SALTO DIGITAL

Perspectives on Digital Transformation in Erasmus+ and European Solidarity Corps Projects

2025

SALTO Digital Publications 1/2025

Erasmus+
Enriching lives, opening minds.

EUROPEAN SOLIDARITY CORPS
THE POWER OF TOGETHER.

Perspectives on Digital Transformation in Erasmus+ and European Solidarity Corps Projects

This SALTO Digital publication has been funded by the European Union. The views and opinions expressed are those of the author(s) only and do not necessarily reflect those of the European Union, the European Education and Culture Executive Agency (EACEA), or the Finnish National Agency for Education (OPH). Neither the European Union, EACEA, nor OPH can be held responsible for any use which may be made of the information contained herein. Although this publication is part of the SALTO Digital publication series, it does not represent the official views of the Finnish National Agency for Education (OPH).

2025

Authors: Sari Rannanpää and Jaime del Valle Ortiz, 4Front Oy

European SALTO Digital Resource Centre

Finnish National Agency for Education

Email: saltodigital@oph.fi

SALTO Digital Publications 1/2025

ISBN 978-952-13-6993-3 (pdf)

ISBN 978-952-13-7023-6 (printed)

ISSN 3087-6974 (print)

ISSN 3087-6249 (online)

saltodigital.eu

Foreword

The European Commission's Digital Education Action Plan (2021–2027) sets a clear strategic direction for enhancing digital education across Europe. Within this framework, the Erasmus+ and European Solidarity Corps Programmes' *Horizontal Digital Transformation Priority* aims to foster a high-performing digital education ecosystem and strengthen digital skills and competences at all levels of education and youth work. As part of implementing this horizontal priority, there is a growing need to identify, analyze, and disseminate good practices that exemplify how these goals are being translated into action.

The *Perspectives on Digital Transformation in Erasmus+ and European Solidarity Corps Projects* study has been carried out to support the implementation of the Digital Priority within the Erasmus+ and European Solidarity Corps programmes. Our goal is to gain deeper insight into how projects funded under these programmes contribute to the aims of the Digital Education Action Plan. In addition, by analyzing a selection of good practice projects, the study aims to provide insight into how the Digital Priority can be more effectively supported, both at the systemic level of the programme and in programme implementation at the national level. Through cross-case analysis, this report highlights good practices that show how digital methods and activities are being integrated into both education and youth work.

The practical aim of the study is to identify and analyze relevant good practice projects that address the horizontal Digital Priority within Erasmus+ and European Solidarity Corps. To achieve this, the study applies a rubric as a systematic framework for identifying and analyzing best practices. These projects are significant in fostering the development of a high-performing digital education ecosystem and in enhancing digital skills and competences for digital transformation, in line with the EU's Digital Education Action Plan (2021–2027).

As the Erasmus+ and European Solidarity Corps landscape continues to evolve, we hope this analysis will serve as both inspiration and guidance for readers. We express our appreciation to the dedicated project teams, developers, educators, and youth workers whose fantastic work supports digital transformation in the projects. Their commitment to innovation, inclusion, and excellence lies at the heart of digital transformation.

Helsinki, 14.8.2025

SALTO Digital Resource Centre

Contents

1. Introduction

The Erasmus+ programme supports both strategic priorities of the EU's Digital Education Action Plan (2021–2027) [1, 2]

and

The Implementation guidelines—Erasmus+ and European Solidarity Corps programmes Digital Strategy. [3]

Priority 1: The development of a high-performing digital education ecosystem

- by building capacity and critical understanding on how to exploit the opportunities offered by digital technologies for teaching and learning in all types of education and training institutions at all levels and for all sectors, and
- by developing and implementing digital transformation plans for educational institutions.

Priority 2: Enhancing digital skills and competence development at all levels of society

- by fostering both basic and advanced digital skills, and
- by fostering digital literacy.

The European Solidarity Corps programme supports, especially, strategic Priority 2 of the Digital Education Action Plan (Enhancing digital skills and competence development at all levels of society) by fostering basic digital skills and digital literacy.

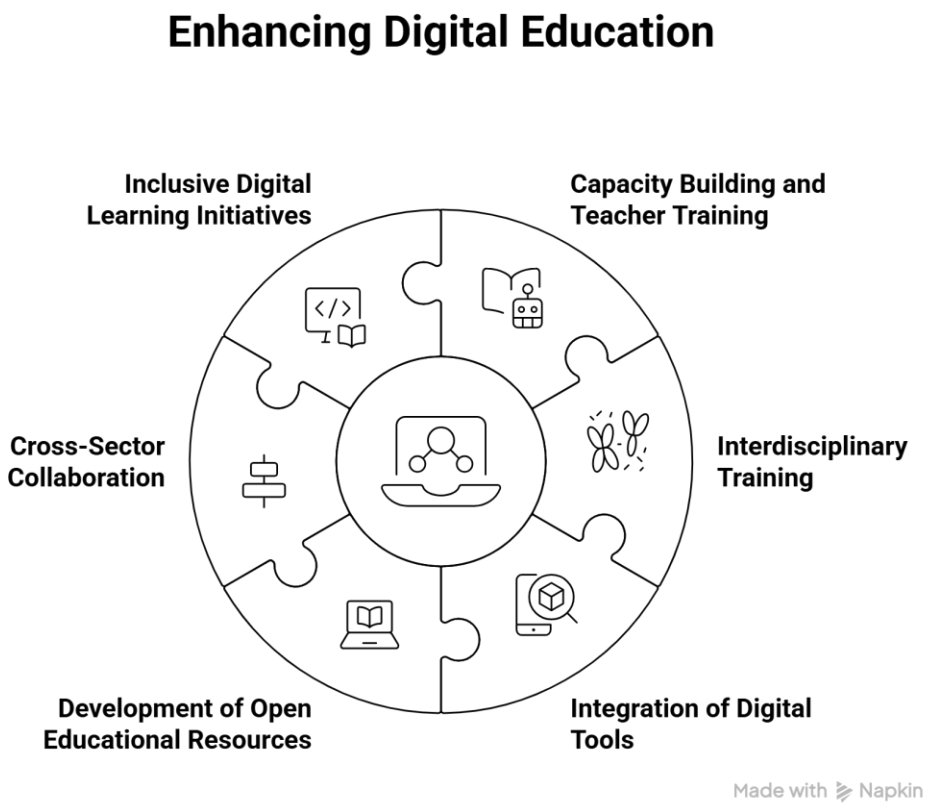
The Erasmus+ and European Solidarity Corps programmes address the Digital Priority through projects that directly address its objectives through mobility, cooperation, and policy support, as well as the use of digital tools and methods, as part of carrying out different activities.[4]

1 Regulation (EU) 2021/888 of the European Parliament and of the Council of 20 May 2021 establishing the European Solidarity Corps Programme and repealing Regulations (EU) 2018/1475 and (EU) No 375/2014
2 Digital Education Action Plan at https://education.ec.europa.eu/focus-topics/digital-education/action-plan
3 The Implementation guidelines—Erasmus+ and European Solidarity Corps programmes Digital Strategy https://erasmus-plus.ec.europa.eu/document/implementation-guidelines-erasmus-and-european-solidarity-corps-digital-strategy
4 European Commission: Directorate-General for Education, Youth, Sport and Culture, Erasmus+ and European Solidarity Corps programmes digital strategy—Implementation guidelines, Publications Office of the European Union, 2025, https://data.europa.eu/doi/10.2766/9275024

1. 1. Objectives of this research

This research aims to identify and select relevant good practice projects that address horizontal Digital Priority within Erasmus+ and European Solidarity Corps (ESC) projects. These good practice projects are essential for fostering the development of a high-performing digital education ecosystem and enhancing digital skills and competences in support of the digital transformation, in line with the EU's Digital Education Action Plan (2021–2027). The study will explore how these projects contribute to the EU agenda on digital transformation.[5]

This report will show how the research identified the contributions of the projects to digital transformation



[5]Digital Education Action Plan (2021–2027) https://education.ec.europa.eu/focus-topics/digital-education/action-plan

1. 2. Methodology

The main research question and sub-questions are:

Main research question:

How have the Erasmus+ and European Solidarity Corps projects addressed the digital transformation of education and training and youth work in the funded projects in the current programme cycle (2021–2027)?

Sub-questions:

1.1: How have good practice projects that fall under relevant digital transformation labels in the Erasmus+ and European Solidarity Corps project databases contributed to the broader digital transformation of education and youth work?

1.2: What area(s) do these good practice projects focus on? (e.g., digital pedagogy, artificial intelligence, digital skills development, the digital education ecosystem).

1.3: What are the key results of the analysis of the good practice projects and findings based on these projects?

- How have digital transformation and technology been advanced in the projects?
- What role do collaboration and partnerships play in ensuring the success and sustainability of these projects?
- How can these good practices be adapted and replicated across different educational and sectoral contexts?

The study was conducted in three steps, namely:

- identifying criteria for the good practice projects,
- analyzing the resulting projects from the Erasmus+ and ESC project databases and selecting the good practice projects, and
- conducting a deeper analysis of the chosen projects with the help of the SALTO Digital Framework for identifying good practices on the Digital Priority.[7]

The study was conducted between October 2024 and February 2025, and it examined only KA2 projects.

A detailed description of the methodology can be found in Annex 2.

[7] Salto Digital (2024), Framework for identifying best practices on the Digital Priority

2. Cross-case analysis: key findings

The 35 analysed projects contributed to digitalisation but the focus of the digital transformation in the projects differed. All of the analysed projects contributed to several thematic areas at different levels of intensity.

The analysed projects addressed most the thematic areas 5 (Development of digital skills and competencies for teaching) and 7 (Digital pedagogy and expertise for educators and youth workers). More than half of the projects have either major focus or moderate focus on these areas.

The thematic areas with least focus in the projects were 12 (Use of EU digital tools and frameworks on digital education and skills) and 9 (Disruptive technologies, such as AI). The distribution of projects across the twelve focus areas of digital transformation (major focus, moderate focus, minor focus, or not in focus) can be seen in Figure 1.

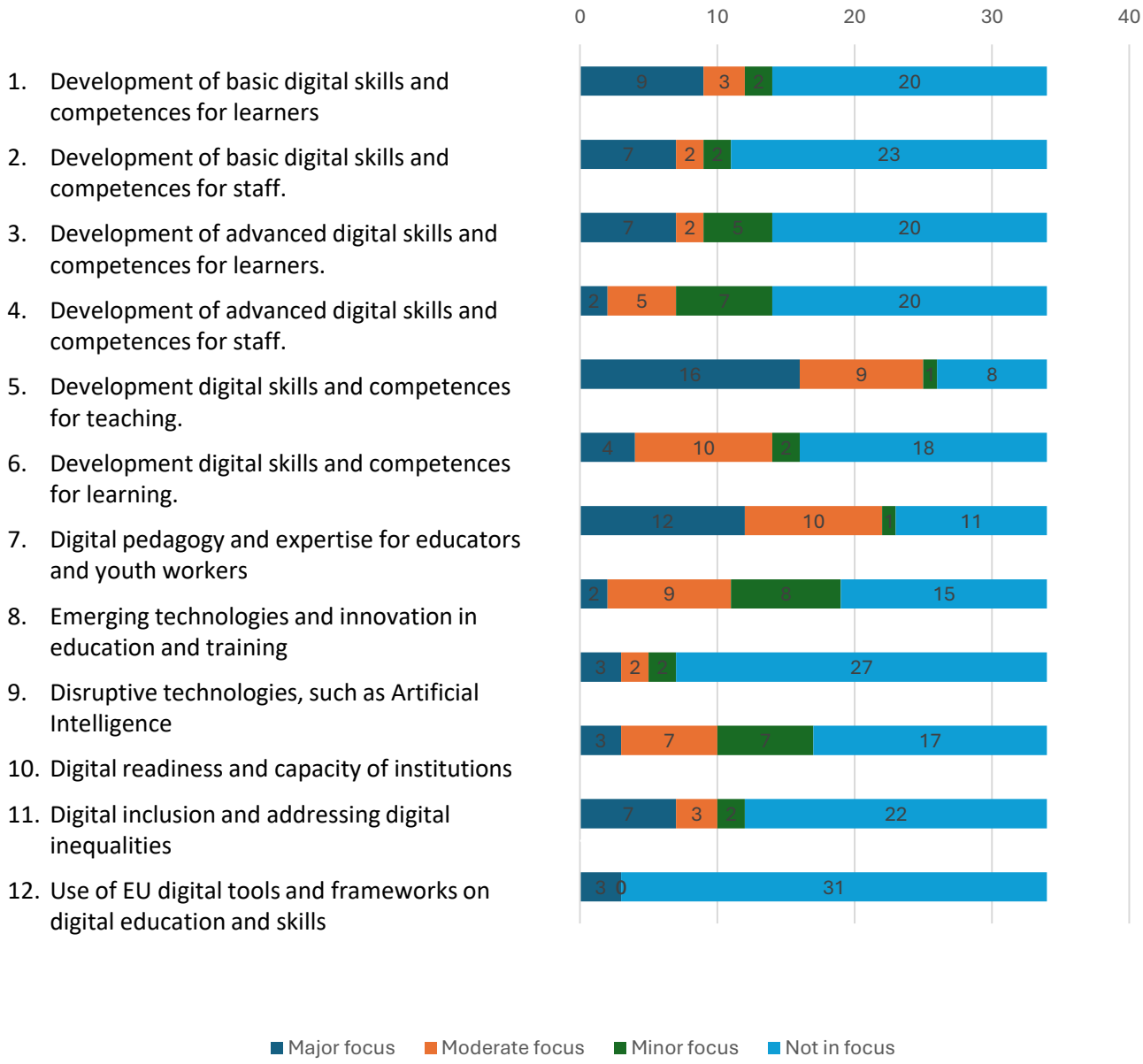


Figure 1. Distribution of projects on the twelve thematic areas (See Annex 3 for detailed description).

On average, out of the 12 thematic areas, the projects had:

- 2 thematic areas with major focus (min 0, max 4; mode 3)
- 2 thematic areas with moderate focus (min 0, max 6)
- 1 thematic area with minor focus (min 0, max 4)
- 7 thematic areas not in focus (min 2, max 10)

Most commonly, the development of digital skills and competences for teaching, emerging technologies, and digital pedagogy (thematic areas 8, 5, and 7) was present in the same projects either as a major or a moderate focus. There were a total of 19 projects, which focused on all three thematic areas. Both the development of digital skills and competences for teaching and learning were found in 13 projects. Whereas digital pedagogy, expertise for educators and youth workers, and the development of digital skills and competencies for learning were combined in ten projects.

