

Analyzing Digital Transformation in Good Practice Projects

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Introduction

- As digital transformation is a multidimensional phenomenon with multiple facets, SALTO Digital began 2024 its work to develop a common methodology to identify, analyse good practices on the digital transformation (digital priority) in the projects.
- For this purpose, a Framework for identifying good practices on the Digital Priority was published in 2024 (also known as “The Rubric”)
- In 2025, we continued to analyse more in-depth the Erasmus+ and European Solidarity Corps projects based on the rubric and its dimensions.
- The goal was to both analyse good practices in the projects and introduce an initial phase methodology for analysing projects.





Computers in Human Behavior: Artificial Humans

Volume 4, May 2025, 100144



Harnessing the power of AI in qualitative research: Exploring, using and redesigning ChatGPT

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Exploring the Use of Artificial Intelligence for Qualitative Data Analysis: The Case of ChatGPT

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Abstract

The potential use of artificial intelligence programs such as a ChatGPT to analyze qualitative data raises any number of questions, most notably whether it is possible to produce similar results without the demanding process of manual coding. In addition, there are questions about both the simplicity of using ChatGPT for

Introduction

- A commonly known characteristic with Erasmus+ and European Solidarity Corps projects is the vast richness of the project data.
- A great opportunity and a starting point for discovery, exploration and creating a first phase methodology are the project lists including all publicly available project data.
- The challenge, however, remains with very large number of projects in these lists with some projects including more data than the other.
- In addition, how to identify projects that are relevant for our examination (digital priority).



- About the Project Results Platform
- Search project results
- Erasmus+ and the EU's priorities
- Frequently asked questions
- Projects lists
- Platform privacy statement
- Manage my projects
- Contact points

Projects lists for download

This page lists all the projects funded by the European Commission under the Erasmus+ programme.

You can download the following Excel or CSV files to do your own analysis on the data.

These files have

- a maximum of 38 partners per project
- links to the Project details pages, for all project information
- the latest details, as they are updated regularly

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S								
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Keyword analysis

- To start highlighting relevant projects from the very large datasets, we started the creation of certain keywords that would "capture" relevant projects.
- Keywords were created iteratively with the help of AI tools.
- First, AI was taught to understand the task, then a small project list was given to aggregate relevant keywords found from the data.
- Keywords were searched from columns "Project title", "Topics", and "Project summary".
- This iteration continued until saturation was acceptable.

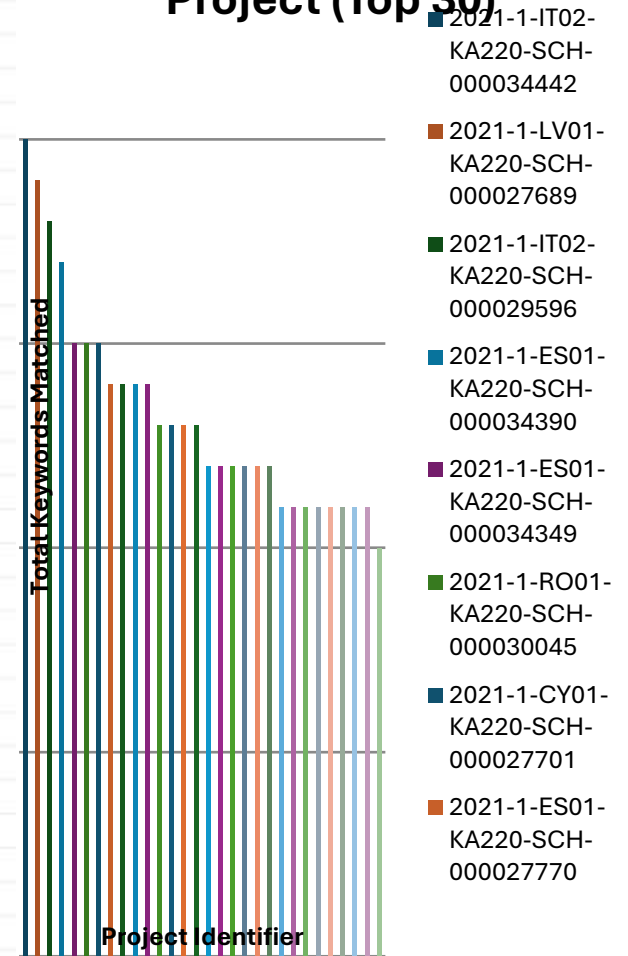
Internet	data protection	m-learning
Internet of Things	digital	machine learning
IoT	digital assessment	media education
Large Language Models	digital citizenship	media literacy
Learning Management System	digital competence	metaverse
MIL	digital divide	microlearning
MOOC	digital education	mobile learning
Massive Open Online Courses	digital education ecosystem	online learning
Media and Information Literacy	digital education hub	online safety
OER	digital games	open educational resources
Open Badges	digital inclusion	open learning
SELFIE	digital learning environment	programming
STEAM	digital literacy	robotics
STEM	digital pedagogy	robots
Science, Technology, Engineering, Mathematics	digital resilience	serious games
VR	digital skills	simulation
XR	digital storytelling	smart education
advanced digital skills	digital transformation	telepresence
artificial intelligence	digital transition	Tinkering
automation	digital twins	transformation
blended learning	digital wellbeing	video games
blockchain	distance learning	virtual
chatbots	e-assessment	virtual classroom
cloud computing	e-learning	virtual exchange
	ecosystem	virtual learning environment
	edtech	virtual reality
	educational technology	

