skills**

No explicit reference found to tools like DigComp or SELFIE.

Analysis of Good Practices

Digital Transformation

How is digital technology used purposefully and meaningfully to enable new processes and methods?

Technology is used to turn advice into practice: learners rehearse safe behaviours, organise files, and present outcomes to peers. A short cycle—demonstrate, practise, reflect—anchors new routines in everyday life. Public sharing of results invites reuse by other groups and strengthens local collaboration.

Consistent practices at the learner level and clear links to community presentation; effects remain local and project-bounded with no formal institutional strategy published.

Digital Skills

How does the project enhance digital skills and competencies for digital transformation?

Participants develop core abilities for digital citizenship, including evaluating information and managing privacy settings; where possible, basic coding or robotics extend curiosity and problem-solving.

Strong emphasis on foundational skills with occasional exposure to intermediate STEAM tasks; no systematic assessment or certification is present and available in the data.

Digital Education Ecosystem

How does project strengthen a high performing digital education ecosystem?

The coordinating association convenes mentors, youth and local stakeholders through a timetable of sessions and a public showcase, producing templates and simple guides for reuse in schools or youth spaces.

Credible strengthening of local ties and organisational routines; ecosystem impact appears limited to the immediate locality without cross-regional structures.

Digital Pedagogy

How are digital pedagogy and methods used to support deep learning?

Non-formal methods—hands-on tasks, peer explanation and formative feedback - properties that may support deep learning; facilitators make risks and choices visible, encouraging learners to justify actions and to improve their decisions.

Pedagogy is intentional and well-matched to novices; there is no explicit use of formal EU pedagogic instruments or validated evaluation tools.

Synergies with other Priorities

How does the digital transformation synergize with the programme priorities in the project?

Digital transformation is a vehicle for inclusion and participation: accessible sessions welcome newcomers and culminate in community-facing presentations. The work speaks to ESC priorities by empowering young people to act safely and responsibly online while engaging their local environment.

Clear synergy with inclusion and participation but the available data sources do not highlight green priority in this project.

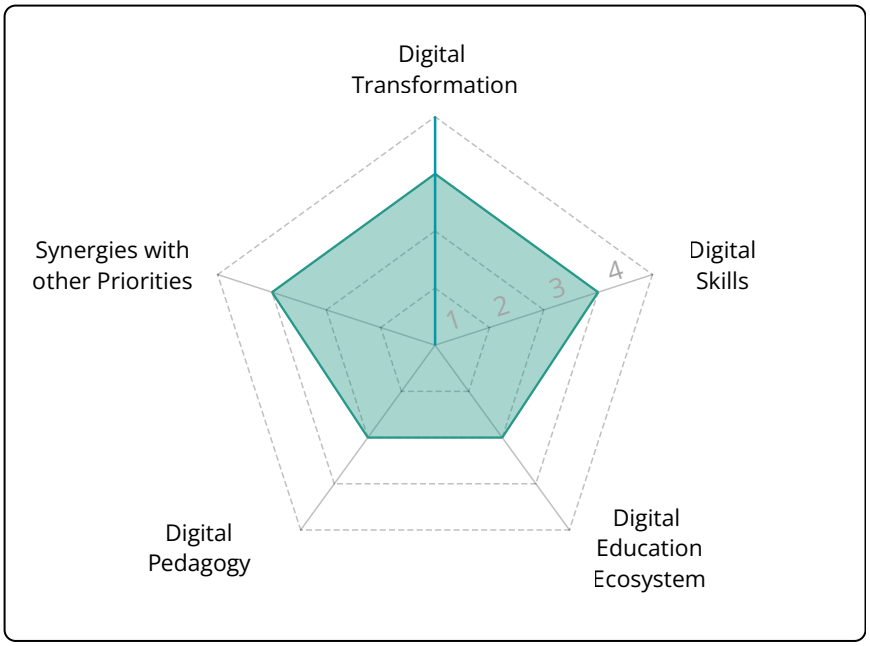
Project Details

Project	Digital Survival Kit (Digitālais izdzīvošanas komplekts)	Sector	ESC
Active	2021 - 2022	Action Type	Solidarity Projects
Project Card	https://youth.europa.eu/solidarity/projects/details/2021-1-LV02-ESC30-SOL-000036771	Participants	Latvia

Project Summary

Digitālais izdzīvošanas komplekts ("Digital Survival Kit") motivates Latvian young people to explore technology and the education and career paths it opens, while learning to use digital tools productively and safely. Workshops turn everyday tasks into habits—for example, writing clear emails, organising browser tabs, planning time with simple apps, and managing one's digital identity with care. Short, practice-first resources and video recap pieces make guidance easy to repeat at home and school. By converting advice into routines that protect privacy and improve communication, the project advances ESC's digital transformation priority with practical, confidence-building steps.