The following thematic areas were often found together in the same projects:

- 6. Development of digital skills and competences for learning, and 8. Emerging technologies and innovation in education and training; and
- 5. Development of digital skills and competences for teaching, and 7. Digital pedagogy and expertise for educators and youth workers.

As presented in Figure 2, these four thematic areas are further developed jointly in several projects.

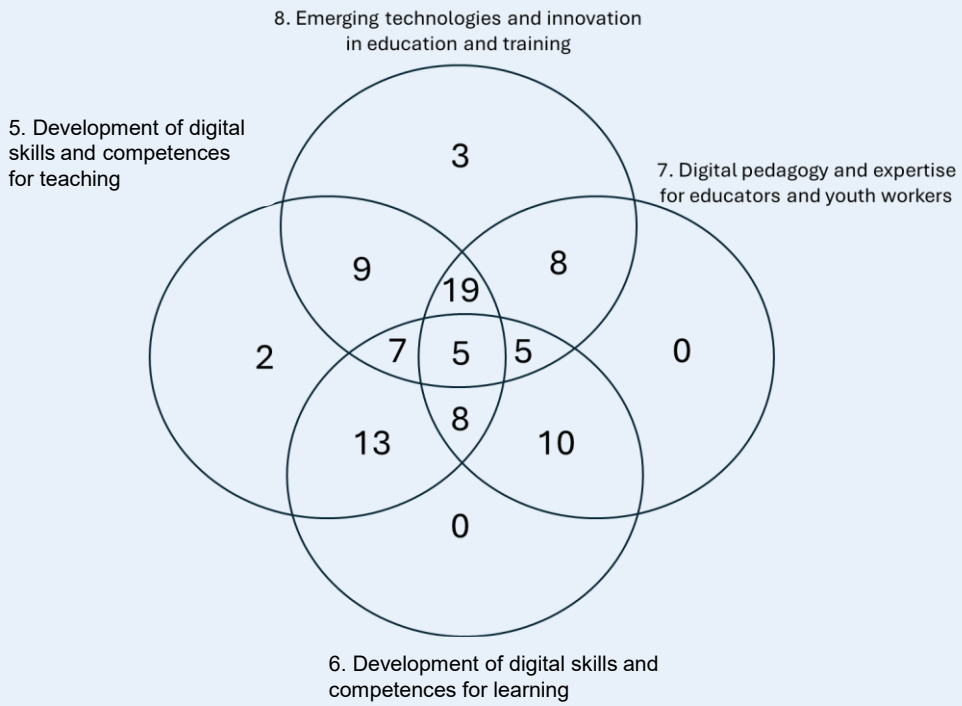


Figure 2. Combinations of the thematic areas in the analysed projects.

Cross-case analysis: key findings

A closer look at the projects shows that those with a strong digital focus included *Digital Skills in Farming for Future Agriculture* and *STEM for Future*, which emphasized enhancing digital competencies among students and professionals.

Some projects, such as *Learning at Any Time, at Any Place, via Any Device*, integrated digital learning environments like flipped classrooms, but did not specifically focus on advancing digital skills. Other projects, like *ChemDM - Chemical Dancing Models and Digital Education Readiness*, primarily concentrated on curriculum development and teacher support, rather than digital skill-building.

Overall, projects in vocational education and training (VET) and STEM-related education showed a greater focus on digitalisation. Projects in traditional school education placed more emphasis on pedagogical innovation rather than digital transformation.

Regarding the survey, responses revealed patterns in how digital education projects have been developed and sustained across sectors and institutions. Notably, a systemic perspective on digital transformation emerged, showing that successful projects viewed digitalisation as an overarching core competency to be applied and integrated into multiple fields, rather than just a standalone subject independent of other disciplines.

For instance, a common trend is the long-term use of digital tools and resources beyond the project's lifespan, reinforcing the idea that digitalisation in education must be treated as a long-term structural shift rather than a short-term intervention. For example, *STEM for Future* ensured its sustainability by making all materials openly accessible and integrating them into new projects, while *Supporting Continued Access to Education* continued to provide its MOOC and methodological guides as references for schools and teachers. Similarly, *CRYPTOPOLIS* maintained its Online Academy for financial and crypto literacy.

Moreover, capacity building was a central objective across many projects. In *Empowering Teachers for Digital Learning*, educators gained practical experience with digital tools, improving their confidence in integrating them into their lessons. *ARELL* fostered an active learning approach where students not only used AR-based materials but also created new ones, demonstrating how digital transformation can empower learners. *Generation Blockchain* focused on equipping higher education professors with the expertise to teach blockchain to students, ensuring that digital skills were embedded at the institutional level.

Institutional practices and teaching methodologies were also influenced. *FODIGRET* directly contributed to integrating digital and green transformation topics into university curricula, with the development of an open-access 15 ECTS module. Similarly, VET Modules Transformation led to the adoption of hybrid digital learning in vocational training, with institutions continuing to develop new digital teaching approaches after the project ended. *DIGIT* provided a structured digital toolkit for adult learners, which was integrated into community centers and educational institutions to support ongoing digital literacy training.

Lastly, another recurring theme is the role of digital transformation in fostering interdisciplinary learning. *STEM for Future* and *RETRAIL* emphasized interdisciplinary approaches, combining STEM education with digital tools to improve learning experiences, while *FODIGRET* and *DIGIT* linked digital literacy with broader economic and environmental concerns, aligning education with industry needs.

Cross-case analysis: key findings

2. 1. Digital transformation

Analysis of the projects through the Framework for identifying best practices on the Digital Priority (see Annex 2) shows that most of the projects show a combination of "limited evidence" and "emerging" in most dimensions. There were three projects (*ARELL*, *Digitāli klimatam*, and *Fostering Digital and Green Transformation in SMEs*), which could be classified as "advanced" in one of the dimensions of the digital transformation. Nine projects were "developing" in one or more dimensions, as Figure 3 shows.

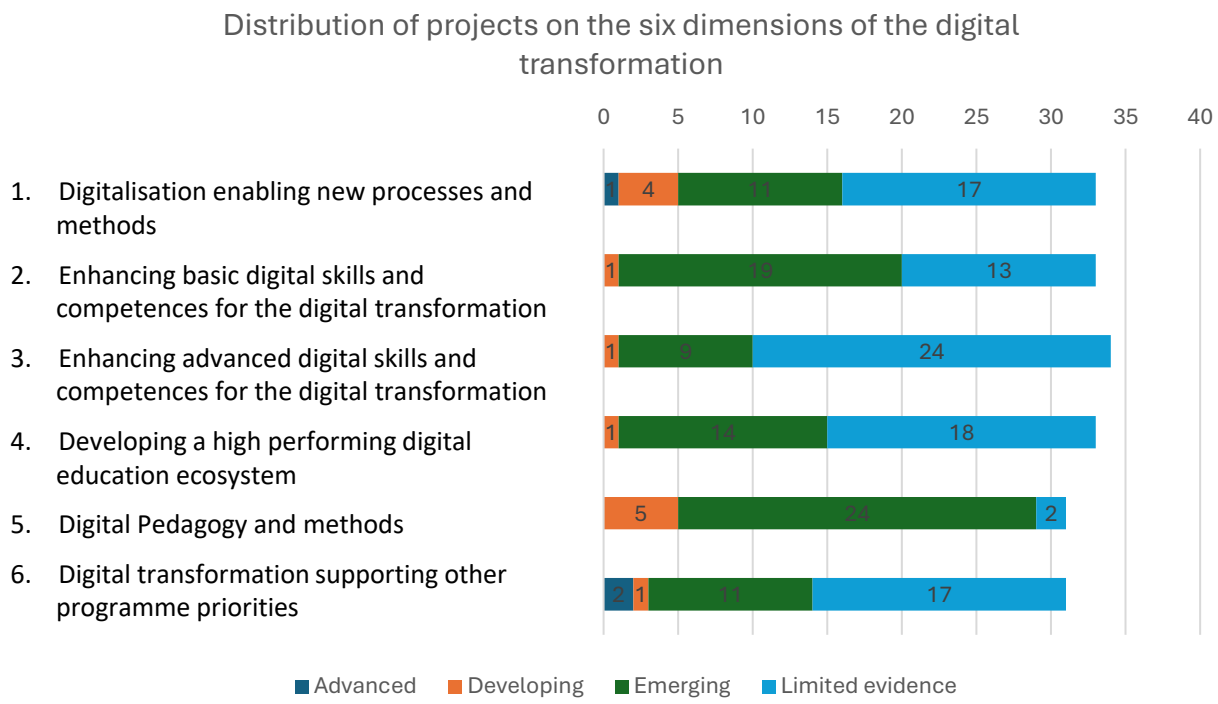


Figure 3. Distribution of projects on the six dimensions of the digital transformation.

Typically, the projects did not focus only on one dimension of the digital transformation but instead addressed multiple dimensions of digitalisation simultaneously. This indicates that digital competencies, pedagogy, and infrastructure tend to develop in parallel. Similarly, projects that achieved "advanced" progress in one dimension of the digital transformation typically showed at least "emerging" development in related areas, indicating that systemic improvement requires a multi-faceted approach. For example, if a project was classified as "advanced" in dimension 6 (Digital transformation supporting other programme actions), it was often also "emerging" in 1 (digitalisation), 2 (Enhancing basic digital skills), and 5 (Digital pedagogy and methods).

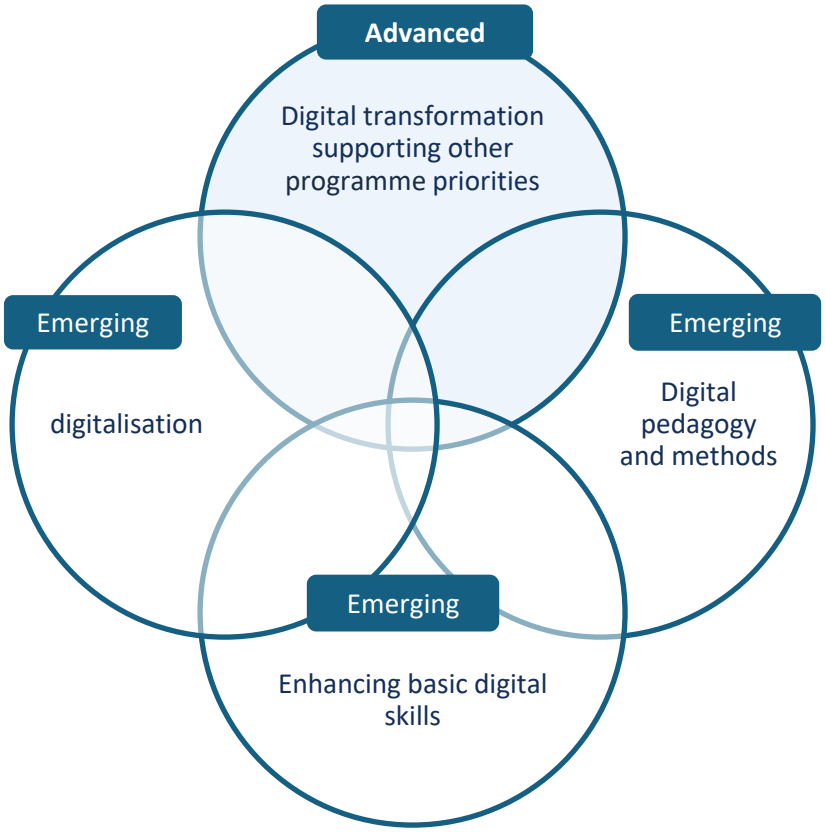


Figure 4a. Combinations of digitalisation dimensions found in the projects.

Furthermore, in those projects where dimension 5 (Digital pedagogy and methods) was found to be developing, dimensions 2 (Enhancing basic digital skills) and 4 (Developing a high-performing digital education ecosystem) were found to be emerging.

Lastly, the analysis found that vocational education and STEM-related projects tended to demonstrate a more robust focus on the digital transformation. In contrast, traditional school education initiatives often prioritized pedagogical innovation.

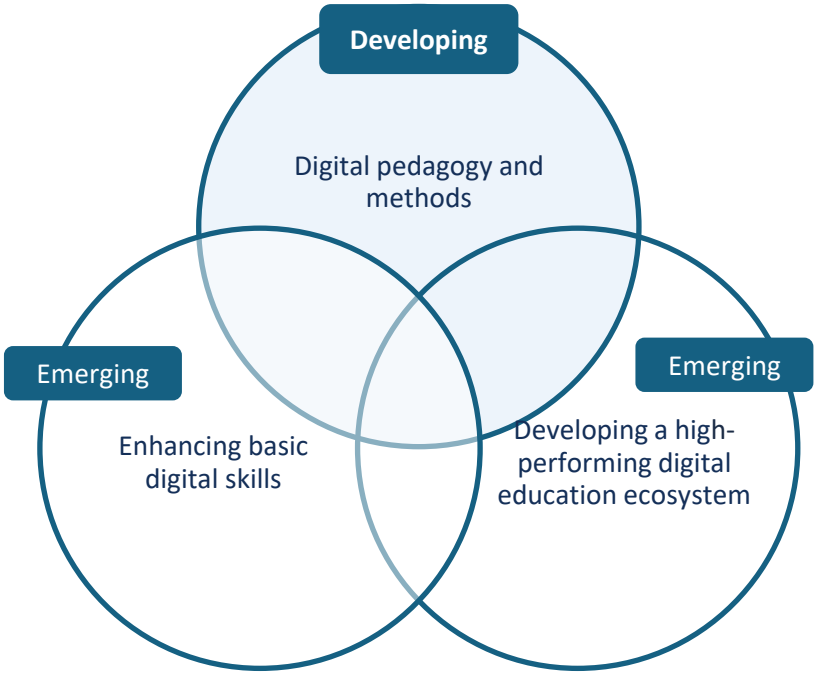


Figure 4b. Combinations of digitalisation dimensions found in the projects.

