

COOKBOOK

OF GOOD PRACTICE PROJECTS
ON DIGITAL TRANSFORMATION

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and tips available at
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GOOD PRACTICE PROJECTS ON
DIGITAL TRANSFORMATION

CONTENTS

DIGITAL TRANSFORMATION 3

Much like dishes, projects are unique, but they all link to a common theme

COMMON FLAVOURS 4

Some common flavours that can be added to any project recipe as a main or side dish and questions to ask yourself on your digital culinary journey

DIGITAL TRANSFORMATION
INGREDIENTS 6

Before you start, take inventory of what is out there that can help you in your digital culinary journey!

TOOLS OF THE TRADE 8

While the tools in Digital Transformation might differ from what a master chef uses, they are no less essential. Some essentials listed within.

EXAMPLE PROJECT RECIPES 9

Some project examples cooked up by our team in SALTO Digital



DIGITAL TRANSFORMATION

A HORIZONTAL PRIORITY IN ERASMUS+ AND EUROPEAN SOLIDARITY CORPS

In the European programmes, the Digital Transformation priority calls for new innovative learning possibilities, increased access to information and the creation of new pedagogical methods for educators to enhance learning both in formal and in non-formal settings.

Today, possibilities to engage with digital technology seem endless, even overwhelming. Here the Digital Transformation priority offers some useful starting points for those seeking means to create a project proposal where digital technology plays a meaningful role.

Digital transformation plays a pivotal role in education, training, youth work, and sports by driving systemic change through the integration of technology. It enables new processes and methods that enhance quality, accessibility, and inclusiveness, fostering better outcomes for learners, participants, and communities.

In your project, you can approach Digital Transformation as a topic of your content, as something bringing added value to your pedagogy or methods, or both. In this cookbook, we explore together how that might happen.

*For increased flavour,
consider combining
approaches and
connecting priorities!*

COMMON FLAVOURS

There are several areas worth exploring and considering incorporating to your project.

For instance, improving digital skills and competences are a central part of the Digital Transformation priority as they are pivotal in gaining access to education, employment and participation in society. Bridging the digital gap, further improving both basic and advanced digital skills, and digital literacy are all of high importance.

The Digital Transformation priority also seeks to address major societal challenges in a sustainable and human-centric way. These challenges include for example Artificial Intelligence (AI), disinformation, women's under-representation in STEM fields, and the further uptake of digital technologies in education and training systems and in nonformal education.

The European programmes are also devoted to reaching out to a larger group within and beyond the Union by a greater use of digital tools, combined use of physical mobility and virtual learning and virtual cooperation.



When planning, implementing or assessing your project, you can consider the following questions to fine-tune your approach. Think of it as taking a moment when cooking to check for flavour and adjust as needed.

Is the use of our Digital Technology in the project purposeful and meaningful? Everything we do with digital technology in projects should bring **added value**. If that is not the case, we should re-examine our approach. For optimal flavour, Digital technology should be used intentionally and enable new methods and processes.

Is your project enhancing basic or advanced digital skills for digital transformation? While learning of new competences is bound to happen in any Digital Transformation project, learning still needs to be intentional, supported and reflected on. Are you using existing frameworks or tools (see next chapter for suggestions) to outline your learners' journey? Are you considering offering opportunities to go beyond basic skills like using digital tools of content creation to more generalised skills like data analytics, software development or even new digital solutions? Are you supporting further learning by strengthening learners and staffs metacognitive skills?

Are you connecting your project to the broader context of digital transformation? While not all projects and approaches may be easy to connect to a broader systemic perspective, making sure that your approaches are aligned with existing initiatives increases your approaches relevance. Using the same framing as other established initiatives gives your eventual results a definitive boost in your eventual dissemination as well. Projects can and should also be about systemic change within organisations: you can reflect on how your project organisations are changing while participating in this project.

The most important skill for any cook: check periodically for taste and adjust as needed.

Is your project developing new or existing pedagogy and methods? While our overall project goals don't always change due to implementing Digital Transformation, the methods we employ most likely will. Are you using digital technology in a way that makes sense for that particular approach and not just transferring existing methods as-is without reflection? Are you taking full advantage of the possibilities of the technologies being used?

Are you using Digital Transformation to support other priorities in the programmes? While this cookbook focuses on the Digital Transformation priority, it certainly has implications on other priorities addressed by your project as well. You might ask yourself if you are using, for example, digital technology to run your project in a more inclusive way or to heighten the level of participation among your learners. Digital approaches can also contribute to a greener project implementation. All of these can also be the main focus within your project.



A partial list of possible

DIGITAL TRANSFORMATION INGREDIENTS

in your project

Development of basic and / or advanced digital skills and competences for learners or staff

- This ingredient is likely present in some way in any well-rounded Digital Transformation project
- Learning still needs to be intentional, recognised and assessed, so make sure you include those measures in your project recipe
- Existing tools and frameworks can be really helpful here

Fostering digital pedagogy and expertise for educators and youth workers

- Many projects have a particular focus on developing, testing and disseminating new ways of using digital technology to support, enhance or transform learning processes
- In practice, this could mean i.e. running a youth exchange in an innovative way or having teachers from your sector join a mobility to develop new pedagogy

MIXING INGREDIENTS

When considering the implementation of Digital Transformation in your projects, **there are no right or wrong answers**. The key is to look at what your project is trying to achieve, who the participants are and what the scope is and see how Digital Transformation fits that recipe. Your Digital Transformation approach can also be the main focus of your project.

