



DIGITALI

DIGITAL STRATEGIES
FOR LIFELONG
LEARNING INSTITUTIONS

TRAINING PROGRAMME FOR HUMAN CAPITAL

BEST PRACTICE HANDBOOK



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INTRODUCTION

Digital transformation is reshaping the way adult education is designed, delivered and experienced across Europe. Emerging technologies such as artificial intelligence (AI), cloud-based collaboration platforms, digital credentials and online learning environments are creating new opportunities to enhance teaching, improve learner engagement and support lifelong learning. At the same time, adult education providers face increasing expectations to strengthen their digital capacity, develop educators' digital competences, and ensure that all learners can participate confidently in an increasingly digital society. The DIGITALLI project (Digital Strategies for Lifelong Learning Institutions) was established to support this transition by strengthening the digital readiness of lifelong learning institutions and promoting innovative, inclusive and sustainable approaches to digital education. As part of this work, project partners identified, analysed, and documented successful practices from across Europe that demonstrate how digital technologies, pedagogical innovation and strategic planning can be effectively integrated into adult learning.

This Best Practice Collection Handbook brings together ten examples from Austria, Greece, Slovenia, Cyprus and Ireland. The selected practices represent a diverse range of approaches, including national digital skills programmes, AI-supported teaching methodologies, online learning platforms, institutional digital transformation strategies, continuous professional development and workforce upskilling opportunities. While each practice has been developed within its own national context, together they demonstrate common principles that support successful digital transformation in adult education. The handbook is intended to inspire educators, trainers, managers, policymakers and lifelong learning organisations by showcasing practical approaches that can be adapted to different educational contexts. By sharing examples of effective implementation, the handbook contributes to the wider exchange of knowledge and supports organisations in developing inclusive, learner-centred and future-oriented digital learning environments.



OVERVIEW OF THE SELECTED BEST PRACTICES

This overview provides a snapshot of the ten best practices featured in this handbook, highlighting their primary focus, intended target groups and the main innovations they introduce to support digital transformation in lifelong learning.

County	Focus	Target Group	Main Innovation
Austria	AI Literacy Digital Skills	Educators Adults	AI Pedagogy Certification
Greece	Digital Strategy AI	VET Educators	Digital Action Plans AI Matching Tool
Slovenia	AI Planning CPD	Educators Educators	NotebookLM World Café
Cyprus	Digital Inclusion Digital Transformation	Adult learners VET	Blended learning Institutional Toolkit
Ireland	Digital Inclusion Workforce Skills	Adults Employees	NALA Platform National Upskilling

PURPOSE

The purpose of this handbook is to identify, document and share examples of good practice that support the digital transformation of lifelong learning institutions, enabling educators and organisations to learn from successful approaches implemented across Europe. It serves as a practical resource for adult education providers seeking inspiration for strengthening digital teaching, learning, and organisational capacity. Specifically, the handbook aims to:

- Showcase innovative approaches to digital education and lifelong learning from across Europe
- Promote the effective integration of digital technologies and artificial intelligence into adult education
- Highlight practices that support educators, learners, and institutions in developing digital competences aligned with European frameworks such as DigComp
- Encourage the exchange of knowledge and experience between lifelong learning providers
- Provide practical examples that can be adapted, replicated or further developed within different national and organisational contexts

Rather than prescribing a single model for digital transformation, the handbook demonstrates a variety of approaches that respond to different organisational needs, learner groups, and national priorities. These examples illustrate how digital innovation can strengthen teaching quality, learner engagement, institutional resilience and lifelong learning opportunities.





HOW TO USE THIS BEST PRACTICE COLLECTION HANDBOOK

This handbook has been designed as a practical reference for organisations and professionals involved in adult education and lifelong learning. Each best practice has been presented using a common structure to enable readers to compare different approaches and identify ideas that may be relevant to their own context. For each practice, you will find:

- An overview of the initiative and its objectives;
- A description of how the practice is implemented;
- Links to relevant European frameworks, including DigComp, EDCI and EDSC where applicable;
- Guidance on implementation within adult education settings;
- Evidence of results and impact;
- The innovative aspects and added value of the practice; and
- Links to further resources and websites for additional information.



You can use this handbook as a source of inspiration rather than as a prescriptive guide. While individual practices have been developed within specific national contexts, many of the approaches, tools and methodologies can be adapted to suit different organisations, learner groups and educational systems.

KEY MESSAGES

The best practices presented in this handbook highlight several factors that consistently contribute to successful digital transformation in lifelong learning institutions:

- Digital transformation should be driven by educational needs rather than technology alone.
- Continuous professional development enables educators to confidently integrate digital tools and artificial intelligence into teaching practice.
- Learner-centred, inclusive and accessible approaches help ensure that no adult learner is left behind.
- European frameworks such as DigComp, DigCompEdu, EDCI and EDSC provide valuable guidance for developing, recognising and validating digital competences.
- Collaboration between educators, institutions, employers and policymakers strengthens innovation and supports sustainable implementation.
- Digital transformation is an ongoing journey that requires strategic leadership, continuous evaluation and a culture of lifelong learning.