2. 2. Methods and activities

The analysed projects used a varying combination of methods and activities to achieve their objectives. The projects typically incorporated a mix of training, experiential learning, curriculum development, and the creation of digital tools. Compared to the other projects, ARELL, STEM for Future, and Digital Community Radio for Youth Inclusion and Diversity were more focused on interactive, hands-on learning. At the same time, FoDiGreT and STAND placed greater emphasis on structured curriculum development. FoDiGreT and STEM for Future also employed interactive and gamified learning tools, as well as cross-sectoral collaboration between educational institutions and businesses. @Academy uniquely addressed digital well-being, ensuring educators not only gained digital skills but also learned to manage digital overload. This was done through pilot training programs, diagnostic tests, and digital toolkits.

The methods and activities in the six case study projects were as follows:

- **ARELL** used a hands-on and experiential learning approach, organizing transnational meetings and training sessions to help educators integrate AR-based lessons, digital games, and interactive tools into vocational education.
- **FoDiGreT** employed a blended learning methodology, combining traditional academic training with interactive video case studies, gamified Open Educational Resources (OERs), and SME check-ups to validate the educational content.
- **@Academy** implemented a diagnostic test to assess educators' digital skills, followed by the development of a multilingual training program, pilot training sessions, and outreach initiatives, such as podcasts and technology fairs, to raise awareness about digital well-being.
- **Digital Community Radio for Youth Inclusion and Diversity** relied on capacity-building workshops and experiential learning, using community radio and smartphones to train youth organisations in digital storytelling and inclusion strategies.
- **STEM for Future** provided practical STEM education through summer camps, teacher training, and the development of open-access digital resources, ensuring students had hands-on exposure to STEM careers and opportunities.
- **STAND** adopted a co-design approach, involving teachers, students, and parents in the development of a MOOC, a methodological guide, and a data protection and safety handbook, complemented by peer tutoring networks and workshops.

2. 3. Outputs, outcomes, and impacts

The six case study projects generated different types of outputs, which in turn created changes in the target groups and learning environments. Most often, the projects produced various kinds of digital resources (e-books, online courses, OERs, interactive manuals), curricula and training programs (AR-based lessons, MOOCs, and STEM camps), and digital tools and frameworks (e.g., a Data Protection Handbook).

The effects of the projects in the short term were mainly related to increased digital competencies among students and educators, improved teaching methodologies and school digital readiness, and greater collaboration between academia, industry, and NGOs. Projects with strong digital elements (e.g., Digital Skills in Farming for Future Agriculture and STEM for Future) successfully improved digital competencies among learners, particularly in vocational education and STEM fields. In contrast, pedagogical projects (e.g., Digital Education Readiness) focused more on teacher training and lesson planning, indirectly supporting the digital transformation.

The mentioned impacts of the projects included the long-term integration of digital learning into school curricula and an increase in students' employability through the development of digital skills. Overall, ARELL, STEM for Future, and FoDiGreT had stronger career-oriented impacts, while @Academy, STAND, and Digital Community Radio for Youth Inclusion and Diversity projects had a broader social impact, ensuring digital inclusion and safety.

2. 4. Challenges and barriers

Some of the analysed projects faced challenges related to the digital transformation during project implementation. The mentioned challenges included resistance to digital adoption, technical skill gaps, limited technical skills among educators, and ensuring the practical application of digital learning in SMEs. Furthermore, some projects reported a more general challenge in sustaining the project outcomes after the funding ended. The long-term adoption of digital resources was seen as challenging, particularly when relying on one-time training or materials produced in the projects rather than ongoing support. Compared to the other projects, FoDiGreT and STEM for Future faced more business and career-related challenges. At the same time, @Academy, STAND, and Digital Community Radio for Youth Inclusion and Diversity projects tackled issues related to digital inclusion and access.

ARELL and STAND encountered difficulties in convincing some teachers to integrate new digital tools, as they lacked confidence in using advanced technologies. Furthermore, Digital Education Readiness aimed to improve digital lesson planning. However, its success depended on the teachers' ability to adapt to new digital tools. Digital skills were also seen as crucial in @Academy, STAND, and Digital Community Radio for Youth Inclusion and Diversity projects, which noted that many educators and youth workers had limited digital skills, requiring extra support.

While challenges were not always explicitly detailed, some key barriers included gaps in technical skills among teachers and students, as well as ensuring engagement in digital learning.

3. Good Practice Projects

This chapter presents seven projects that demonstrate good practices in the digital transformation. Six of them are Erasmus+ projects and one is a European Solidarity Corps project.

The projects are:

1. ARELL - AR Enhanced Life and Learning
2. FODIGRET - Fostering Digital and Green Transformation in SMEs
3. @Academy - Digital Well-being for adult education
4. Digital Community Radio for Youth Inclusion and Diversity
5. STEM for Future
6. STAND - Supporting Continued Access to Education Enhancing Schools' Digital Readiness
7. Irish Red Cross Youth Virtual Community

ARELL - AR Enhanced Life and Learning

Erasmus+ project type	Cooperation partnerships in vocational education and training
Project reference number	2021-1-SI01-KA220-VET-000030513
Duration	11.01.2021–10.31.2023
Field/sector	VET
Target group(s)	VET teachers and students
Educational level(s)	VET
Learning settings	School-based, hybrid
Funding arrangement	EU Grant: €108.276,00
Geographical scope	Slovenia, Turkey, Italy, North Macedonia, Netherlands
Project coordinator	Solski Centre Celje (Slovenia)
Key partners involved	Istanbul Teknik Üniversitesi Mesleki ve Teknik Anadolu Lisesi (Turkey), Istituto di Istruzione Superiore 'A. Meucci-E. Mattei' (Italy), OOU Goce Delcev (North Macedonia), Stichting Onderwijs Midden Limburg (Netherlands).

Brief description of the project

The project aims to integrate Augmented Reality (AR) into VET education to enhance student engagement, improve learning outcomes, and equip both students and teachers with the necessary digital competencies. Building on the experiences from BetterElectroWorld, it seeks to make learning more interactive and innovative by incorporating AR into the curriculum rather than limiting it to extracurricular activities. The project includes the development of digital resources such as an AR-based e-book, educational games, and an interactive tourist guide. By fostering creativity, critical thinking, and digital entrepreneurship, the project aims to reduce early school leaving, modernize teaching practices, and better prepare students for future job markets.

Relationship to policy priorities

By integrating AR into VET education, the project seeks to foster a high-performing digital education ecosystem through innovative teaching methods, digital tools, and cross-curricular collaboration. It enhances digital skills and competences by training both teachers and students in AR, improving their technological confidence, and preparing them for the evolving labor market. The project also promotes inclusivity and engagement by making learning more interactive, reducing early school leaving, and equipping students with skills relevant to digital entrepreneurship and future job opportunities, supporting the broader digital transformation in education and youth work.

Specific objectives covered

- **Develop digital competences** among teachers and students by providing training in AR tools and their application in education.
- **Enhance engagement and motivation** by making learning more interactive, reducing early school leaving, and fostering peer learning.
- **Support innovative teaching practices** by integrating AR into professional and general subjects, promoting cross-curricular collaboration.
- **Improve employability** by equipping students with digital skills relevant to the labor market, including AR and design thinking.
- **Promote European collaboration and knowledge-sharing** through transnational activities, digital resource creation, and the dissemination of best practices.
- **Encourage sustainability and environmental awareness** by incorporating AR-based learning materials on climate change and ecological issues.

Digital transformation

1. Development of basic digital skills and competences for learners	**Not in focus**
2. Development of basic digital skills and competences for staff	**Not in focus**
3. Development of advanced digital skills and competences for learners	**Moderate focus**
4. Development of advanced digital skills and competences for staff	**Moderate focus**
5. Development of digital skills and competences for teaching	**Moderate focus**
6. Development of digital skills and competences for learning	**Moderate focus**
7. Digital pedagogy and expertise for educators and youth workers (including, e.g., digital well-being for both learners and staff, tackling disinformation, or promoting digital literacy)	**Not in focus**
8. Emerging technologies and innovation in education and training (including, e.g., the creation/development and innovative use of digital education content and digital skills assessment, quality assurance, and interoperability)	**Moderate focus**
9. Disruptive technologies, such as Artificial Intelligence - AI (including, e.g., the purposeful use of AI for teaching, learning, and assessment, as well as the development of the necessary pedagogies, capabilities, and digital skills related to using AI safely and responsibly)	**Moderate focus**
10. Digital readiness and capacity of institutions (including, e.g., setting up a strategy/action plan for embedding digital education in teaching/learning or assessment for the educational institution, initial and continuous teacher training, and the design of effective pedagogical approaches, for example, on informatics)	**Not in focus**
11. Digital inclusion and addressing digital inequalities (including, e.g., the participation of girls and women in STEM or a STEAM approach [Science, Technology, Engineering, Arts, Mathematics])	**Not in focus**
12. Use of EU digital tools and frameworks on digital education and skills (including, e.g., DigComp and SELFIE-tools)	**Not in focus**

Dimensions of digitalisation

1. Digitalisation: Digital technology is used purposefully and meaningfully to enable new processes and methods	**Advanced**
2. Enhancing basic digital skills and competences for the digital transformation	**Limited evidence**
3. Enhancing advanced digital skills and competences for the digital transformation	**Emerging**
4. Developing a high-performing digital education ecosystem (systemic change in education and youth work)	**Emerging**
5. Digital Pedagogy and methods	**Developing**
6. Digital transformation supporting other programme priorities (e.g., green and sustainability, participation, inclusion) and themes (like well-being)	**Limited evidence**

Methods used and key activities

The project employed hands-on training and peer collaboration to integrate AR into VET education. Two transnational meetings and three Learning, Teaching, and Training Activities (LTTA), guided by experiential learning and design thinking, were organized to provide practical AR training to participants and to allow them to develop, test, and refine AR-based teaching strategies. Competency-based teacher training equipped educators with the skills and confidence to use digital tools effectively. Lastly, collaborative lesson development between teachers and students promoted active learning, and structured evaluation and reflection ensured the continuous improvement of the materials.

Results of the initiative

Outputs	The key outputs include an e-book of AR-based tasks, an interactive escape room, online educational games, a digital tourist guide, and an AR-enhanced flyer on environmental issues. These resources were shared via a dedicated project website and used in various educational settings.
Outcomes/Results	Students improved their digital skills, critical thinking, and problem-solving abilities, while educators increased their confidence and competence in AR-based technologies. Additionally, the project fostered peer learning, creativity, and cross-curricular collaboration, making VET education more engaging and innovative.
Impacts	The project enhanced digital education in participating VET institutions, better preparing students for the future job market. Also, teachers gained long-term professional development benefits, while schools benefited from modernized teaching approaches and stronger European collaboration in digital education.

Success factors

The project benefited from prior experience with AR gained during a previous project, called BetterElectroWorld, as well as from the involvement of some ICT teachers who had already experimented with digital tools in education. The structured transnational meetings and LTTA activities ensured smooth communication and knowledge exchange. The evaluation and dissemination plan ensured that project outcomes were shared and sustained beyond the project's duration.

Challenges and barriers

Not all teachers were eager or confident to adopt AR technology, despite recognizing its importance for education and future jobs. Also, many lacked the necessary technical skills and self-confidence to integrate AR into their teaching.

Lessons learned

The project reinforced the importance of teacher training and professional development in building confidence in using advanced digital tools. Peer learning and collaboration among students and teachers proved valuable in enhancing motivation and digital literacy. Finally, the project demonstrated that integrating AR into the curriculum significantly improves student engagement and retention in VET education.

Sources

- https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-SI01-KA220-VET-000030513
- https://www.arell.eu/
- Survey answers, 12/10/2024

Fostering Digital and Green Transformation in SMEs (FODIGRET)

Erasmus+ project type	Cooperation partnerships in higher education
Project reference number	2021-1-PL01-KA220-HED-000027531
Duration	12.01.2021–11.30.2023
Field/sector	HED: Higher Education
Target group(s)	Higher education students and professors
Educational level(s)	Higher education
Learning settings	School-based, hybrid
Funding arrangement	EU Grant: €244,078.00
Geographical scope	Belgium, Italy, Lithuania, Poland, Spain
Project coordinator	Uniwersytet Ekonomiczny W Poznaniu (Poland)
Key partners involved	Consulenza Formazione e Management Societa Consortile a Responsabilita Limitata (Italy), Universita Degli Studi Di Macerata (Italy), EFMD AISBL (Belgium), Fundacja Partnerzy dla Samorzadu (Poland), Kauno Technologijos Universitetas (Lithuania)

Brief description of the project

The FoDiGreT project aimed to integrate digital and green transitions in SMEs by developing a specialized higher education curriculum. Recognizing the synergy between digitalisation and environmental sustainability, the project sought to equip students with knowledge, skills, and tools to drive green digital transformation, fostering eco-innovation and shifting perceptions of the green economy from a cost to an opportunity. Implemented through a strategic partnership, the project developed a blended curriculum of 15 ECTS credits, incorporating gamified Open Educational Resources (OERs), video case studies, and student-produced educational films.

Relationship to policy priorities

The project aligns with and advances the EU's Digital Education Action Plan by fostering a high-performing digital education ecosystem through the development of a blended academic curriculum, OERs, and digital learning tools that enhance the digital skills of students. Additionally, it strengthens digital competences through professional development for educators, ensures access to high-quality digital learning resources, and provides a secure and engaging learning environment through innovative methodologies such as interactive video case studies. Moreover, it aligns with Europe's 2050 climate-neutral goal and the European Green Deal by integrating green and digital transitions and by promoting specialized skills in sustainable digital transformation.

Specific objectives covered

- **Equip students with expertise** in sustainable digital technologies, enabling them to contribute to the green and digital transition in SMEs.
- **Foster an entrepreneurial mindset** that embraces green digital transformation, preparing business leaders for sustainable innovation.
- **Encourage a positive view** of the green economy, shifting perceptions on sustainability from a cost to an opportunity.
- **Develop practical skills and** tools for implementing digital sustainability in SMEs.
- **Strengthen knowledge of the intersection** between digitalisation, sustainability, and business, highlighting their synergies and impact on economic and social development.
- **Empower students to drive change** by equipping them with the competencies needed to act as agents of the digital and green transformation.
- **Improve educators' capabilities** in teaching the digital and green transformation.

