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



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This booklet contains a short description of 14 Erasmus+ and European Solidarity Corps programmes implementing the Horizontal Digital Priority. The aim of this collection of good practices is to provide inspiration and illustrate variety of the possibilities in implementing digital transformation in the projects.

Erasmus+ and European Solidarity Corps projects can play an important role in developing individual and institutional digital readiness, capacity and skills, thus offering everyone an equal opportunity to thrive in life, find employment, and be engaged citizens.

Digital transformation is especially important for education and training, youth work and sport, as a systemic process of change where technology is used to enable new processes and methods, with the goal to increase quality and inclusiveness of education, training and youth work. Purposeful use of digital, AI and other emerging technologies can provide new learning and communication possibilities, enhance information access, and allow for modern pedagogical approaches to enhance the quality of teaching and learning, in both formal and non-formal settings.

Multimodal Mindset

Programme: Erasmus+

Sector: SCH

Topic: Multimodal literacy skills

Key action: Partnerships for cooperation and exchanges of practice

Countries: Croatia, Czechia, Lithuania, Poland, Romania, Türkiye

General information: The project aimed to equip teachers and trainers with multimodal pedagogical tools and methodologies to enable students to communicate effectively in an increasingly multimodal world.

The Multimodal Mindset project highlights the need for understanding today's multimodal literacy which can also be linked to as "digital literacies" and digital skills but localised to school context for young people. It emphasizes "multimodal mindset" of both teachers and students and offers both pedagogical practices and tools for advancing such mindset and skills.



More information: <https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-LT01-KA220-SCH-000032440>

Thinking Laboratories for inclusive and active learning

Programme: Erasmus+

Sector: SCH

Topic: STEM

Key action: Partnerships for cooperation and exchanges of practices

Countries: Finland, Italy, Slovenia, Spain, Sweden

General information:

ThINKER LAB partnership intended to broaden the educational offerings available to students and used a laboratory-based approach. ThINKER LAB contributes to increase students STEM skills through active inclusion methodologies and working techniques based on Tinkering and the creation and use of recycled materials.

The project emphasizes tinkering and maker movement in formal education setting for marginalized learners with low-cost, "low-tech" efforts with recycled materials available in different countries and learning contexts. The approach is novel, scalable and advances the broader policy initiatives and goals especially linked to STEM learning.



More information: <https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-IT02-KA220-SCH-000032798>

Using Telepresence Robots in the Classroom



Programme: Erasmus+

Sector: SCH

Topic: Robotics, Digital empathy

Key action: Partnerships for cooperation and exchanges of practices

Countries: Cyprus, Denmark, Germany, Italy, Latvia, Romania

General information: The InClass Project facilitated the use of telepresence robots (TPRs) in classrooms and helped students join their classes remotely. The project has explored how these robots can be used effectively and efficiently in educational settings, and what benefits and challenges they bring to the learning process.

The project developed guidelines for on how to introduce TPRs into school organizations by taking all stakeholders into account and addressing possible resistance appropriately. Research is also supporting this project. Digital skill and digital empathy development is a focus area. Innovative Digital inclusion approach.

Robot directed by e.g. sick child from home can feel included in class activities and be part of everyday life. Digital skills and digital empathy is developing when school takes care of the robot's basic functions and accessibility to all areas at school.

More information: <https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-DK01-KA220-SCH-000032683>

Digital VET for all - co-existing in the digital era

Programme: Erasmus+

Sector: VET

Topic: Digital pedagogy

Key action: Partnerships for cooperation and exchanges of practices

Countries: Estonia, Finland, Germany, Iceland, Poland, Portugal, Slovenia

General information: The project provides teachers with a virtual space for sharing information on inclusive teaching methods. The overall objective of the project was to bring European VET teachers together online to experiment, create, and share virtual and digital experiences and practices. The primary aim of the project was to offer VET teachers from across Europe a chance to co-create and co-experiment innovative practices when developing digital learning and teaching material that developed the students' vocational skills and key competences for lifelong learning.

The project promotes the production, experimentation and sharing of new approaches/training methods in digital and virtual innovation. Through exchanging best practices, training and creative activities, the role of digitalisation is enhanced as a means of improving the possibilities for growth for both students and teachers, widening their choices in private and professional life, improving the access to the labour market and renewing educational systems.



More information: <https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-FI01-KA220-VET-000025516>

DIGI LIVES - Digital Lifecoping Inclusion supporting VET-European Students

Programme: Erasmus+

Sector: VET

Topic: Digital practices

Key action: Partnerships for cooperation and exchanges of practices

Countries: Denmark, France, Italy, Latvia

General information: The project's main objective is to develop an innovative digital toolbox with a focus on study start, providing an online space for 16-24 yr. old students including students at the risk of dropping out of education to help them remain in education/ training, to acquire unformal qualifications as well as to integrate into education structures and to assist with socialization and life-coping skills building an inclusive, diverse social and educational school climate.