Don't be afraid to mix ingredients outside of tried-and-true recipes; depending on your project, **surprising combinations might lead to all-new discoveries**.

When looking at potential digital transformation main courses, side dishes or humble spices for your project, the important thing is to make sure that they do not clash with the main goals of your project, but bring **added value** to the mix.



A partial list of possible

DIGITAL TRANSFORMATION INGREDIENTS

in your project

Innovation with emerging technologies

- Your project can be about testing how a new or existing technology can be applied to a learning process in an innovative way that brings new opportunities, creates added value or raises its quality
- Can also be about creating and testing new digital education content
- Can also be about technology enabling new processes, i.e. practical placements in vocational education using virtual reality technologies

Addressing disruptive technologies

- Your project might be about e.g. using generative AI as a tool to support self-reliance of young people with fewer opportunities. Then the *focus* of the project might be on AI competences while using generative AI as a *method* within your project to build those competences

POTENTIAL INGREDIENTS

Digital readiness and capacity of institutions

- A project can focus on e.g. transforming your organisations' early childhood care processes by training practitioners to use digital technology.
- As an external focus this could be framed as building future resilience and promoting organisational systemic change.

Digital inclusion and addressing digital inequalities

- A project might innovate and pilot solutions to increase the diversity of learners in a certain learning process and develop more accessible solutions via digital technology
- A project might also address representation in certain fields, such as engaging girls and women in STEM fields

*While our pots, pans and utensils
might look a bit different in
Digital Transformation, they are no less
essential for a tasty end result.*

A selection of useful Digital Transformation

Tools and frameworks

Erasmus+ programme guide

The main reference document for E+ projects

European Solidarity Corps programme guide

The main reference document for ESC projects

Digital Education Action Plan (2021-2027)

Forms the basis of the Digital Transformation priority

Implementation guidelines - Erasmus+ and European Solidarity Corps Digital Strategy

Outlines the digital strategies of National Agencies

Council Recommendation on improving the provision of digital skills and competences in education and training

Outlines systemic digital competence development in EU

Council recommendation on Key enabling factors for successful digital education and training

Transformation of education and training systems

European youth strategy: Engage, Connect, Empower

Helping young people engage and become an active citizens

SALTO Digital Onepagers

Practical resources to bridge policy and practice in projects

SELFIE tools

Tools to help schools evaluate their digital transformation

10 examples of Digital transformation projects

Collection of good practice projects by SALTO Digital

SALTO Digital Dialogues

Recordings from our webinar series on various digital topics

Sparkling Digital Transformation

Interviews covering passionate practitioners in the field



Mobility of young people (KA1) on Digital well-being

INGREDIENTS

680g	Development of basic digital skills among participants
250g	Strengthening readiness of participating institutions
Add until clear	Digital inclusion and addressing digital inequalities
Add to taste	Digital tools to facilitate preparatory meetings and face-to-face exchange

PREPARATION

1. Identify general trends on well-being of young people connected to digital technology
2. Assemble groups of young people willing to work on a youth exchange
3. Format the topic in close cooperation with the young people participating in the exchange
4. Plan the activities of the youth exchange in a participatory process with committed young people
5. Ensure adequate support mechanisms for any participants with fewer opportunities
6. Use existing frameworks and materials to ensure alignment to all programme priorities
7. Apply for and receive funding
8. Implement preparatory visit using digital tools for a greener approach
9. Implement physical youth exchange where new approaches to digital well-being are co-developed
10. Enable participants reflection on learning using available tools
11. Disseminate results of the youth exchange
12. Evaluate with participants and within organisations

PARTNERS	DURATION	GRANT	TYPE	ACTIVITIES	PARTICIPANTS
6	4 <i>months</i>	65 <i>thousand €</i>	<i>Learning mobility of individuals</i>	2	36

This example is based on an actual project in the programme databases but is not a literal reflection of any single project process.

You can find links to actual example projects on our website at saltodigital.eu.

KA2 partnership on STEM skills and student inclusion

INGREDIENTS

1 part	Digital Inclusion and digital inequalities
1 part	Innovation with emerging technologies
1 cup	Digital readiness and capacity of institutions
Add to taste	Basic and advanced digital skills of learners and staff

PREPARATION

1. Identify needs in the field in your chosen topic
2. Ideate first draft of project focus with the help of existing materials and find potential partners
3. Create methodologies and project flow together with partners, adhering to the programme guide
4. Apply for and receive funding
5. Collect and analyse best practices in each participating country, frame results with existing frameworks
6. Use existing evaluation tools such as SELFIE to provide national context
7. Organise focus groups to deepen understanding of needs of different target groups
8. Co-create model of low-cost STEM approaches and the associated learning materials and guides
9. Organise hackathons to test and enrich developed methodology
10. Develop handbook for teachers and learners
11. Disseminate results
12. Evaluate project results, learning obtained and lessons learned

PARTNERS
5

DURATION
24
months

GRANT
259
thousand €

TYPE
Cooperation
partnership in
school education

ACTIVITIES
32

INTERVIEWS
180

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