Digital transformation

1. Development of basic digital skills and competences for learners	**Moderate focus**
2. Development of basic digital skills and competences for staff	**Not in focus**
3. Development of advanced digital skills and competences for learners	**Moderate focus**
4. Development of advanced digital skills and competences for staff	**Not in focus**
5. Development of digital skills and competences for teaching	**Not in focus**
6. Development of digital skills and competences for learning	**Minor focus**
7. Digital pedagogy and expertise for educators and youth workers (including, e.g., digital well-being for both learners and staff, tackling disinformation, or promoting digital literacy)	**Not in focus**
8. Emerging technologies and innovation in education and training (including, e.g., the creation/development and innovative use of digital education content and digital skills assessment, quality assurance, and interoperability)	**Minor focus**
9. Disruptive technologies, such as Artificial Intelligence - AI (including, e.g., the purposeful use of AI for teaching, learning and assessment, as well as the development of the necessary pedagogies, capabilities, and digital skills related to using AI safely and responsibly)	**Not in focus**
10. Digital readiness and capacity of institutions (including, e.g., setting up a strategy/action plan for embedding digital education in teaching/learning or assessment for the educational institution, initial and continuous teacher training, and the design of effective pedagogical approaches, for example, on informatics)	**Not in focus**
11. Digital inclusion and addressing digital inequalities (including, e.g., the participation of girls and women in STEM or a STEAM approach [Science, Technology, Engineering, Arts, Mathematics])	**Not in focus**
12. Use of EU digital tools and frameworks on digital education and skills (including, e.g., DigComp and SELFIE tools)	**Not in focus**

Dimensions of digitalisation

1. digitalisation: Digital technology is used purposefully and meaningfully to enable new processes and methods	**Emerging**
2. Enhancing basic digital skills and competences for the digital transformation	**Emerging**
3. Enhancing advanced digital skills and competences for the digital transformation	**Limited evidence**
4. Developing a high-performing digital education ecosystem (systemic change in education and youth work)	**Limited evidence**
5. Digital Pedagogy and methods	**Emerging**
6. Digital transformation supporting other programme priorities (e.g., green and sustainability, participation, inclusion) and themes (like well-being)	**Advanced**

Methods used and key activities

The project used a blended learning approach, combining traditional and digital education methods to integrate green aspects into the digital transformation curriculum for SMEs. It developed an innovative curriculum (15 ECTS) that included OERs, narrative training videos, and interactive learning tools to enhance student engagement and practical understanding. A methodology for quality assurance and validation was implemented through SME check-ups, ensuring high educational standards and the relevance of the content to real-world business needs.

Results of the initiative

Outputs	The project developed a curriculum on the green digital transformation in SMEs, which included OERs, interactive training videos, student-produced educational films, and video case studies. It also created a validation methodology through SME check-ups, as well as several multiplier events to disseminate results.
Outcomes/Results	The project reportedly exceeded its targets, enhancing digital and green skills among participating students, academics, and SMEs while strengthening collaboration between higher education and industry. Its curriculum and resources are now integrated into the partners' academic programs, ensuring long-term knowledge transfer.
Impacts	It contributed to equipping participants with the tools and skills to drive the green digital transition. It also developed a greater awareness and adoption of sustainable digital technologies among participating SMEs, and it worked toward a shift in perception of the green economy as an opportunity.

Success factors

The project was driven by strong collaboration between academia and industry, which ensured the practical relevance of the curriculum. Additionally, the innovative blended learning approach, combined with the development of high-quality, interactive educational resources, contributed to the high engagement of students and academics.

Challenges and barriers

Challenges that may have interfered with the project were overcoming the traditional separation between digitalisation and sustainability, ensuring the applicability of educational content to real business needs, and engaging a diverse group of stakeholders.

Lessons learned

The project demonstrated the value of collaboration with businesses to ensure real-world applicability, as well as the need for hands-on, interactive learning experiences to enhance engagement and learning outcomes. It showed that bridging digitalisation and sustainability in education requires innovative teaching methods and strong cross-sector partnerships.

Sources

- https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-PL01-KA220-HED-000027531
- https://fodigret.pl/
- https://en.ktu.edu/projects/fostering-digital-and-green-transformation-in-smes-project-fodigret/
- Survey answers, 12/09/2024

@Academy - Digital Well-being for adult education

Erasmus+ project type	Cooperation partnerships in adult education
Project reference number	2021-1-PL01-KA220-ADU-000026935
Duration	01.01.2022–12.31.2023
Field/sector	Adult Education
Target group(s)	Adult educators
Educational level(s)	Adult education
Learning settings	Work-based, hybrid
Funding arrangement	EU Grant: €86,660.00
Geographical scope	Estonia, Poland, Portugal
Project coordinator	Stowarzyszenie Kre - Aktywni (Poland)
Key partners involved	Eesti People to People (Estonia), Previform - Laboratório, Formação, Higiene e Segurança do Trabalho, Lda (Portugal)

Brief description of the project

The project addressed the challenges faced by adult educators in adapting to remote education during the COVID-19 pandemic, equipping them with the skills to navigate digital environments effectively while maintaining their well-being. It focused on improving their ability to manage online information and assess credibility, ensuring sustainable and high-quality adult education. As a result, trainers gained practical tools to deliver effective online education while avoiding the risks of digital overload and exhaustion. Key initiatives included a diagnostic test, a multilingual training program, and pilot training sessions in Poland, Estonia, and Portugal. The project coordinators also engaged in outreach activities, such as a technology fair and a podcast on digital well-being.

Relationship to policy priorities

The project seeks to strengthen the digital competencies of NGO trainers, enabling them to deliver high-quality remote education that effectively supports adult learners in an increasingly digital world. Also, by creating accessible training materials in multiple languages and equipping trainers with tools for managing online information and moderating digital engagement, the project helps prevent digital exclusion.

Specific objectives covered

- **Improve the capacity of adult educators to conduct remote education** by equipping them with the necessary digital teaching skills.
- **Enhance trainers' ability to manage online information** by providing methods for assessing credibility and moderating digital engagement.
- **Promote digital well-being strategies for educators** working in online environments to prevent digital overload and burnout.
- **Develop accessible training materials** in multiple languages to support inclusive digital literacy.

Digital transformation

1. Development of basic digital skills and competences for learners	**Not in focus**
2. Development of basic digital skills and competences for staff	**Major focus**
3. Development of advanced digital skills and competences for learners	**Not in focus**
4. Development of advanced digital skills and competences for staff	**Minor focus**
5. Development of digital skills and competences for teaching	**Major focus**
6. Development of digital skills and competences for learning	**Not in focus**
7. Digital pedagogy and expertise for educators and youth workers (including, e.g., digital well-being for both learners and staff, tackling disinformation or promoting digital literacy)	**Major focus**
8. Emerging technologies and innovation in education and training (including, e.g., the creation/development and innovative use of digital education content and digital skills assessment, quality assurance, and interoperability)	**Not in focus**
9. Disruptive technologies, such as Artificial Intelligence - AI (including, e.g., the purposeful use of AI for teaching, learning, and assessment, as well as the development of the necessary pedagogies, capabilities, and digital skills related to using AI safely and responsibly)	**Not in focus**
10. Digital readiness and capacity of institutions (including, e.g., setting up a strategy/action plan for embedding digital education in teaching/learning or assessment for the educational institution, initial and continuous teacher training, and the design of effective pedagogical approaches, for example, on informatics)	**Moderate focus**
11. Digital inclusion and addressing digital inequalities (including, e.g., the participation of girls and women in STEM or a STEAM approach [Science, Technology, Engineering, Arts, Mathematics])	**Not in focus**
12. Use of EU digital tools and frameworks on digital education and skills (including, e.g., DigComp and SELFIE tools)	**Not in focus**

Dimensions of digitalisation

1. digitalisation: Digital technology is used purposefully and meaningfully to enable new processes and methods	**Emerging**
2. Enhancing basic digital skills and competences for digital transformation	**Emerging**
3. Enhancing advanced digital skills and competences for digital transformation	**Limited evidence**
4. Developing a high-performing digital education ecosystem (systemic change in education and youth work)	**Limited evidence**
5. Digital pedagogy and methods	**Emerging**
6. Digital transformation supporting other programme priorities (e.g., green and sustainability, participation, inclusion) and themes (like well-being)	**Limited evidence**

Methods used and key activities

The project followed a methodology that combined research, training, and evaluation to equip trainers with digital education skills. It began with a diagnostic test to assess educators' needs, followed by the development of a multilingual training program and the Implementation guidelines. Pilot training sessions were conducted in Poland, Estonia, and Portugal to test and refine these resources. The project also included outreach activities, such as participation in a technology fair and a podcast on digital well-being, to ensure broader engagement and disseminate its results.

Results of the initiative

Outputs	The project produced a multilingual training program and Implementation guidelines to support NGO trainers in conducting remote education and managing their digital well-being. Other outputs included an online diagnostic test, educational materials in multiple languages, and a podcast on digital well-being.
Outcomes/Results	Participating educators improved their competencies in digital education, including skills in managing online information, assessing credibility, and moderating screen time. The project strengthened their ability to deliver effective and sustainable remote education while preventing burnout. Participants reported increased confidence in digital teaching.
Impacts	The project contributed to building long-term digital resilience among participating trainers by promoting digital well-being and sustainable online teaching practices. It also supported the broader goal of digital inclusion by equipping educators with essential skills, thereby enhancing learning opportunities for adult learners.

Success factors

The project benefited from its practical implementation through the active involvement of participants, pilot training sessions, transnational meetings, and evaluation mechanisms, which strengthened the project's effectiveness and the relevance of the resources developed. Also, the development of multilingual and easily accessible training materials increased the project's reach and impact, while strong outreach efforts, including a podcast and participation in public events, expanded awareness of digital well-being beyond direct participants.

Challenges and barriers

Due to the scarcity of financial resources within NGOs, many participating educators had limited access to digital training before the project. These varying levels of digital literacy among trainers required additional support and adaptation of learning materials. Also, resistance to change, especially in adopting new digital tools and methods, was another barrier.

Lessons learned

The project highlighted the need for digital training programs that go beyond technical skills, also addressing the digital well-being of educators and preventing their burnout. In addition, it was demonstrated that continuous adaptation and refinement of training materials are crucial to ensure lasting relevance and effectiveness.

Sources

- https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-PL01-KA220-ADU-000026935
- https://cre-active.org.pl/?p=332&lang=en
- Survey answers, 12/02/2024

Digital Community Radio for Youth Inclusion and Diversity

Erasmus+ project type	Small-scale partnerships in youth
Project reference number	2022-1-IS01-KA210-YOU-000082116
Duration	09.01.2022–02.29.2024
Field/sector	Youth
Target group(s)	Youth organisations and youth workers
Educational level(s)	Youth education
Learning settings	Non-formal, hybrid
Funding arrangement	EU Grant: €60,000.00
Geographical scope	Belgium, Denmark, Iceland, North Macedonia
Project coordinator	Bergmál (Iceland)
Key partners involved	Aarhus Global Media (Denmark), Art of the Box (Belgium), Association for Volunteerism Volonterski Centar Skopje (North Macedonia)

Brief description of the project

The project aimed to bridge the digital divide and empower youth organisations working with individuals from diverse ethnic and religious backgrounds by equipping them with the skills to utilise community radio and smartphones as tools for social inclusion. Through training courses, youth exchanges, and the development of an interactive online manual, it enhanced the capacities of the participating organisations and strengthened their workers' competencies in digital youth work.

Relationship to policy priorities

By promoting the use of community radio and smartphones as digital tools, the project enhanced digital literacy, supported youth work and non-formal education, and contributed to lifelong learning. The project also advanced cross-sector collaboration and European cooperation, ensuring that digital innovation serves as a means for social inclusion, particularly for young people from diverse ethnic and religious backgrounds.

Specific objectives covered

- **Strengthen the capacities of participating organisations** to use digital tools, community radio, and smartphones in their work with young people from diverse ethnic and religious backgrounds.
- **Develop, test, and disseminate the Online Interactive Manual** to support youth organisations.
- **Facilitate knowledge exchange** through interactive workshops to promote best practices in digital youth work.
- **Encourage young people from diverse backgrounds to engage actively with digital tools** for self-expression and community participation.
- **Foster international cooperation and collaboration among youth organisations** to strengthen expertise in digital inclusion and non-formal education.

Digital transformation

1. Development of basic digital skills and competences for learners	**Major focus**
2. Development of basic digital skills and competences for staff	**Major focus**
3. Development of advanced digital skills and competences for learners	**Not in focus**
4. Development of advanced digital skills and competences for staff	**Not in focus**
5. Development of digital skills and competences for teaching	**Major focus**
6. Development of digital skills and competences for learning	**Not in focus**
7. Digital pedagogy and expertise for educators and youth workers (including, e.g., digital well-being for both learners and staff, tackling disinformation, or promoting digital literacy)	**Major focus**
8. Emerging technologies and innovation in education and training (including, e.g., the creation/development and innovative use of digital education content and digital skills assessment, quality assurance, and interoperability)	**Minor focus**
9. Disruptive technologies, such as Artificial Intelligence - AI (including, e.g., the purposeful use of AI for teaching, learning and assessment, as well as the development of the necessary pedagogies, capabilities, and digital skills related to using AI safely and responsibly)	**Not in focus**
10. Digital readiness and capacity of institutions (including, e.g., setting up a strategy/action plan for embedding digital education in teaching/learning or assessment for the educational institution, initial and continuous teacher training, and the design of effective pedagogical approaches, for example, on informatics)	**Not in focus**
11. Digital inclusion and addressing digital inequalities (including, e.g., the participation of girls and women in STEM or a STEAM approach [Science, Technology, Engineering, Arts, Mathematics])	**Moderate focus**
12. Use of EU digital tools and frameworks on digital education and skills (including, e.g., DigComp and SELFIE tools)	**Not in focus**

Dimensions of digitalisation

1. digitalisation: Digital technology is used purposefully and meaningfully to enable new processes and methods	**Emerging**
2. Enhancing basic digital skills and competences for the digital transformation	**Emerging**
3. Enhancing advanced digital skills and competences for the digital transformation	**Limited evidence**
4. Developing a high-performing digital education ecosystem (systemic change in education and youth work)	**Emerging**
5. Digital pedagogy and methods	**Emerging**
6. Digital transformation supporting other programme priorities (e.g., green and sustainability, participation, inclusion) and themes (like well-being)	**Emerging**

Methods used and key activities

The project used capacity-building, experiential learning, and resource development methodologies to enhance digital skills and inclusion in youth work. They were implemented through a training course to develop youth workers' competencies in using community radio and smartphones, a youth exchange to empower young people in using digital technologies, and the creation of an online manual serving as a practical guide for integrating digital tools into youth work. The implementation process involved coordination efforts, including a kick-off meeting to align objectives, as well as training sessions and exchanges to facilitate skill building.