Finding projects from datasets

- By having a first version of ready-to-use keyword list, it was now possible to continue searching for projects that would have one or more of these keywords in the project data.
- **Rationale:** *The more keywords found in the project data, the more interesting for further examination (more keywords=more activities and/or depth of activities=more digital transformation)*
- Again, AI was utilized to conduct screening that would be exhausting, if not economically (time, accuracy, efficiency) very hard.
- Prompts were created for AI to understand the task, and to find, highlight, and to create heatmaps with keywords in project data.

	A	B	C	D
1	Project Idei	Project Titl	Total Keywords	Match
2	2021-1-ITO	Supporting	20	
3	2021-1-LVC	Innovative	19	
4	2021-1-ITO	Brand New	18	
5	2021-1-ESC	DIGITAL TR	17	
6	2021-1-ESC	EcoThings:	15	
7	2021-1-RO	Digitalizati	15	
8	2021-1-CYC	Accessible	15	
9	2021-1-ESC	Open Digi	14	
10	2021-1-ESC	Digital Gam	14	
11	2021-1-PTC	ENVIRONM	14	
12	2021-1-ITO	Supporting	14	
13	2021-1-LVC	Transforma	13	
14	2021-1-ESC	Open and c	13	
15	2021-2-PLC	roboSTEAM	13	
16	2021-1-CYC	Guidelines	13	
17	2021-1-NL	Engaging L	12	
18	2021-1-ITO	E-CR.A.F.T.	12	
19	2021-1-ITO	Schools in T	12	
20	2021-1-SKC	Digital tool	12	
21	2021-2-NL	STEAM4ALL	12	
22	2021-1-ITO	Empowerin	12	
23	2021-1-CZ	Love Earth	11	
24	2021-1-ITO	Closing the	11	
25	2021-1-LVC	Developing	11	
26	2021-1-BG	Supporting	11	
27	2021-1-RO	Improving t	11	
28	2021-1-PTC	How to ma	11	
29	2021-1-RO	M@THGAN	11	

Keyword Matches per Project (Top 30)



Analysis

- As the methodology for highlighting projects was sound in both accuracy and relevancy and checked both by AI tools and researchers, it was time to still narrow down what projects would be taken into further analysis.
- Conveniency sampling was necessary to maintain reasonable amount of projects.
- Accredited projects were excluded since available project data at this stage was not available.
- Current programme cycle projects (2021-2025), all sectors, KA1 and KA2 and ESC projects were all included for finding matching projects with this methodology.
- Again, AI tools were utilized. As we agreed on which projects were taken for further analysis, we trained the AI to assist in the analysis based on SALTO Digital 's Rubric.