Digi Lives sets out to develop new, innovative life coping methods/ tools with the educators and students and let them co-create as they are the future users. The co-created material in DIGI LIVES was then further turned into digital framework and concrete digital tools. The whole process was closely followed by accompanying research.



More information: <https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-DK01-KA220-VET-000033110>

SciLMi – Meta Scientific Literacies in the (Mis-) information Age

Programme: Erasmus+

Sector: HE

Topic: Tackling Misinformation

Key action: Partnerships for cooperation and exchanges of practices /Teacher Academies

Countries: Austria, Cyprus, Czechia, Finland, Germany, Greece, Hungary, Norway, Spain

General information: Empower all learners to act as responsible, competent and effective democratic citizens in a world flooded by socio-scientific mis- and disinformation. Education must lead the way out of the crisis.

Considering the global scope of the challenge, the SciLMi Teacher Academy is on its way to establish a pan-European Hub comprising entities involved in both initial and continuing teacher education, schools, teacher associations, education authorities, foundations, NGOs, libraries, science centres, and other stakeholders. Members of the SciLMi Hub will not merely participate in the developmental stages but will also play a crucial role in fostering the project's enduring impact and sustainability. The project addresses the core need to enable teachers' skills to grow so that they can educate students to recognize misinformation.



More information: <https://erasmus-plus.ec.europa.eu/projects/search/details/101104523>

Development of Digital Internship Model and its support system for Higher Education



Programme: Erasmus+

Sector: HE

Topic: ICT

Key action: Partnerships for cooperation and exchanges of practice

Countries: Italy, Latvia, Lithuania, Portugal

General information: The project developed a digital internship model and its support system for higher education. Changes in the labour market call for a reorientation of higher profession education, which would not only prepare young professionals for future virtual jobs, but also make higher education more accessible to different social groups.

Systemic level contribution is all the guidelines to help to get ready for effective distance work. Community level contribution is reached within organisations who follow these plans and make internship process visible. Practical focus is seen on the Digital skills development and support for organisations who take on digital interns. The project produced 95 reusable resources for the practitioners created in real-life setting, 10 research papers and 3 dissemination videos.

More information: <https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-LV01-KA220-HED-000029472>

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

Programme: Erasmus+

Sector: AE

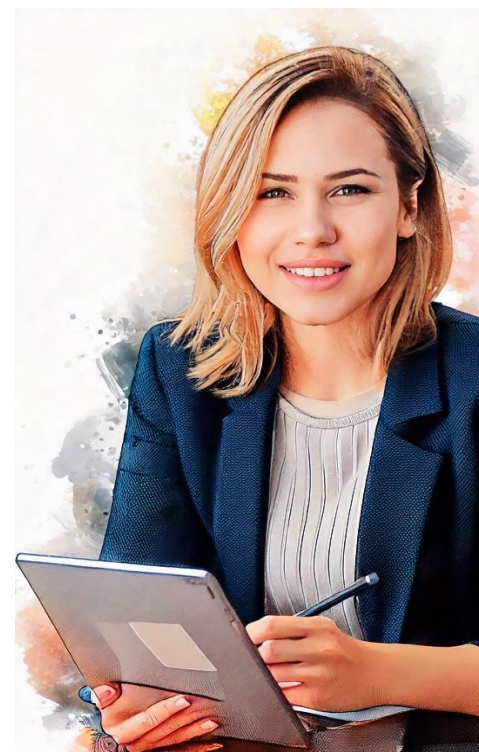
Topic: Digital Skills and Competences

Key action:

Countries: Spain, Romania, Italy

General information: Digital transformation, driven by advanced technology, optimizes operations and spurs change. Recent years have witnessed tech evolution, including AI, IoT, the cloud, big data, and automation, enabled by no-code tools. Aim was to supporting digital transformation and addressing digital competency challenges.