Results of the initiative

Outputs	The most relevant output of the project was an online, interactive manual, which was developed, tested, and published to support youth organisations in integrating digital tools into their work. Additionally, a training course was created to improve the digital competencies of youth workers, and a youth exchange provided young people with practical experience in using community radio and smartphones for self-expression and community engagement.
Outcomes/Results	The project fostered collaboration and improved the capacities of participating organisations to use digital tools in working with diverse young people. Moreover, the publication of the online manual as an accessible resource increased the project's reach to a wider audience, enabling more organisations to benefit from it and adopt digital inclusion strategies.
Impacts	The project contributed to increasing the digital capacities of participating youth organisations. This, in turn, enabled organisations to equip young people from diverse backgrounds with digital skills and foster their proactive engagement with digital tools, thereby preventing digital exclusion and promoting social participation. Additionally, the project enhanced participants' ability to develop new educational materials, contributing to a culture of continuous learning.

Success factors

The close collaboration among the four participating organisations was reported to be vital for ensuring the effective implementation of the training courses, youth exchanges, and the online manual. Also, the use of interactive learning methods enabled both youth workers and young people to develop practical digital skills, while the structured approach to developing resources ensured the online manual was user-friendly and accessible.

Challenges and barriers

As the project sought specifically to encourage youth from diverse backgrounds to engage with digital tools, it faced challenges related to digital accessibility and ensuring that all participants could fully utilise the digital tools provided. Additionally, the process of developing, testing, and disseminating the online manual required careful planning and adaptation to meet the diverse needs of various youth organisations.

Lessons learned

Providing practical training and interactive learning opportunities proved essential in equipping youth workers and young people with the skills needed to use community radio and smartphones effectively. Additionally, the development of an accessible, practical online manual demonstrated the value of creating high-quality digital resources that can be widely used beyond the project's initial scope.

Sources

- https://erasmus-plus.ec.europa.eu/projects/search/details/2022-1-IS01-KA210-YOU-000082116
- https://vcs.org.mk/digital-community-radio-for-youth-inclusion-and-diversity/

STEM for Future

Erasmus+ project type	Cooperation partnerships in school education
Project reference number	2021-1-IT02-KA220-SCH-000034362
Duration	12.01.2021–01.31.2024
Field/sector	SCH: School Education
Target group(s)	Upper secondary students
Educational level(s)	Secondary education
Learning settings	Non-formal, hybrid
Funding arrangement	EU Grant: €255,165.00
Geographical scope	Estonia, Italy, Portugal, Spain
Project coordinator	Istituto Formazione Operatori Aziendali (Italy)
Key partners involved	Centro Integrado Público de Formación Profesional Misericordia (Spain), EDUGEP-Concepcao, Desenvolvimento Egestao de Projectos de Natureza Educaciona, Social e Cultural LDA (Portugal), Saaremaa Gümnaasium (Estonia), Universita Degli Studi Di Modena e Reggio Emilia (Italy)

Brief description of the project

The STEM for Future project aimed to enhance digital and STEM skills among students approaching the end of upper secondary education, particularly those from non-technical backgrounds, to support informed academic and career decisions. To do this, the project promoted innovative, hands-on learning methodologies, including the implementation of national and international STEM summer camps, the development of an evaluation framework, and fostering collaboration among educators, universities, and industry stakeholders. Moreover, the project not only provided direct training but also developed digital resources, best practice guidelines, and policy recommendations to ensure long-term impact. Additionally, the project's outcomes continue to be utilised through open-access resources, new initiatives, and ongoing integration into school curricula and teacher training.

Relationship to policy priorities

The project aimed to strengthen digital competencies among students and enhance their skills in preparation for the digital transformation. By utilizing open-access digital resources, the project facilitated accessible learning and promoted digital literacy to prevent exclusion. In addition, by encouraging young women to pursue digital education and careers, it aimed to contribute to greater inclusivity and address gender disparities in the STEM field. Lastly, the project aligns with the EU's vision of leveraging digital innovation for both quality education and employability, as it fostered cross-sector collaboration among schools, universities, and industry stakeholders.

Specific objectives covered

- **Develop a methodology to enhance STEM skills** among upper secondary students, especially those from non-technical backgrounds, to support informed academic and career decisions.
- **Organize national and international STEM summer** camps to promote engagement in STEM and facilitate career awareness.
- **Establish an evaluation framework** to assess participants' knowledge and skills acquired through the project activities.
- **Foster collaboration** among schools, training institutes, universities, and companies to strengthen STEM education pathways**.**
- **Disseminate best practices,** experiences, and impact assessments to generate guidelines for educators.
- **Create open-access digital resources** and tools to support educators and ensure the replication of project outcomes.

Digital transformation

1. Development of basic digital skills and competences for learners	**Major focus**
2. Development of basic digital skills and competences for staff	**Not in focus**
3. Development of advanced digital skills and competences for learners	**Major focus**
4. Development of advanced digital skills and competences for staff	**Not in focus**
5. Development of digital skills and competences for teaching	**Not in focus**
6. Development of digital skills and competences for learning	**Not in focus**
7. Digital pedagogy and expertise for educators and youth workers (including, e.g., digital well-being for both learners and staff, tackling disinformation or promoting digital literacy)	**Not in focus**
8. Emerging technologies and innovation in education and training (including, e.g., the creation/development and innovative use of digital education content and digital skills assessment, quality assurance, and interoperability)	**Not in focus**
9. Disruptive technologies, such as Artificial Intelligence - AI (including, e.g., the purposeful use of AI for teaching, learning, and assessment, as well as the development of the necessary pedagogies, capabilities, and digital skills related to using AI safely and responsibly)	**Minor focus**
10. Digital readiness and capacity of institutions (including, e.g., setting up a strategy/action plan for embedding digital education in teaching/learning or assessment for the educational institution, initial and continuous teacher training, and the design of effective pedagogical approaches, for example, on informatics)	**Minor focus**
11. Digital inclusion and addressing digital inequalities (including, e.g., the participation of girls and women in STEM or a STEAM approach [Science, Technology, Engineering, Arts, Mathematics])	**Minor focus**
12. Use of EU digital tools and frameworks on digital education and skills (including, e.g., DigComp and SELFIE tools)	**Not in focus**

Dimensions of digitalisation

1. digitalisation: Digital technology is used purposefully and meaningfully to enable new processes and methods	**Limited evidence**
2. Enhancing basic digital skills and competences for the digital transformation	**Emerging**
3. Enhancing advanced digital skills and competences for the digital transformation	**Emerging**
4. Developing a high-performing digital education ecosystem (systemic change in education and youth work)	**Emerging**
5. Digital pedagogy and methods	**Developing**
6. Digital transformation supporting other programme priorities (e.g., green and sustainability, participation, inclusion) and themes (like well-being)	**Emerging**

Methods used and key activities

The project employed a combination of experiential learning, digital innovation, and cross-sector collaboration. It implemented national and international STEM summer camps to provide practical learning experiences and foster engagement in technical disciplines. An evaluation framework was developed to assess participants' skills and track the project's impact. The project also facilitated teacher training to enable them to integrate digital tools into their teaching. Lastly, a network of schools, universities, and industry stakeholders was established to promote knowledge exchange, and digital resources and methodological guidelines were made openly accessible to support long-term adoption and replication of the project's initiatives.

Results of the initiative

Outputs	The project developed a methodological framework for STEM education, an evaluation tool to assess students' skills before and after participation, and a format for implementing STEM summer camps. The project also produced digital, open-access resources, including guidelines and best practice recommendations for educators.
Outcomes/Results	The project increased the engagement of participating students in STEM disciplines, enhanced their digital skills, and improved their ability to make informed career decisions. Teachers benefited from innovative methodologies and digital tools to improve their STEM teaching practices. The project also facilitated the dissemination of best practices across educational institutions and contributed to the digital transformation of participating schools by integrating STEM-focused activities into their curricula.
Impacts	The project helped to strengthen STEM education pathways, especially for students from non-technical backgrounds, and it contributed to promoting gender inclusivity in digital fields. Also, by fostering collaboration among schools, universities, and industry stakeholders, the project contributed to long-term improvements in STEM training and career guidance. The experience gained from the project encouraged these organisations to further invest in STEM-related projects and digital tools. The sustainability of its outcomes was ensured through the use of open-access resources and their integration into new educational initiatives.

Success factors

The project benefited from its practical and innovative approach to STEM education, which engaged students and enhanced their digital skills, while the structured evaluation framework ensured a measurable impact. Similarly, the active involvement of teachers helped modernize STEM teaching methodologies in participating schools and encouraged the integration of digital tools in classrooms. Lastly, the open-access digital resources and methodological guidelines further contributed to the project's sustainability and replication across various educational contexts.

Challenges and barriers

The digitalisation of teaching practices posed challenges for some teachers who needed to adapt to new interdisciplinary methods and digital tools. To ensure the long-term adoption and integration of the project's methodologies into school curricula by educational institutions beyond the partnership, continuous efforts in dissemination were required.

Lessons learned

The project showed the importance of hands-on, practical learning experiences in increasing student interest and confidence in STEM fields. It also highlighted the need for continuous professional development for teachers to implement digital and STEM-related methodologies effectively. Lastly, providing open-access resources and fostering collaboration among schools, universities, and industry stakeholders were crucial to increasing the project's reach and ensuring the sustainability of its outcomes.

Sources

- https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-IT02-KA220-SCH-000034362
- https://www.ifoa.it/servizi/enti-scuole-e-internazionale/progetti-internazionali/stem-for-future/%20
- Survey, responded on 12/09/2024.

Supporting Continued Access to Education Enhancing Schools' Digital Readiness (STAND)

Erasmus+ project type	Cooperation partnerships in school education
Project reference number	2021-1-IT02-KA220-SCH-000031576
Duration	01.01.2022–12.31.2023
Field/sector	SCH: School Education
Target group(s)	Primary school teachers and school staff
Educational level(s)	Primary education
Learning settings	School- and work-based, hybrid
Funding arrangement	EU Grant: €315,524.00
Geographical scope	Greece, Italy, Poland, Spain
Project coordinator	Centro per lo Sviluppo Creativo Danilo Dolci (Italy)
Key partners involved	Aristotelio College (Greece), Blue Room Innovation SL (Spain), Danmar Computers SP Zoo (Poland), Escola la Bòbila (Spain), I.C. Cassarà-Guida (Italy)

Brief description of the project

The STAND project aimed to support schools in their digital transformation while ensuring inclusive education by equipping teachers and school staff with ICT and digital literacy skills, methodological strategies, awareness of data protection, and online safety. It provided practical and theoretical resources for digital teaching and learning, primarily through the development of a MOOC, a Methodological Guide, and a Data Protection and Safety Handbook. STAND also facilitated training sessions, pilot courses, and workshops that involved teachers, students, and parents, and fostered collaboration among educational institutions, technology providers, and experts. The project's resources remain available for reference in participating schools, contributing to the long-term digital readiness of their educators and students, and strengthening awareness of digital risks.

Relationship to policy priorities

The project advances digital education ecosystems and strengthens digital skills, improving long-term digital readiness in education and contributing to the EU's digital transition goals. Specifically, it enhances teachers' professional development and their ability to foster safe and accessible learning environments by training them in ICT, digital literacy, and secure digital teaching practices. Also, by developing open educational resources, STAND equips schools with the necessary tools for effective digital education. Lastly, the project also addresses digital exclusion risks, empowering students, parents, and educators to navigate online learning safely and effectively.

Specific objectives covered

- **Support schools in the digital transformation** while ensuring inclusive education.
- **Equip teachers and school staff** with ICT and digital literacy skills for digital, blended, and distance learning.
- **Provide methodological guidance** on integrating digital tools into effective and inclusive teaching practices.
- **Raise awareness** among educators, students, and parents on digital identity, data protection, and online safety.
- **Promote peer-tutoring** networks among teachers, students, and parents to support digital education.
- **Encourage collaboration** among educational institutions, technology providers, and digital education experts.
- **Develop and provide accessible digital resources**, including a MOOC, a methodological guide, and a data protection handbook.

Digital transformation

1. Development of basic digital skills and competences for learners	**Not in focus**
2. Development of basic digital skills and competences for staff	**Major focus**
3. Development of advanced digital skills and competences for learners	**Not in focus**
4. Development of advanced digital skills and competences for staff	**Minor focus**
5. Development of digital skills and competences for teaching	**Major focus**
6. Development of digital skills and competences for learning	**Not in focus**
7. Digital pedagogy and expertise for educators and youth workers (including, e.g., digital well-being for both learners and staff, tackling disinformation or promoting digital literacy)	**Major focus**
8. Emerging technologies and innovation in education and training (including, e.g., the creation/development and innovative use of digital education content and digital skills assessment, quality assurance, and interoperability)	**Minor focus**
9. Disruptive technologies, such as Artificial Intelligence - AI (including, e.g., the purposeful use of AI for teaching, learning, and assessment, as well as the development of the necessary pedagogies, capabilities, and digital skills related to using AI safely and responsibly)	**Not in focus**
10. Digital readiness and capacity of institutions (including, e.g., setting up a strategy/action plan for embedding digital education in teaching/learning or assessment for the educational institution, initial and continuous teacher training, and the design of effective pedagogical approaches, for example, on informatics)	**Major focus**
11. Digital inclusion and addressing digital inequalities (including, e.g., the participation of girls and women in STEM or a STEAM approach [Science, Technology, Engineering, Arts, Mathematics])	**Moderate focus**
12. Use of EU digital tools and frameworks on digital education and skills (including, e.g., DigComp and SELFIE tools)	**Not in focus**

Dimensions of digitalisation

1. digitalisation: Digital technology is used purposefully and meaningfully to enable new processes and methods	**Limited evidence**
2. Enhancing basic digital skills and competences for the digital transformation	**Emerging**
3. Enhancing advanced digital skills and competences for the digital transformation	**Limited evidence**
4. Developing a high-performing digital education ecosystem (systemic change in education and youth work)	**Emerging**
5. Digital pedagogy and methods	**Developing**
6. Digital transformation supporting other programme priorities (e.g., green and sustainability, participation, inclusion) and themes (like well-being)	**Limited evidence**

Methods used and key activities

The project employed a collaborative development methodology, which included co-designing a Methodological Guide with teachers through focus groups, questionnaires, and workshops, to ensure the development of practical strategies for integrating digital tools into teaching. Similarly, a Data Protection and Safety Handbook was created to raise awareness of online risks, and it was tested during info sessions with teachers, students, and parents. The project also developed a MOOC to train teachers and school staff in ICT and digital literacy. It facilitated peer-tutoring networks, webinars, and pilot courses to provide digital education support. Lastly, an online platform enabled collaboration among educators, while public events and promotional activities helped disseminate resources and expand outreach.