Erasmus+ Key Action 1



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

Erasmus+ Key Action 2



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

European Solidarity Corps

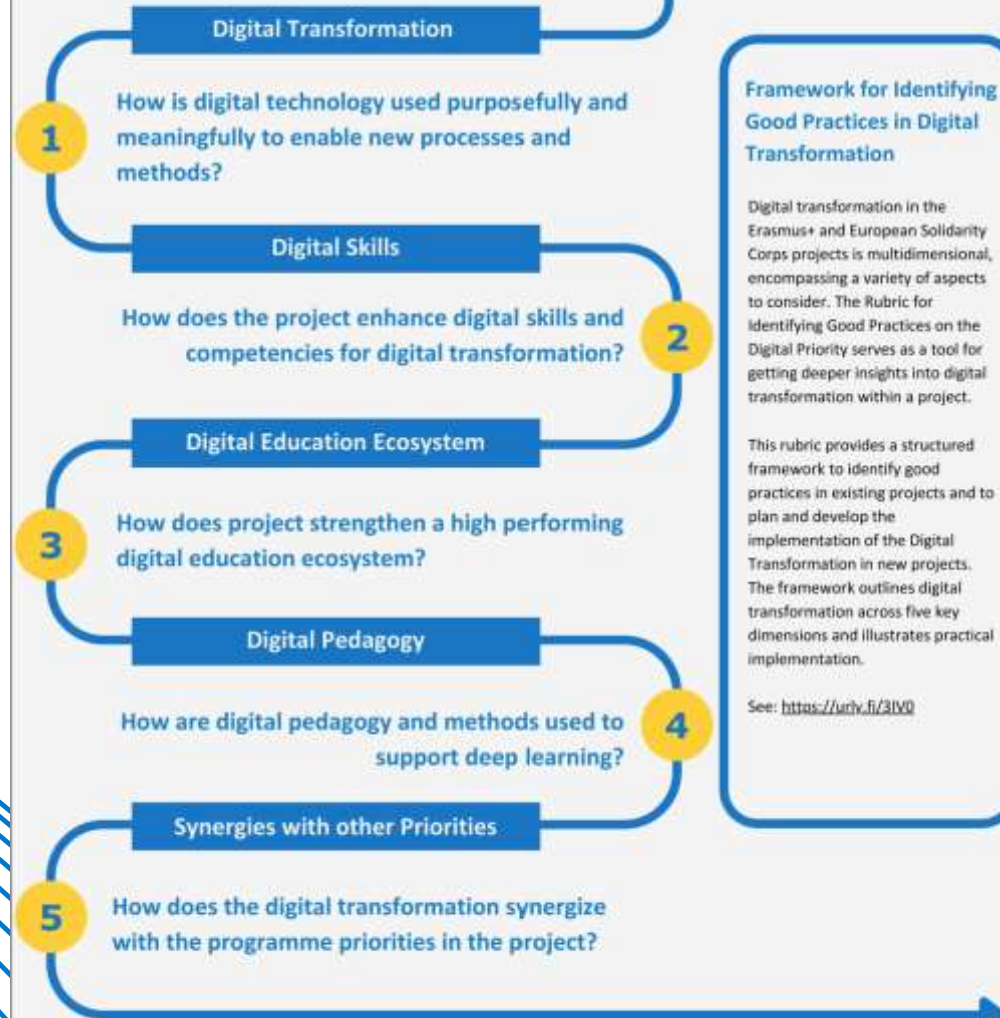


ESC30-SOL - DigiRISK-Young Initiative Community
ESC30-SOL - Entrepreneurs in the Field of Artificial Intelligence (AI) for Europe's Bright Future
ESC30-SOL - Cyber-aware = Cyber-safe
ESC30-SOL - Digital Skills Aid
ESC30-SOL - Digital Survival Kit