We chose to highlight this project because despite the limited impact description in the Erasmus+ project database, the research report and training modules produced in the project could potentially be further used for a larger impact in the ADU sector for Digital Skills and Competences development



More information: <https://erasmus-plus.ec.europa.eu/projects/search/details/2021-2-ES01-KA210-ADU-000048382>

ADaPT4Future: ADult People create Technologies for their Future

Programme: Erasmus+

Sector: AE

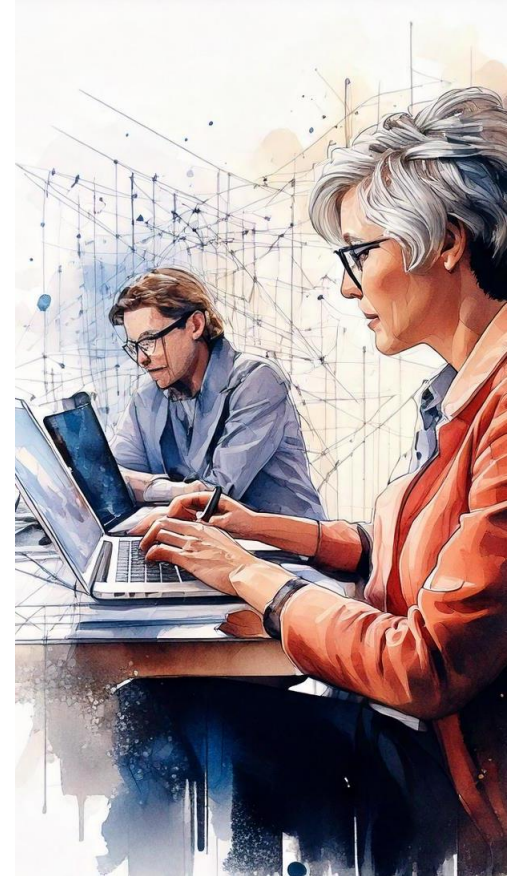
Topic: STEAM, digital skills and creating new curricula

Key action: Cooperation partnerships in adult education

Countries: Italy, Lithuania, Poland

General information: Development of STEAM skills, as mostly related to highly qualified jobs, is already a major priority across formal and non-formal education sectors in European countries and beyond. However, an emerging offer of technological education is still of limited availability for adults, especially those with fewer opportunities due to economic, social, geographical, or migrant background obstacles.

We chose to highlight this project since very few had a direct connection to STEAM. The scope of the project was also very realistic in that it could be replicable in different contexts as well without a huge perquisite from partner organisations. The resulting research reports also have potential for further impact.



More information: <https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-LT01-KA220-ADU-000026995>

Digitizen

Programme: Erasmus+

Sector: Youth

Topic: Digital Youth work and digital skills

Key action: Learning mobility of Individuals

Countries: Belgium, Germany, Italy, Latvia, Poland, Türkiye

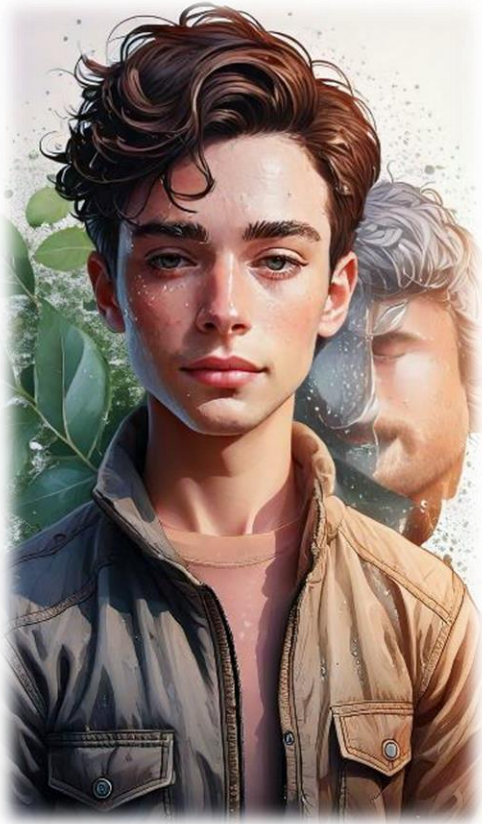
General information: The project aimed to equip youth workers with digital citizenship competence as a tool to motivate and support young people in staying socially and politically active.

Project focused on youth worker competences to foster digital citizenship skills as well as highlight it as a topic in their professional development on Young people in the media, Social media trends, Analysing media content, Digital communication models, Propaganda And Fair use. Unfortunately, while the project is marked as a good practice and has a high relevance on DEAP, the outcomes and materials are not clearly described in the project database, despite the parameter has results being checked.



More information: <https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-LV02-KA153-YOU-000007276>

Digitally well, Generally well!



Programme: Erasmus+

Sector: Youth

Topic: Digital skills and Competences and Well-being

Key action: Learning Mobility of Individuals

Countries: Bulgaria, Slovakia, Turkiye, Spain, Hungary, and Greece

General information: The Digitally well, Generally well project raised awareness, educated youth, and provided solutions to make young peoples relationship with their digital devices healthier, which will be reflected in a healthier mental and physical state.