Digital Transformation Priority Profile



1 = Limited evidence | 2 = Emerging | 3 = Developing | 4 = Advanced

Focus of Digital Transformation

1. **Development of basic digital skills and competences for learners**

   Learners practise essential routines—clearer emails, structured browsing, time planning—and strengthen privacy and digital identity habits that keep them safe online.

2. **Development of basic digital skills and competences for staff**

   Facilitators model step-by-step tasks and use small checklists for safe communication and productive habits, providing on-the-spot support as learners practise.

3. **Development of advanced digital skills and competences for learners**

   The focus is foundational; where feasible, participants try intermediate efficiency tasks such as keyboard drills or light automation to increase fluency.

4. **Development of advanced digital skills and competences for staff**

   There is no explicit data available of structured advanced upskilling for staff; attention focuses on mentoring and facilitation.

5. **Development of digital skills and competences for teaching**

   Teaching uses short demonstrations, hands-on practice and reflection to turn advice into habits; mentors ask learners to explain choices, such as when to accept a connection request.

6. **Development of digital skills and competences for learning**

   Learners plan small tasks, self-assess progress with a simple “digital hygiene” checklist, and exchange tips that reinforce consistent routines.

7. **Digital pedagogy and expertise for educators and youth workers**

   Sessions highlight digital well-being and identity, encouraging source-checking and tone awareness in posts so that online presence supports future opportunities.

8. **Emerging technologies and innovation in education and training**

   The “digital survival kit” packages everyday safety and productivity into bite-size videos and examples; learners immediately apply templates, for instance to craft a first professional email.

9. **Disruptive technologies (i.e. AI)**

   No structured use of artificial intelligence is shown; the emphasis stays on human judgement and transparent choices in common platforms.

10. **Digital readiness and capacity of institutions**

    By coordinating workshops and publishing short resources, the group strengthens its routines for digital practices yet no further mention of capacity of institutions is mentioned.

11. **Digital inclusion and addressing digital inequalities**

    Practical, low-cost tips and beginner-friendly tasks lower barriers for young people with fewer opportunities, supporting conditions for safe and confident participation online. Explicitly this dimension is not mentioned.

12. **Use of EU digital tools and frameworks on digital education and skills**

    No explicit reference to DigComp or SELFIE is found, or other EU frameworks.

Analysis of Good Practices

Digital Transformation

How is digital technology used purposefully and meaningfully to enable new processes and methods?

Technology is used to redesign everyday habits—clearer email etiquette, structured browsing, and time planning—so that online participation becomes reliable and responsible. Short videos and live demos convert advice into repeatable routines that learners apply at home and school, strengthening their digital presence and privacy.

Practice-based change at learner level is well supported by examples and a public recap; there is no da of a formal institutional strategy or system-wide adoption.

Digital Skills

How does the project enhance digital skills and competencies for digital transformation?

Young people improve core abilities—managing digital identity, writing effective messages, protecting privacy, and organising information; efficiency drills (such as keyboard practice) add a pragmatic edge that boosts confidence.

Strong, credible emphasis on foundational upskilling with practical tasks; limited signs of progression into specialised or advanced technical tracks.

Digital Education Ecosystem

How does project strengthen a high performing digital education ecosystem?

Outputs—posts, video recap, and shared tips—are reusable by peers and local stakeholders, extending learning beyond workshops and inviting collaboration with community pages.

Ecosystem effects are emerging at local level; there is no documentation of cross-regional networks or formal partnerships yet.

Digital Pedagogy

How are digital pedagogy and methods used to support deep learning?

Bite-size instruction, immediate practice, and reflection may foster deep learning although not mentioned.

Pedagogical intent is clear and aligned with learner needs; explicit linkage to EU pedagogical instruments is not shown in available sources, or other clear pedagogical framework or method.

Synergies with other Priorities

How does the digital transformation synergize with the programme priorities in the project?

By enabling safe, confident participation online, the project supports inclusion and democratic engagement while advancing the digital transformation priority. Practical, no-cost tips reduce barriers for those with fewer opportunities and help them join community life with assurance.

The synergy with inclusion and participation is plausible and visible in project materials to some extent; no environmental strand is highlighted in the available data.