Results of the initiative

Outputs	The project developed a MOOC on ICT and digital literacy, a Methodological Guide for effective digital education, and a Data Protection and Safety Handbook, all designed to support teachers, school staff, students, and parents in navigating digital learning. Additionally, the project created an online platform to facilitate resource sharing, delivered info sessions and workshops to raise awareness on digital safety and inclusion, and organized training sessions, webinars, and pilot courses. The reach of these resources was extended through public events and promotional activities.
Outcomes/ Results	During the project's duration, over 160 teachers, 170 parents, and 510 students were successfully trained to acquire practical skills in digital literacy, online safety, and effective digital teaching methodologies. The project also strengthened collaborative networks between schools and educators across the four partner countries, facilitating knowledge exchange and mutual learning. Participating schools integrated the developed resources into their practices, and the project's guidelines and tools remained available for future reference.
Impacts	The project enhanced the digital readiness of participating schools, teachers, and students, which is expected to foster long-term improvements in their digital education practices. Similarly, equipping educators with essential digital skills and methodologies contributed to a more inclusive and effective digital learning environment, reducing digital exclusion risks. The project was designed to extend its influence beyond its initial participants, as its resources will continue to support new educators.

Success factors

The project's collaborative approach was a vital element, as it actively involved teachers, students, and parents in the co-design of resources, ensuring their relevance and practicality. The combination of training, peer tutoring, and online support strengthened educators' ability to integrate digital tools effectively. At the same time, the MOOC, Methodological Guide, and Data Protection Handbook provided accessible educational materials that remain available for continued use.

Challenges and barriers

The project required a significant technical and methodological adaptation from teachers and school staff, especially regarding online safety and data protection, as these issues were often overlooked in traditional teaching methods. Additionally, combating digital exclusion presented a challenge, as disparities in access to technology and internet connectivity impacted students and families differently.

Lessons learned

The project highlighted the importance of involving multiple stakeholders, including teachers and parents, to create a more holistic approach to digital education. It also demonstrated that providing accessible and flexible learning resources is crucial in addressing digital inclusion challenges, and that the long-term impact depends on sustained engagement, with schools needing to prioritize digital literacy beyond the project's initial implementation.

Sources

- https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-IT02-KA220-SCH-000031576
- https://standproject.eu/
- https://danilodolci.org/en/project/stand/
- Survey, answered 12/04/2024

Irish Red Cross Youth Virtual Community

European Solidarity Corps project type	Solidarity Projects
Project reference number	2021-1-IE01-ESC30-SOL-000036173
Duration	09.01.2021–08.31.2022
Target group(s)	Volunteers aged 18–25
Learning settings	Online
Funding arrangement	EU Grant: €8,892.00
Geographical scope	Ireland
Project coordinator	Irish Red Cross Society

Brief description of the project

The project aimed to improve and update the recruitment and support of volunteers aged 18 to 25 by providing an inclusive and accessible digital platform. Focused on fostering diversity, the platform removed traditional barriers to participation (e.g., geographic location, financial constraints, dependence on senior volunteers) by offering remote training, networking, and volunteering opportunities. Also, the platform connected young people, including underrepresented groups such as migrants, ethnic minorities, and individuals with mobility challenges, allowing them to participate in humanitarian work. Besides the development of the platform, the project also included its moderation, creating and sharing educational content, and advertising it through social media and physical posters.

Relationship to policy priorities

The project seeks to develop and implement an inclusive and accessible digital learning and engagement platform for young volunteers. In doing this, it strengthens their digital competences for the digital transformation. Specifically, it provides a secure online training and interactive learning environment that enhances digital skills and promotes digital literacy, preventing exclusion and encouraging underrepresented groups to engage in humanitarian work.

Specific objectives covered

- **Develop a digital learning platform** as an accessible, secure online space for training, networking, and resource sharing among young volunteers.
- **Expand volunteer access** by removing geographical and logistical barriers for young people to join and engage with the Irish Red Cross.
- **Increase diversity and inclusion** by recruiting and supporting underrepresented groups.
- **Enhance digital education and skills** by providing online courses on humanitarian topics, climate change, and digital content creation.
- **Improve volunteer training and opportunities** to ensure equal access to skills development and engagement.
- **Support professional development** and equip young volunteers with digital, teamwork, and leadership skills to enhance their employability and humanitarian contributions.

Methods used and key activities

The project activities included designing and moderating the online platform, developing and converting training courses, and recruiting volunteers through social media campaigns, posters, and outreach efforts. To ensure international cooperation, the team partnered with the Portuguese Red Cross to co-develop online courses and exchange best practices. As part of the project implementation, a survey was conducted to gather feedback from users, and a tracking system was implemented to monitor progress. Lastly, coaching sessions were used to optimize workload management, refine goals, and strengthen teamwork, thereby ensuring alignment with the project's objectives.

Results of the initiative

Outputs	The project produced a fully functional and secure digital platform for young volunteers, featuring online training courses, discussion forums, and volunteering opportunities. Other outputs included the development of courses on COVID-19, climate change, and content creation, as well as promotional materials such as social media campaigns and physical posters to recruit members.
Outcomes/Results	The project increased access to volunteering opportunities, with thirty new members joining the Irish Red Cross Youth, and fostered a more inclusive and diverse volunteer base, particularly engaging underrepresented groups. It also strengthened participants' digital skills, teamwork, and leadership abilities, while providing a space for young volunteers to exchange ideas, support one another, and contribute to humanitarian efforts.
Impacts	The project contributed to long-term improvements in youth engagement, digital education, and inclusion within the Irish Red Cross, inspiring the Portuguese Red Cross to set up a similar initiative. It also enhanced young people's employability by improving their digital and leadership skills, and it promoted social cohesion and cross-cultural collaboration.

Success factors

The project benefited from the survey developed during the project, as it provided valuable insights into the needs of young volunteers, allowing the project team to refine the platform and ensure it met its objectives. The coaching sessions also played a vital role in enhancing team dynamics, optimizing workload management, and reinforcing the project's core mission. Additionally, collaboration with the Portuguese Red Cross expanded the project's reach, and social media engagement and recruitment efforts increased participation.

Challenges and barriers

The project faced challenges related to attracting and engaging young people from diverse backgrounds, which required extensive outreach efforts through social media and physical recruitment materials. Also, ensuring the platform was accessible, functional for all users, and engaging to sustain volunteer participation over time required content development, including the creation of new courses. Lastly, other working dynamic issues, such as workload distribution, had to be adjusted throughout the project.

Lessons learned

The project highlighted the value of feedback and the use of a survey to directly consult with young volunteers on how to adapt the platform to meet their needs. Additionally, the coaching sessions emphasized the importance of consulting a professional and reassessing goals, as well as the best tools to achieve them. Regarding digital inclusion, it was learned that effective outreach strategies, such as social media campaigns and physical recruitment materials, are necessary, as well as simplified access to online resources. Lastly, the collaboration with the Portuguese Red Cross showed that international partnerships can enhance learning opportunities and expand impact beyond national borders.

Sources

- https://youth.europa.eu/solidarity/projects/details/2021-1-IE01-ESC30-SOL-000036173
- https://www.redcross.ie/youth/

4. Conclusions and recommendations

4. 1. Summary and key findings

The analysis of Erasmus+ projects illustrated a multifaceted approach to supporting the digital transformation in education, training, and youth work. The projects analysed demonstrate varied levels of digital integration and contributions to different focus areas, spanning enhancements in digital pedagogy, the integration of digital skills development into educational and training curricula, and fostering institutional digital readiness.

The predominant themes identified included:

- The primary focus of most projects is on developing digital skills and competences for teaching and digital pedagogy for educators and youth workers, with over half of the projects having a major or moderate focus on these areas.
- Many projects combined related focus areas. For instance, emerging technologies and innovation in education and training were frequently coupled with digital pedagogy efforts and digital skills for teaching and learning. Multiple projects emphasized equipping educators with methodologies that enhance digital literacy and engagement.
- Limited focus on disruptive technologies, like in the adoption of AI-driven tools or data analytics, as well as in the use of EU digital tools and frameworks on digital education and skills.
- On average, each project concentrated heavily on two digital thematic areas, moderately on two, and minimally on one, while seven thematic areas were not in focus.

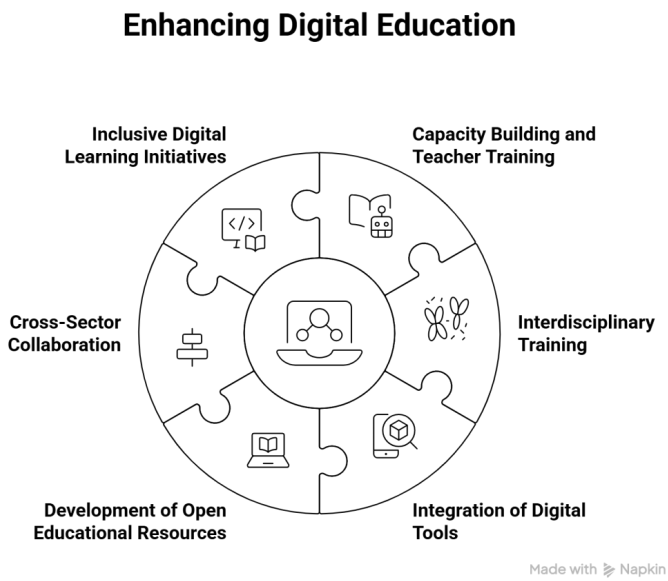
A key trend across projects, also mirrored in the survey results, is the treatment of the digital transformation as a long-term, systemic shift rather than a one-off intervention. Moreover, interdisciplinary collaboration and cross-sector partnerships have emerged as key success factors in projects that link digital education with broader socioeconomic concerns, such as employability, sustainability, and inclusion. Also, many projects ensured sustainability by making their materials openly accessible or integrating digital tools into future projects.

Lastly, regarding the analysis of the projects against the framework for identifying best practices on the Digital Priority, most of them showed “limited” to “emerging” progress in the digital transformation, with only a few reaching “developing” or “advanced” stages. digitalisation was rarely addressed in isolation, and projects typically integrated multiple dimensions, such as digital pedagogy, skills development, and infrastructure. This way, projects achieving higher digital maturity tended to combine technological adoption with systemic capacity-building, reinforcing the idea that sustainable digitalisation requires a holistic approach.

4. 2. Contribution of the projects to the digital transformation

The analysed good practice projects highlighted shared objectives and effective strategies that contribute to the wider digital transformation of education, training, and youth work:

- **Capacity Building and Teacher Training:** Projects such as Empowering Teachers for Digital Learning and STEM for Future provided structured training programs, equipping educators with hands-on experience in digital tools and methodologies, and boosting their confidence in using them.
- **Interdisciplinary training:** Several projects linked digital learning to broader policy priorities, such as combining digital literacy with socioeconomic and environmental concerns, or STEM education with digital tools to benefit from synergies and enhance learning experiences.
- **Integration of Digital Tools in Pedagogy:** The ARELL project successfully incorporated augmented reality (AR) into vocational training. At the same time, STAND focused on digital safety and institutional digital readiness, preparing participating educational institutions for long-term digital adoption.
- **Development of Open Educational Resources** (such as e-books, MOOCs, training programs, and digital toolkits)**:** Projects like FoDiGreT ensured the long-term availability of digital learning materials, fostering digital adoption and allowing their methodologies to be adapted across various educational contexts. Similarly, the STAND project's digital safety framework is now being referenced beyond its original scope.
- **Cross-Sector Collaboration:** Projects like STEM for Future sought to strengthen digital competencies by linking education with labor market demands, ensuring learners gain practical digital skills applicable in real-world settings. Additionally, Generation Blockchain linked higher education with industry stakeholders, equipping students with blockchain expertise.
- **Inclusive Digital Learning Initiatives:** Digital inclusion initiatives aimed to ensure that vulnerable groups, such as marginalized youth, educators with limited digital skills, and small businesses, gain access to digital opportunities. For instance, the Digital Community Radio for Youth Inclusion and Diversity project leveraged community-driven digital storytelling to enhance digital inclusion, particularly among young people from diverse ethnic and religious backgrounds.



4. 3. Recommendations

The analysed Erasmus+ projects have contributed significantly to the digital transformation; however, greater emphasis is needed on fostering the adoption of AI and other emerging technologies, ensuring equitable access to them, and enhancing cross-sectoral collaborations. Future initiatives should build upon identified good practices while addressing current gaps to create a high-performing digital education ecosystem across Europe.

As this was the first time the framework for identifying good practice projects (see Annex 2) was applied on a larger scale, the research process revealed some areas where the framework could be improved. Most notably, the framework proved to work well for analysing Erasmus+ projects, but not as well for the ESC projects, as it has several sections related to educators and learners that often do not apply to ESC projects. Also, ESC projects are smaller in terms of funding and scope, so they operate differently. Additionally, the other main challenge in using the framework was that the category “limited evidence” is too broad, as it also includes “no evidence.” From an analytical point of view, it would be better to separate these categories.

Finally, as the coding is based on the information provided by the projects, the Erasmus+ and ESC databases, and the project cards should include specific details on the dimensions of the digital transformation.

Based on the findings, the following policy recommendations are proposed:

1. **Strengthening educators’ training in digital pedagogy**: Continuous professional development for teachers and youth workers should be incentivized to prepare them to integrate digital tools effectively into learning environments.
2. **Encouraging the integration of AI and emerging technologies**: Future projects should be encouraged to explore AI, data analytics, and adaptive learning technologies to foster more efficient digital learning experiences.
3. **Fostering cross-sector partnerships**: Collaborations between educational institutions and industry stakeholders should be promoted to align digital education with labor market needs.
4. **Improving the sustainability of digital initiatives:** Digital education projects should incorporate sustainability plans to ensure their long-term usability and adaptation of developed resources.
5. **Expanding the use of EU digital tools and frameworks:** Increased awareness and training on EU digital education tools (such as DigComp and SELFIE) should be prioritized to incentivize their use and standardize digital competency development.