Project's objectives are well-thought. E.g. To introduce the concept and importance of Digital well-being/digital wellness among youth, to increase the awareness of youth on the dangers of new screen addiction, to introduce the connection between digital well-being and mental/physical well being and its impacts on mental and physical health and identify the main habits that are preventing digital wellness among youth.

More information: <https://erasmus-plus.ec.europa.eu/projects/search/details/2022-3-HU01-KA152-YOU-000094250>

Reimagining recognition

Programme: Erasmus+

Sector: Youth

Topic: Cooperation for innovation and the exchange of good practices

Key action: Cooperation for innovation and the exchange of good practices

Countries: Armenia, Finland, Georgia, Ireland, Lithuania, Moldova and Ukraine.

General information: The project aimed to develop capacity of youth work organisation to use, promote and mainstream digital Open Badges for recognition and validation of non-formal learning in participating countries.

This project is a bit older but still worth highlighting. Recognizing non-formal learning reinforces the idea of youth workers actively supporting young peoples learning and skills in youth work. The project used their chosen digital technology to address a real-world challenge and implemented it in a systemic and innovative way. Project was using open padges to recognize skills development.

This project is from a call that predates the Digital Education Action plan.



More information: <https://erasmus-plus.ec.europa.eu/fi/projects/search/details/602576-EPP-1-2018-1-MD-EPPKA2-CBY-EP-CSF>

Voice through digital art

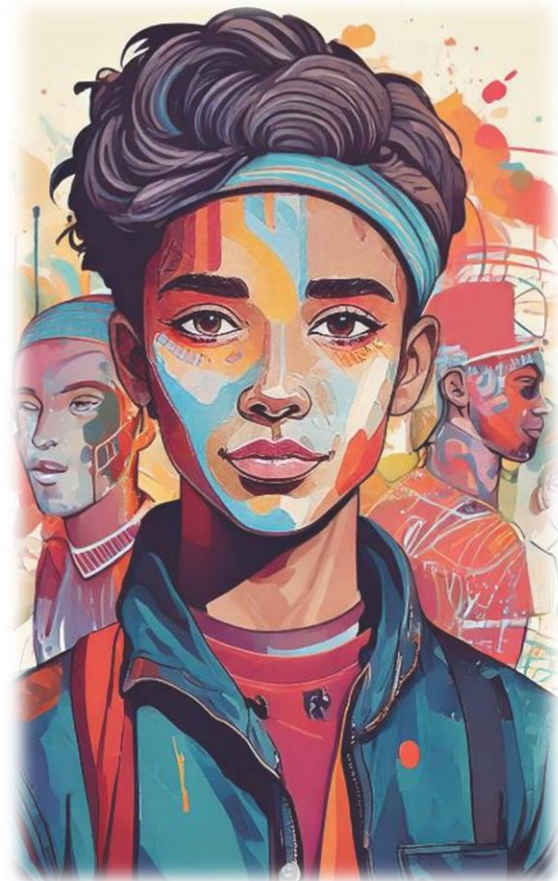
Programme: European Solidarity Corps Countries: Romania

Sector: Youth

Topic: Community development, Creativity, Arts and Culture and Digital Youth work

General information: Voice through Digital Art was an initiative aimed at empowering youth from diverse backgrounds to harness the power of digital art as a medium for self-expression and advocacy. The overall goal of this project was to train 20 young people to create digital art to communicate more effectively and to attract support from the local community.

The project employed non-formal methods to empower young people to harness digital art as a medium to voice their concerns, aspirations, and ideas. Despite this project not marked as a good practice in the ESC database and the absence of listed results there, we chose to highlight this project since it has special features in digital transformation.



More information: <https://youth.europa.eu/solidarity/projects/details/2022-1-RO01-ESC30-SOL-000065542>

Competence EmPower Youth – CEPY

Programme: European Solidarity Corps

Key action: Solidarity

Sector: Youth

Country: Romania

Topics: **Digital skills and entrepreneurship**

General information:

The goal of the project was the integration of digitization in local entrepreneurship in the youth area of the Ramnicu Sarat municipality. The project organisation wanted to promote the ideas and businesses of young local entrepreneurs, to create connections between our organization and young people and local companies.

We found this project interesting, relevant and potentially impactful in the local community, combining digital skills development with an overall solidarity impact on the local community. The public European Solidarity Corps database is challenging since it doesn't list project results, outputs nor even websites in the same way as its Erasmus+ counterpart. When NAs have marked a project as a good practice, it is a reliable indicator of quality.



More information: <https://youth.europa.eu/solidarity/projects/details/2022-3-RO01-ESC30-SOL-000102935>

Digital Transformation

1

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

Digital Skills

2

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

Digital Education Ecosystem

3

How does project strengthen a high performing digital education ecosystem?

Digital Pedagogy

4

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

Synergies with other Priorities

5

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