ANNEX
Rubric for identifying best practices on the Digital Priority in the projects

Dimensions:	**Limited evidence**	**Emerging**	**Developing**	**Advanced**
1. Digitalisation: Digital technology is used purposeful and meaningful in order to enable new processes and methods	Digital technology is used **without explicit focus on enabling new processes and methods**. However, initial thoughts on the use of digital tools for educational purposes or youth work may be presented.	Intentional use of digital tools **enabling new processes and methods** in learning and teaching or youth work.	Integrating new digital methods and processes for **developing new** learning and teaching **approaches / methods** for youth work.	Developing new digital education pedagogies and processes for **innovative learning and teaching approaches / methods** of youth work.
2a. Enhancing basic digital skills and competences for the digital transformation (see e.g. Digital Competence framework for citizens DigComp 2.2 and SELFIE Tools)	A project offers to participants **intentional learning opportunities on basic digital skills** focused on the use of digital tools or environments.	Learning of the basic digital skills in a project is **based on a well-defined competence framework** (e.g. Digcomp or curriculum). In addition, digital skills learned are not focused only on the use of individual digital tool or environment, but more **generalised skills like information and data literacy, communication and collaboration, digital content creation, safety or problem solving.**	In addition to previous, a project is enhancing participants' capabilities to learn new basic digital skills by focusing on **metacognitive skills, e.g. learning-to-learn, learning strategies and problem solving related digital skills.**	Focus of the basic digital skills learned in a project is also on the **computational thinking** that is a basis e.g., for understanding of Artificial Intelligence and how algorithms work. Critical thinking, thinking strategies and metacognitions are emphasized as a fundamental part of digital skills in order to understand and evaluate outcomes produced by AI.
2b. Enhancing advanced digital skills and competences for the digital transformation: • digital graphical, mechanical or architectural design • development of apps, software, scripts, or websites • installation, maintenance and management of IT systems and networks • cybersecurity • data analytics, mining and visualisation or • programming and training of robots and artificial intelligence applications	A project offers to participants **intentional learning opportunities on advanced digital skills** focused on the use of digital tools or environments.	Learning of advanced digital skills in a project is **based on a well-defined competence framework or curriculum.** In addition, digital skills learned are not focused on the use of digital tools or environments, but more **generalized skills like digital architecture design, data analytics or software development**.	In addition to previous, a project is enhancing participants' capabilities to continuously learn new advanced digital skills by focusing on **computational thinking and metacognitive skills, e.g. learning-to-learn, learning strategies and problem solving, system thinking and design skills related advanced digital competences.**	Focus of advance digital skills learned in the project is a **capability to create new digital solutions and knowledge for the new situations / future scenarios**.
3. Developing a high performing digital education ecosystem (systemic change in education and youth work)	Initial steps have been taken in a project towards a digital education ecosystem by **seeing digital transformation as a systemic change of an organisation.** However, a project is not developing systemic enablers of digital education ecosystem (e.g. capacity building, pedagogical approaches, methods, curriculum, digital content or digital skills etc.).	Digital transformation is seen in a project as **systemic change of an organisation consisting of various enablers** (e.g. capacity building, pedagogical approaches, methods, curriculum, digital content, digital skills etc.) for high performing digital education ecosystem**.** A project is developing systemic one or two enablers of digital education ecosystem (e.g. capacity building, pedagogical approaches, methods, curriculum, digital content or digital skills etc.).	Digital transformation has been **implemented in a project as part of systemic change of an organisation**, while potentially **connecting to EU policies, national and local strategies,** capacity building and resilience of the organisation**.** In addition, a project strengths **inclusiveness of education** and strength the **quality of education** by developing **digital education ecosystem.**	A project **boosts digital transformation as a systemic change of an organization**, while potentially **connecting to EU policies, national and local strategies**, capacity building and resilience of the organisation. In addition, a project strengths inclusiveness of education and develop the quality of education developing **innovative and high-performing digital education ecosystem**.
4. Digital pedagogy and methods	**Digital pedagogy is not explicitly integrated in a project.**	The use of the technology is well founded on **pedagogical thinking**; however, it replicates traditional pedagogical approaches and methods, e.g. using multiple-choice questions etc.	A project is using **advanced pedagogical approaches and methods of deep learning**, like progressive inquire learning or problem-based learning. Learning is based on **collaborative knowledge building** by using digital tools, materials and environment. One example might be Flipped learning approach.	A project is **developing the new methods of the digital pedagogy**, focus e.g. on thinking strategies and metacognitive skills. The aim is to **provide learners with skills to create new solutions to new situations / future scenarios.**
5. Digital transformation supporting other programme priorities (e.g. green & sustainability, participation, inclusion) and themes (like well-being)	**Digital tools, environment or content is used for supporting other priorities** (/themes) (e.g. in learning or other activities) or in implementation of a project e.g. producing digital materials, communication and co-creation among partners.	**Digital transition is bound to other programme priorities** (/themes) in a project (e.g. green + digital transition *(twin transition)*, digital participation, digital inclusion).	A project **develops new digital methods and tools** to support other programme priorities (e.g. in green + digital transition *(twin transition)*, digital participation, digital inclusion) (/themes).	A project **develops both, digital transformation and other priorities** (/themes) as an interviewed process with innovative methods, tools and outcomes.

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