References

Regulation (EU) No. 2021/817. *Regulation (EU) No 2021/817 of the European Parliament and of the Council of 20 May 2021 Erasmus+: the Union Programme for education and training, youth and sport and repealing Regulation (EU) No 1288/2013.* http://data.europa.eu/eli/reg/2021/817/oj

Regulation (EU) No. 2021/888. *Regulation (EU) No 2021/888 of the European Parliament and of the Council of 20 May 2021 establishing the European Solidarity Corps Programme and repealing Regulations (EU) 2018/1475 and (EU) No 375/2014*. http://data.europa.eu/eli/reg/2021/888/oj

European Commission. (2025). *Erasmus+ Programme Guide 2025.* https://erasmus-plus.ec.europa.eu/programme-guide/erasmus-programme-guide/introduction

Directorate-General for Education, Youth, Sport and Culture (European Commission). (2025). *Implementation guidelines - Erasmus+ and European Solidarity Corps programmes Digital Strategy*. https://data.europa.eu/doi/10.2766/9275024

European Commission. (2020, September 30). *Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions: Digital Education Action Plan (2021–2027)—Resetting education and training for the digital age* (Report No. COM(2020) 624 final). Publications Office of the European Union. https://education.ec.europa.eu/focus-topics/digital-education/action-plan

Salto Digital. (2024). *Framework for identifying best practices on the Digital Priority*. https://www.oph.fi/en/statistics-and-publications/publications/rubric-identifying-best-practices-digital-priority

Annex 1. List of analysed projects

These Erasmus+ projects were identified as having good practices in digital transformation.

Project: Digital Skills in Farming for Future Agriculture

Project Summary	Applying for the Digital Skills for Agriculture project was motivated by a recognition of the need to bridge the digital divide in the agricultural sector and to equip those involved with the necessary skills.
Topics	• Agriculture, forestry, and fisheries • Digital skills and competences • Tackling geographical remoteness and involving rural areas.
Results Platform Project Card	https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-PL01-KA220-VET-000033201

Project: ChemDM - Chemical Dancing Models

Project Summary	The main goal of the project was to develop a new curriculum that incorporates the latest approaches and learning methods, as well as the systematic use of digital tools in the educational process.
Topics	• Creating new, innovative, or joint curricula or courses • Digital content, technologies, and practices • New learning and teaching methods and approaches.
Results Platform Project Card	https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-HR01-KA220-SCH-000032765

Project: Learning at Any Time, at Any Place, via Any Device

Project Summary	The project aimed to revolutionize math education by introducing a novel approach to both teachers and students. Its main objective was to establish a flipped-classroom learning environment through curriculum-covered video lessons serving as a digital learning solution and aiding mixed-ability classes.
Topics	• Digital content, technologies, and practices • Development of key competences • New learning and teaching methods and approaches.
Results Platform Project Card	https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-PL01-KA220-SCH-000034458

Project: STEM for future

Project Summary	Developing skills for the digital transformation is crucial if the EU is to fully leverage the benefits of the ongoing Digital Revolution and sustain its competitiveness in the global marketplace.
Topics	• Career guidance • Development of key competences • Promoting gender equality.
Results Platform Project Card	https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-IT02-KA220-SCH-000034362

Project: Digital Education Readiness and Collaborative Virtual Environment for Math, Informatics, and Physics education

Project Summary	Through the use of a DigiCAMP 3D Virtual World Educational Platform and User Guide for teachers, the project aims to present methods on how teachers can effectively teach and how parents can become involved in their children's education.
Topics	• Digital content, technologies, and practices • Open and distance learning • New learning and teaching methods and approaches.
Results Platform Project Card	https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-CZ01-KA220-SCH-000031553

Project: LAB for Adults non-formal Digital Awareness (LAB-ADA)

Project Summary	The main aim was to develop an innovative web learning approach for advancing and sustaining low-skilled adults' possibilities to gain enough digital knowledge through the acquisition of needed skills that would help them make changes effectively, master their lives, and enter the desired job market.
Topics	• Equal access and transition to the labor market • Digital skills and competences • Open and distance learning.
Results Platform Project Card	https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-LT01-KA220-ADU-000033776

Project: SupporTing continued Access to educatioN enhancing schools' Digital readiness

Project Summary	The project aimed to support schools in the digital transformation while guaranteeing inclusive education, and to train and equip teachers and staff from primary and lower secondary schools with ICT, digital literacy skills, and digital strategies to manage distance, blended, and more generally, digital teaching and learning.
Topics	• Information and communication technologies (ICT) • New learning and teaching methods and approaches • Open and distance learning.
Results Platform Project Card	https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-IT02-KA220-SCH-000031576

Project: Programme for Enhancing Digital Literacy (PEDL) of School Communities

Project Summary	The main aim of the Programme for Enhancing Digital Literacy (PEDL) was to address the digital transformation through developing the digital readiness, capacity, and resilience of school communities.
Topics	• Digital content, technologies, and practices • Development of training courses • Community development.
Results Platform Project Card	https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-IE01-KA210-SCH-000032422

Project: Digitálne inovácie pre mladú generáciu

Project Summary	We wanted to increase the digital literacy of pupils in education, support their personal development, and promote their mobility within the educational environment and the labor market.
Topics	• Digital skills and competences • New learning and teaching methods and approaches • Inclusion, promoting equality, and non-discrimination.
Results Platform Project Card	https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-SK01-KA210-SCH-000029987

Project: “VET modules transformation to hybrid digital learning type and programming subject gamification for EU learners”

Project Summary	The objective was to utilise Minecraft Education Edition as a teaching tool in vocational training.
Topics	• Information and communication technologies (ICT) • International relations and development cooperation • New learning and teaching methods and approaches.
Results Platform Project Card	https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-LT01-KA220-VET-000029850

Project: Digitāli klimatam

Project Summary	The project was an international collaboration aimed at addressing two global issues: combating climate change and driving digital transformation.
Topics	• Environment and climate change • Green skills • Open and distance learning.
Results Platform Project Card	https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-LV01-KA220-SCH-000029630

Project: digitalisation for kindergartens and primary schools

Project Summary	The project provided participating teachers with the opportunity to enhance their online teaching skills. It also encouraged peer education among students on self-care and a healthy mindset.
Topics	• Digital content, technologies, and practices • Early childhood education and care • Creating new, innovative, or joint curricula or courses.
Results Platform Project Card	https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-RO01-KA220-SCH-000030045

Project: Empowering teachers for a more interactive, efficient, and appealing digital learning experience

Project Summary	The decision to apply for this project was prompted by the massive impact of the COVID-19 pandemic on education, which has affected teachers, students, parents, and the wider community.
Topics	• Digital content, technologies, and practices • Digital skills and competences • Pedagogy and didactics.
Results Platform Project Card	https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-LT01-KA220-SCH-000027737

Project: @Academy - Digital Well-being for adult education

Project Summary	The project developed a support program to enable organisations to operate without compromising their digital balance, thereby preventing a decline in organisational quality or employee burnout.
Topics	• Digital safety • Digital skills and competences.
Results Platform Project Card	https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-PL01-KA220-ADU-000026935

Project: Fostering Digital and Green Transformation in SMEs

Project Summary	The objectives focused on leveraging digital solutions to green the economy, enhance product design, support sustainable consumption, reduce emissions and waste, and promote the circular economy and climate neutrality.
Topics	• Digital skills and competences • Digital content, technologies, and practices • Green skills.
Results Platform Project Card	https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-PL01-KA220-HED-000027531

Project: Challenging of preschools for an innovative and creative environment

Project Summary	The CHILD project aimed to provide an innovative model for strengthening skills and capacities in preschool education, as well as supporting digitalisation in the preschool setting.
Topics	• Arts, creativity, and culture • Pedagogy and didactics • Digital skills and competences.
Results Platform Project Card	https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-CY01-KA220-SCH-000023910

Project: Sztuczna inteligencja i Internet rzeczy jako cyfrowe narzędzia motywujące dziewczęta do wyboru kierunków kształcenia związanych z nauką, technologią, inżynierią i matematyką

Project Summary	The development of AI and IoT, as well as the need to include girls in traditionally male-dominated sectors, prompted the project coordinators to explore a new approach to creating content that strengthens competence in VET education.
Topics	• Digital content, technologies, and practices • Equal access and transition to the labor market • Science, technology, engineering, and mathematics (STEM).
Results Platform Project Card	https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-PL01-KA220-VET-000033028

Project: NoCode4BUSINESS - Fostering knowledge and adoption of no-code practices among European entrepreneurs

Project Summary	The core idea behind the project was to enable more people to automate processes, conduct marketing activities, build websites, create applications, and develop digital prototypes without programming skills.
Topics	• Automate processes • Conduct marketing activities, build websites • Create applications and develop digital prototypes without programming skills.
Results Platform Project Card	https://erasmus-plus.ec.europa.eu/projects/search/details/2021-2-ES01-KA210-ADU-000048382

Project: ARELL: AR Enhanced Life and Learning

Project Summary	The project sought to develop a method of using AR/VR to motivate students and enrich the curriculum and lessons with various topics (both professional and general) that could be integrated into classes during the learning process, by teachers who also seek to incorporate advanced digital technology into their subjects.
Topics	• Digital content, technologies, and practices • Digital skills and competences • Environment and climate change.
Results Platform Project Card	https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-SI01-KA220-VET-000030513

Project: Innovative training material and methodology to support the development of marketable digital and green skills of NEET youth from rural areas to empower their employability

Project Summary	We aimed to leverage opportunities in the Digital and Green economy sectors, which can create significant job opportunities, especially for rural youth.
Topics	• Youth employability • Green skills • Digital skills and competences.
Results Platform Project Card	https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-BE01-KA220-VET-000035895

Project: Sound Leadership Rejects Cyberbullying or Digital Disrespect

Project Summary	Enhance awareness and knowledge about cyberbullying, focusing on the latest technological and sociological trends among teens, and on thinking about related pandemic impacts.
Topics	• Prevention of bullying • Digital youth work • Media literacy and tackling disinformation.
Results Platform Project Card	https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-IT01-KA210-VET-000034511

Project: Digiversity: Exploring best non-formal learning Practices in digital settings in the field of education for democratic culture and intercultural dialogue

Project Summary	The overall goal of the project was to identify good practices in non-formal education for democratic culture and intercultural dialogue in an online environment.
Topics	• Bridging intercultural, intergenerational, and social divides • Development of training courses • Digital skills and competences.
Results Platform Project Card	https://erasmus-plus.ec.europa.eu/projects/search/details/2022-1-AT01-KA210-ADU-000082837

Project: Individualized Learning in Collaborative and Blended Learning Environments

Project Summary	The project focused on improving teachers' pedagogical competence in online learning with their students, providing teachers with relevant, agile, and cooperative methods of work and digital tools, and creating online communities of teachers where they can jointly develop, learn from one another, and exchange experiences, thereby empowering their students.
Topics	• Digital skills and competences • Pedagogy and didactics • Recognition, transparency, and certification.
Results Platform Project Card	https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-FI01-KA220-VET-000033372

Project: Digital Mentoring and Traineeship

Project Summary	The project directly addresses two challenges of the European Union. Firstly, it tackles the imperative need for the development of small rural communities, which are often sparsely populated. Secondly, it aims to counteract rural exodus by implementing measures to stabilize rural populations and enhance the socioeconomic and cultural conditions of rural environments
Topics	• Cooperation between business and educational institutions • Development of disadvantaged rural and urban areas.
Results Platform Project Card	https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-ES01-KA220-VET-000034654

Project: RetRail - New trends in Retail Commerce

Project Summary	The project aimed to increase the capabilities of managers and employees in retail SMEs to implement both digital and on-site sales, working together to transform their businesses digitally and increase sales.
Topics	• Enterprise, industry, SMEs, and entrepreneurship • Overcoming skills mismatch and addressing the needs of the labor market • Digital competences and skills.
Results Platform Project Card	https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-ES01-KA220-VET-000033104

Project: SIMPLE - Simplify the language of European programs through digital tools to ensure greater inclusion

Project Summary	The objective was to exchange experiences, methodologies, and teaching approaches in the field of adult education between participating organisations, inspiring each other to improve the quality of their daily work.
Topics	• European identity, citizenship, and values • Pedagogy and didactics.
Results Platform Project Card	https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-ES01-KA210-ADU-000034042

Project: Digital Transformation of Education and Training for Sea Schools

Project Summary	The main objective was to develop a digital education ecosystem within the partner organisations by building capacity and critical understanding of how to exploit the opportunities offered by digital technologies for teaching and learning, and by developing a digital transformation plan.
Topics	• Digital content, technologies, and practices • Pedagogy and didactics • Information and communication technologies (ICT).
Results Platform Project Card	https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-DE02-KA210-VET-000034556

Project: New didactical tools for initial digital training of low-skilled adults to adapt to labor market transitions

Project Summary	The project aims to create an educational tool adapted to the needs of adults, enabling them to acquire the digital skills and competencies essential for the digital presence of SMEs.
Topics	• Digital skills and competences • Career guidance.
Results Platform Project Card	https://erasmus-plus.ec.europa.eu/projects/search/details/2021-2-EL01-KA210-VET-000051198

Project: Cryptopolis - Innovative Teaching Methods for Financial and Crypto Asset Literacy for Secondary Schools

Project Summary	The main objectives were to improve teachers' understanding of financial management and cryptocurrency through the development of teaching materials, virtual guides, and innovative teaching tools, and to boost student motivation and engagement by incorporating competence-based teaching methods and interactive learning simulations.
Topics	• Digital skills and competences • Economic and financial affairs (including funding issues) • Creating new, innovative, or joint curricula or courses.
Results Platform Project Card	https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-AT01-KA220-SCH-000032827

Project: DiGital tRansfOrmatiOn of the Vet sEctor

Project Summary	The GROOVE project addressed the increasing demand for a digitally competent workforce by supporting VET providers and trainers in modernizing their practices and building digital literacy skills among low-skilled adults.
Topics	• Development of training courses • Digital skills and competences.
Results Platform Project Card	https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-CY01-KA220-VET-000033254

Project: Generation Blockchain

Project Summary	We aimed to enhance teachers' capacity to deliver effective blockchain education to their business and management students.
Topics	• Digital skills and competences • New learning and teaching methods and approaches • Overcoming skills mismatch and addressing the needs of the labor market.
Results Platform Project Card	https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-PL01-KA220-HED-000031176

Project: Access2Learn - Skills development for the inclusion of low-qualified adults in blended learning settings

Project Summary	The main goal of the project was to contribute to the inclusion of low-qualified adults into educational programs, especially into blended learning programs.
Topics	• Inclusion, promoting equality, and non-discrimination • Development of key competences • Employability.
Results Platform Project Card	https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-AT01-KA220-ADU-000035339

Project: eU-COMMERCE: Promoting a new European e-commerce VET educational pathway to Increase levels of skills for employability and sustainable business creation

Project Summary	The project aimed to promote an innovative VET training methodology specifically designed to create and run effective online sales businesses. This was achieved by developing a flexible learning offer and e-tools adapted to the learning needs of adult learners as well as VET Trainers.
Topics	• Entrepreneurial learning and entrepreneurship education • Open and distance learning • Overcoming skills mismatch and addressing the needs of the labor market.
Results Platform Project Card	https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-HU01-KA220-VET-000034615

Project: Digital Community Radio for Youth Inclusion and Diversity

Project Summary	The project's objective is to raise the capacities of four participating organisations to use digital tools, the community radio, and smartphones in their work with young people coming from diverse ethnic and religious backgrounds. The project is primarily focused on increasing the competencies of youth workers to utilise community radio and smartphones as digital tools for empowerment, developing the skills of young people, and enabling them to leverage these tools to amplify their voices.
Topics	• Digital skills and competences • Digital youth work • Inclusion of marginalized young people.
Results Platform Project Card	https://erasmus-plus.ec.europa.eu/projects/search/details/2022-1-IS01-KA210-YOU-000082116

Annex 2. Detailed description of the methodology

The study was conducted in three steps. First, the criteria for good practice projects were defined. Then, the Erasmus+ and ESC project databases were queried, and the resulting projects were assessed based on their scope and availability of information. Finally, an in-depth analysis of the chosen projects, along with help from the SALTO Digital Framework for identifying good practices on the Digital Priority.