Rubric for identifying best practices on the Digital Priority in the projects

Dimensions:	Limited evidence	Emerging	Developing	Advanced
1. Digitalisation: Digital technology is used purposefully and meaningful in order to enable new processes and methods	Digital technology is used without explicit focus on enabling new processes and methods. However, initial thoughts on the use of digital tools for educational purposes or youth work may be presented.	Intentional use of digital tools enabling new processes and methods in learning and teaching or youth work.	Integrating new digital methods and processes for developing new learning and teaching approaches / methods for youth work.	Developing new digital education pedagogies and processes for innovative learning and teaching approaches / methods of youth work.
2a. Enhancing basic digital skills and competences for the digital transformation (see e.g. Digital Competence framework for citizens DigComp 2.2 and SELFIE Tools)	A project offers to participants intentional learning opportunities on basic digital skills focused on the use of digital tools or environments.	Learning of the basic digital skills in a project is based on a well-defined competence framework (e.g. Digcomp or curriculum). In addition, digital skills learned are not focused only on the use of individual digital tool or environment, but more generalised skills like information and data literacy, communication and collaboration, digital content creation, safety or problem solving.	In addition to previous, a project is enhancing participants' capabilities to learn new basic digital skills by focusing on metacognitive skills, e.g. learning-to-learn, learning strategies and problem solving related digital skills.	Focus of the basic digital skills learned in a project is also on the computational thinking that is a basis e.g., for understanding of Artificial Intelligence and how algorithms work. Critical thinking, thinking strategies and metacognitions are emphasized as a fundamental part of digital skills in order to understand and evaluate outcomes produced by AI.
2b. Enhancing advanced digital skills and competences for the digital transformation: + digital graphical, mechanical or architectural design + development of apps, software, scripts, or websites + installation, maintenance and management of IT systems and networks + cybersecurity + data analytics, mining and visualisation or + programming and training of robots and artificial intelligence applications	A project offers to participants intentional learning opportunities on advanced digital skills focused on the use of digital tools or environments.	Learning of advanced digital skills in a project is based on a well-defined competence framework or curriculum. In addition, digital skills learned are not focused on the use of digital tools or environments, but more generalised skills like digital architecture design, data analytics or software development.	In addition to previous, a project is enhancing participants' capabilities to continuously learn new advanced digital skills by focusing on computational thinking and metacognitive skills, e.g. learning-to-learn, learning strategies and problem solving, system thinking and design skills related advanced digital competences.	Focus of advance digital skills learned in the project is a capability to create new digital solutions and knowledge for the new situations / future scenarios.
3. Developing a high performing digital education ecosystem (systemic change in education and youth work)	Initial steps have been taken in a project towards a digital education ecosystem by seeing digital transformation as a systemic change of an organisation. However, a project is not developing systemic enablers of digital education ecosystem (e.g. capacity building, pedagogical approaches, methods, curriculum, digital content or digital skills etc.).	Digital transformation is seen in a project as systemic change of an organisation consisting of various enablers (e.g. capacity building, pedagogical approaches, methods, curriculum, digital content, digital skills etc.) for high performing digital education ecosystem. A project is developing systemic one or two enablers of digital education ecosystem (e.g. capacity building, pedagogical approaches, methods, curriculum, digital content or digital skills etc.).	Digital transformation has been implemented in a project as part of systemic change of an organisation, while potentially connecting to EU policies, national and local strategies, capacity building and resilience of the organisation. In addition, a project strengthens inclusiveness of education and strength the quality of education by developing digital education ecosystem.	A project boosts digital transformation as a systemic change of an organization, while potentially connecting to EU policies, national and local strategies, capacity building and resilience of the organisation. In addition, a project strengthens inclusiveness of education and develop the quality of education developing innovative and high-performing digital education ecosystem.
4. Digital pedagogy and methods	Digital pedagogy is not explicitly integrated in a project.	The use of the technology is well founded on pedagogical thinking; however, it replicates traditional pedagogical approaches and methods, e.g. using multiple-choice questions etc.	A project is using advanced pedagogical approaches and methods of deep learning, like progressive inquiry learning or problem-based learning. Learning is based on collaborative knowledge building by using digital tools, materials and environment. One example might be Flipped learning approach.	A project is developing the new methods of the digital pedagogy, focus e.g. on thinking strategies and metacognitive skills. The aim is to provide learners with skills to create new solutions to new situations / future scenarios.
5. Digital transformation supporting other programme priorities (e.g. green & sustainability, participation, inclusion) and themes (like well-being)	Digital tools, environment or content is used for supporting other priorities (/themes) (e.g. in learning or other activities) or in implementation of a project e.g. producing digital materials, communication and co-creation among partners.	Digital transition is bound to other programme priorities (/themes) in a project (e.g. green + digital transition (twin transition), digital participation, digital inclusion).	A project develops new digital methods and tools to support other programme priorities (e.g. in green + digital transition (twin transition), digital participation, digital inclusion) (/themes).	A project develops both, digital transformation and other priorities (/themes) as an intertwined process with innovative methods, tools and outcomes.

How to identify good practices on the Digital Transformation in the projects?





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

Project Details

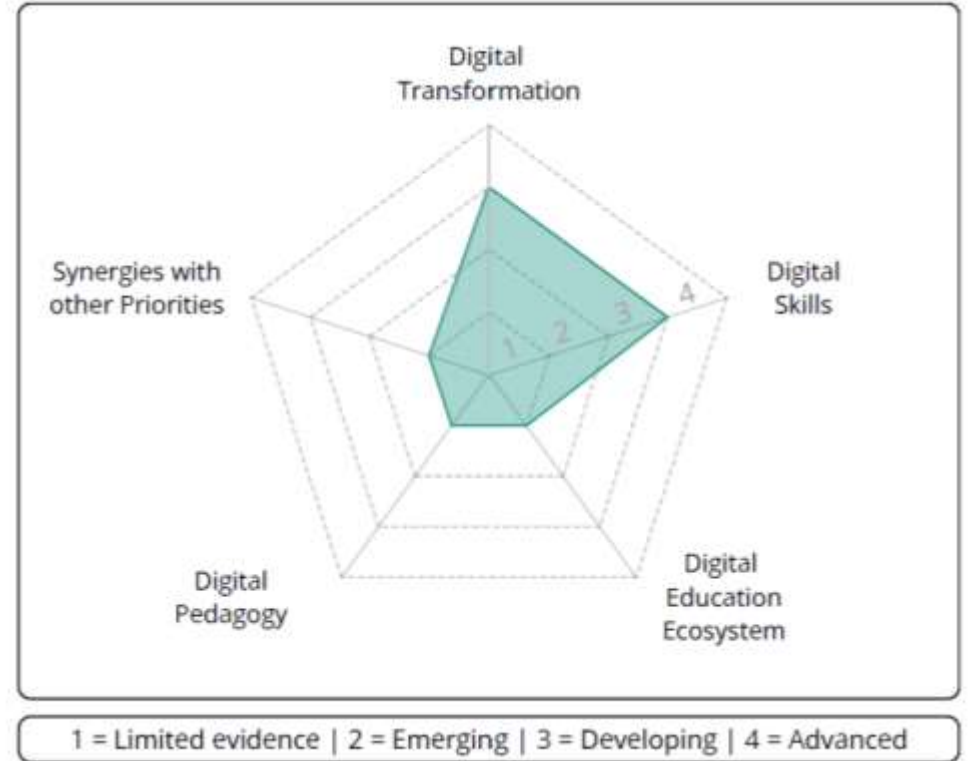


Project	Let's be ready for the digital age (Budme pripraveni na digitálne vedomosti)	Sector	Vocational & Training	Education
Active	2021 - 2022	Action Type	KA122	
Project Card	https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-SK01-KA122-VET-000017057	Participants	Slovakia	

Project Summary



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



Focus of Digital Transformation



1

Development of basic digital skills and competences for learners

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

2

Development of basic digital skills and competences for staff

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

3

Development of advanced digital skills and competences for learners

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

4

Development of advanced digital skills and competences for staff

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

5

Development of digital skills and competences for teaching

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

6

Development of digital skills and competences for learning

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

7

Digital pedagogy and expertise for educators and youth workers

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

8

Emerging technologies and innovation in education and training

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

9

Disruptive technologies (i.e., AI)

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

10

Digital readiness and capacity of institutions

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

11

Digital inclusion and addressing digital inequalities

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

12

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

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

Analysis of Good Practices



Digital Transformation

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

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

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

Digital Pedagogy

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

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

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

Digital Skills

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

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

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

Synergies with other Priorities

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

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

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

Digital Education Ecosystem

How does project strengthen a high performing digital education ecosystem?

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

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

Results of the Analysis on Good Practices of the Digital Priority

Methodology

- Utilizing AI tools to crunch very large project lists with hundreds of thousands of projects is a promising and efficient approach.
- However, using AI tools needs a constant reviewing and fact-checking.
- Methodology needs further development and iteration.
- Creating open access and trained AI Agents for E+ and ESC to communicate policies and to highlight projects & trends would probably be desirable for NAs, and early pilot versions have already been promising.
- In addition, feeding project lists (excluding sensitive data) for AI to deliver snapshots, summarize outputs, and create simple cross-tabulation of variables, heatmaps and sense making of vast project datasets seems very usable approach.

Results of the Analysis on Good Practices of the Digital Priority

Analysed Good Practices in Erasmus+ Key Action 1

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

Results of the Analysis on Good Practices of the Digital Priority

Analysed Good Practices in Erasmus+ Key Action 2

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

Results of the Analysis on Good Practices of the Digital Priority

Analysed Good Practices in European Solidarity Corps Solidarity Projects

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

Results of the Analysis on Good Practices of the Digital Priority

Conclusions

- How can projects excel from emerging and developing practices to advanced?
- Systemic and organisational-level dissemination of practices were more common in KA2. How could these practices be addressed more often in KA1 projects?
- Most projects already highlight basic digital skills and competences, what actions would help future projects address more advanced digital skills development activities?
- Strategic, systemic, and organisational change require additional support, tools, instructional resources, and mechanisms.
- In this context, introducing and strengthening digital pedagogy is not only an added value but a strategic necessity, as it provides the holistic framework through which digital transformation can move from isolated project activities to systemic change across organisations and programmes.