Step 1: Definition of inclusion criteria to select good practice projects from databases

This task focused on developing a set of inclusion criteria to be applied systematically in reviewing the Erasmus+ and ESC project databases, to identify and select good practice projects for further analysis and evaluation.

a) Inclusion criteria for Erasmus+ projects

The Erasmus+ project database was searched with the following keywords:

- Project status: “With results.”
- Project label: “Good practice.”
- Actions: KA2: Partnerships for cooperation and exchange of practices
- Fields: “SCH: School education,” “YOU: Youth,” “VET: Vocational Education and Training,” and “ADU: Adult Education,” and HED: Higher Education.
- Call year: 2021 and 2022 will be selected for KA1 and KA2, whereas call years 2018, 2019, and 2020 will be selected for KA3.

The application of this criteria provided a list with a total of 393 projects, out of which 69 are KA1 projects, 303 are KA2 projects, and 21 are KA3 projects. The Erasmus+ database contains the following information for each project:

- Program
- Key action and Action type
- Funding year
- Project identifier
- Project title and Project summary
- Topics
- Results Platform Project Card
- Coordinating organisation name and country
- Participating countries
- EU grant award in euros

After applying the criteria and deriving the shortlist, it was decided to focus the analysis only on KA2 projects. The examination of KA2 was considered the most meaningful because it is funded at the National Agency level, and the projects support several dimensions of the Digital Education Agenda.

b) Inclusion criteria for ESC projects

The ESC project database was filtered with the following keywords:

- Project status: “Completed.”
- Project label: “Good practice.”
- Actions: “Solidarity Projects.”
- Call years 2021, 2022, and 2023

The application of this criteria provided a list with a total of 162 projects. The ESC project database contains the following information for each project:

- Program
- Action
- Funding Year
- Project Identifier
- Project Title
- Project Summary
- Results Platform Project Card
- Coordinating organisation name and country
- Participating Countries

Step 2: Analysis of project databases and selection of good practice projects

A comprehensive analysis of the long list of Erasmus+ and ESC projects was conducted to refine it further and select only the most relevant good practice projects. For this, the projects were filtered according to their scope and the sufficiency of the information. Only projects with a positive answer to both questions were selected for deeper analysis.

- **Scope:** Does the project include elements of the digital transformation in education or youth work? (Yes/No)
- **Information:** Is there sufficient information on the project available? (Yes/No)

The outcome of this task was a final selection of relevant good practice Erasmus+ and ESC projects, which were then analysed in depth. The screening resulted in 34 Erasmus+ projects and 2 ESC projects.

Data on the projects was collected through the project websites and an online survey, which was sent to the representatives of the selected good practice projects, for the purpose of obtaining more exhaustive information on their activities, results, and benefits. The survey was open between 12.02.2024 and 02.14.2025, and it received 24 responses from 23 projects.

To gain an overview of the projects' focus and the extent to which they further the different dimensions of the digital transformation, each project was analysed to determine its specific focus regarding digital priorities. By looking at the project title, description, objectives, labels, action types, and impact, the extent (i. not in focus; ii. minor focus; iii. moderate focus; or iv. major focus) to which they concentrate in one or multiple of the following areas will be established:

1. Development of basic digital skills and competences for learners.
2. Development of basic digital skills and competences for staff.
3. Development of advanced digital skills and competences for learners.
4. Development of advanced digital skills and competences for staff.
5. Development of digital skills and competence for teaching.
6. Development of digital skills and competence for learning.
7. Digital pedagogy and expertise for educators and youth workers (including, e.g., digital well-being for both learners and staff, tackling disinformation, or promoting digital literacy).
8. Emerging technologies and innovation in education and training (including, e.g., the creation/development and innovative use of digital education content and digital skills assessment, quality assurance, and interoperability).
9. Disruptive technologies, such as Artificial Intelligence (including, e.g., the purposeful use of AI for teaching, learning, and assessment as well as the development of the necessary pedagogies, capabilities, and digital skills related to using AI safely and responsibly).
10. Digital readiness and capacity of institutions (including, e.g., setting up a strategy/action plan for embedding digital education in teaching/learning or assessment for the educational institution, initial and continuous teacher training, and the design of effective pedagogical approaches, for example, on informatics).
11. Digital inclusion and addressing digital inequalities (including, e.g., the participation of girls and women in STEM or a STEAM approach [Science, Technology, Engineering, Arts, Mathematics]).
12. Use of EU digital tools and frameworks on digital education and skills (including, e.g., DigComp and SELFIE tools).
13. Other

The projects were then assessed utilizing the SALTO Digital Framework for identifying good practices on the Digital Priority. Since digital transformation is a complex, multifaceted issue, this framework defines and operationalizes six dimensions of the concept (digitalisation, enhancing basic skills and competences, enhancing advanced digital skills and competences, developing a high-performing digital education ecosystem, digital pedagogy and methods, and digital transformation supporting other programme priorities) and provides a means to determine the scale to which these dimensions are present in the projects. This step produced an overview of the selected projects, focusing specifically on dimensions and the scale of the digital transformation.

Step 3: In-depth analysis of the sample of selected projects

The results of the prior steps of the analysis provided a sample of best practice projects “advanced” or “emerging” on the six dimensions of the framework. Detailed data and information on each of the projects in the sample were gathered from project databases, public sources (e.g., public websites or tangible outputs of the project, such as publications), and the answers to the online survey. The projects were presented in case study format.

Data sources

Erasmus+ project database: https://erasmus-plus.ec.europa.eu/projects/search/?page=1&sort=&domain=eplus2021&view=list&map=false&searchType=projects

European Solidarity Corps project platform: https://youth.europa.eu/solidarity/projects/

Project websites

Annex 3. Framework for identifying best practices on the Digital Priority in the projects

Focus of the Digital Priority (good practice) in the project:

Not in focus	Minor focus	Moderate focus	Major Focus	Focus areas
☐	☐	☐	☐	1. Development of basic digital skills and competences for learners.
☐	☐	☐	☐	2. Development of basic digital skills and competences for staff.
☐	☐	☐	☐	3. Development of advanced digital skills and competences for learners.
☐	☐	☐	☐	4. Development of advanced digital skills and competences for staff.
☐	☐	☐	☐	5. Development of digital skills and competence for teaching.
☐	☐	☐	☐	6. Development of digital skills and competence for learning.
☐	☐	☐	☐	7. Digital pedagogy and expertise for educators and youth workers (including, e.g., digital well-being for both learners and staff, tackling disinformation, or promoting digital literacy).
☐	☐	☐	☐	8. Emerging technologies and innovation in education and training (including, e.g., the creation/development and innovative use of digital education content and digital skills assessment, quality assurance, and interoperability).
☐	☐	☐	☐	9. Disruptive technologies, such as Artificial Intelligence - AI (including, e.g., the purposeful use of AI for teaching, learning, and assessment as well as the development of the necessary pedagogies, capabilities, and digital skills related to using AI safely and responsibly).
☐	☐	☐	☐	10. Digital readiness and capacity of institutions (including, e.g., setting up a strategy/action plan for embedding digital education in teaching/learning or assessment for the educational institution, initial and continuous teacher training, and the design of effective pedagogical approaches, for example, on informatics).
☐	☐	☐	☐	11. Digital inclusion and addressing digital inequalities (including, e.g., the participation of girls and women in STEM or a STEAM approach [Science, Technology, Engineering, Arts, Mathematics]).
☐	☐	☐	☐	12. Use of EU digital tools and frameworks on digital education and skills (including, e.g., DigComp and SELFIE tools).
☐	☐	☐	☐	13. Other

Rubric template for identifying best practices on the Digital Priority in the projects (describing the change process)

Dimension	Limited Evidence	Emerging	Developing	Advanced
1. digitalisation: Digital technology is used purposefully and meaningfully to enable new processes and methods	Digital technology is used without an 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.
2. Enhancing basic digital skills and competences for the digital transformation	A project offers participants intentional learning opportunities in basic digital skills, focusing on the use of digital tools or environments.	Learning the basic digital skills in a project is based on a well-defined competence framework (e.g., DigComp or curriculum). In addition, the digital skills learned are not focused solely on the use of individual digital tools or environments, but rather on more generalized skills, such as information and data literacy, communication and collaboration, digital content creation, safety, and problem-solving.	In addition to the 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.	The focus is on the basic digital skills learned in a project, as well as on computational thinking, which serves as a foundation, e.g., for understanding Artificial Intelligence and how algorithms work. Critical thinking, thinking strategies, and metacognition are emphasized as fundamental parts of digital skills, enabling understanding and evaluation of outcomes produced by AI.

Dimension	Limited Evidence	Emerging	Developing	Advanced
3. 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 visualization** **• programming and training of robots and artificial intelligence applications**	A project offers participants intentional learning opportunities in advanced digital skills, focusing on the use of digital tools or environments.	Learning advanced digital skills in a project is based on a well-defined competence framework or curriculum. In addition, the digital skills learned are not focused on the use of specific digital tools or environments, but rather more generalized skills such as digital architecture design, data analytics, or software development.	In addition to the 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, problem-solving, systems thinking, and design skills related to advanced digital competences.	The focus of advanced digital skills learned in the project is the capability to create new digital solutions and knowledge for new situations/future scenarios.
4. Developing a high-performing digital education ecosystem (systemic change in education and youth work)	Initial steps have been taken in a project toward creating a digital education ecosystem, viewing digital transformation as a systemic change within an organisation. However, a project is not developing systemic enablers of the digital education ecosystem (e.g., capacity building, pedagogical approaches, methods, curriculum, digital content, or digital skills, etc.).	Digital transformation is viewed in a project as a systemic change within an organisation consisting of various enablers (e.g., capacity building, pedagogical approaches, methods, curriculum, digital content, digital skills, etc.) that foster a high-performing digital education ecosystem. A project is developing one or two systemic enablers of the 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 the systemic change within an organisation, potentially connecting to EU policies, national and local strategies, capacity building, and enhancing the organisation's resilience. Additionally, a project's strengths include the inclusiveness of education and the improvement of educational quality through the development of a digital education ecosystem.	A project boosts the digital transformation as a systemic change within an organisation, potentially connecting to EU policies, national and local strategies, capacity building, and the organisation's resilience. In addition, a project's strengths include the inclusiveness of education and the development of educational quality, as well as the creation of an innovative and high-performing digital education ecosystem.

Dimension	Limited Evidence	Emerging	Developing	Advanced
5. Digital pedagogy and methods	Digital pedagogy is not explicitly integrated into a project.	The use of technology is well-founded in pedagogical thinking; however, it often replicates traditional pedagogical approaches and methods, e.g., using multiple-choice questions, etc.	A project utilises advanced pedagogical approaches and methods of deep learning, such as progressive inquiry learning or problem-based learning. Learning is based on collaborative knowledge building by using digital tools, materials, and the environment. One example might be the flipped learning approach.	A project is developing new methods of digital pedagogy, focusing, e.g., on thinking strategies and metacognitive skills. The aim is to equip learners with the skills to create new solutions for new situations/future scenarios.
6. Digital transformation supporting other programme priorities (e.g., green and sustainability, participation, inclusion) and themes (like well-being)	Digital tools, environment, or content are used to support other priorities/themes (e.g., in learning or other activities) or in the implementation of a project, e.g., producing digital materials, communication, and co-creation among partners.	The digital transition is bound to other programme priorities/themes in a project (e.g., green + digital transition [twin transition], digital participation, and digital inclusion).	A project develops new digital methods and tools to support other programme priorities/themes (e.g., in a green + digital transition [twin transition], digital participation, and digital inclusion).	A project develops both the digital transformation and other priorities/themes through an interview process that utilises innovative methods, tools, and outcomes.

Salto Digital (2024), Framework for identifying best practices on the Digital Priority. https://www.saltodigital.eu

European SALTO Digital Resource Centre
Finnish National Agency for Education
Email: saltodigital@oph.fi

SALTO Digital Publications 1/2025
ISBN 978-952-13-6993-3 (pdf)
ISBN 978-952-13-7023-6 (printed)
ISSN 3087-6974 (print)
ISSN 3087-6249 (online)


SALTO
DIGITAL
Erasmus+
Enriching lives, opening minds.
EUROPEAN
SOLIDARITY
CORPS
THE POWER OF TOGETHER.