AUSTRIA



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BEST PRACTICE 1

Partner: META4

Country: Austria

AI Literacy for Adult Educators – wîse up Programme

Organisation/Provider: wîse up – die digitale Aus- und Weiterbildungsplattform für Österreichs Wirtschaft

Target Group: Adult educators, trainers, lifelong learning professionals

Type of Resource: Online platform for Training programme and capacity-building initiative

Digital Competence Area: Digital Content Creation, Problem Solving, Safety, Information & Data Literacy

Aims and Objectives

The wîse up AI Literacy Programme aims to equip adult educators in Austria with the knowledge, skills, and confidence to integrate artificial intelligence into teaching and learning in a responsible and pedagogically meaningful way. It focuses on developing critical understanding of AI tools, including their opportunities, limitations, and ethical implications. The programme supports educators in using AI for lesson planning, content creation, and learner support, while maintaining pedagogical control. It also promotes digital responsibility, data protection awareness, and critical evaluation of AI-generated content. The overall goal is to strengthen the role of educators as informed facilitators of AI-supported learning environments.

Description of the Practice

The programme offers workshops, webinars, and self-paced learning modules focusing on practical AI applications in adult education. Topics include using AI tools (e.g. ChatGPT, image generators) for lesson design, generating learning materials, simplifying content for diverse learners, and providing feedback.

Participants engage in hands-on activities, such as creating AI-supported lesson plans, testing prompts, and evaluating outputs. Reflection is a core component, encouraging educators to critically assess AI-generated content and adapt it to pedagogical needs.

The programme also includes discussions on ethical AI use, data privacy, and bias. It is delivered in flexible formats (online and blended), making it accessible to educators across Austria.

Integration of EU Frameworks

- **DigComp Alignment:** Supports digital content creation, problem solving, and critical evaluation of digital technologies.
- **Use of EDCI:** Potential for issuing digital badges or micro-credentials for completed training modules.
- **Use of EDSC:** Contributes to advanced digital skills development and preparation for certification.

Implementation in Adult Education Settings

Delivered through short workshops (2-6 hours) or modular training formats. Suitable for groups of 10-20 educators. Trainers act as facilitators and guides in experimentation and reflection.

Results and Impact

Educators report increased confidence in using AI tools, improved lesson design efficiency, and greater awareness of ethical considerations.

Innovation and Added Value

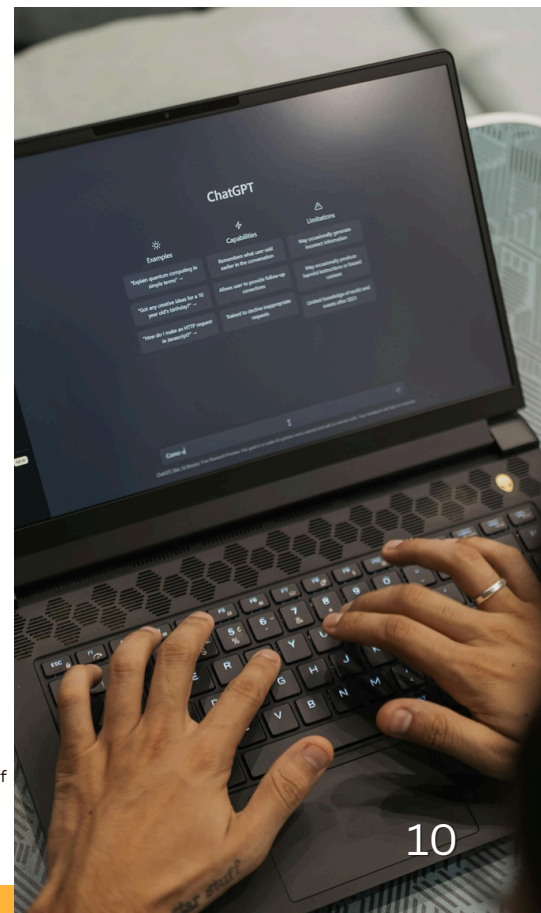
Combines practical AI application with critical reflection and ethical awareness, ensuring responsible integration into adult education.

Tools and Resources Used

ChatGPT, DALL-E, Canva AI, LMS platforms, collaborative tools

Website

<https://www.wise-up.at>



BEST PRACTICE 2

FIT4INTERNET DIGITAL SKILLS INITIATIVE



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ORGANISATION: ALLDIGITAL, SKILLLAB, EGINA, PROARBEIT, CPIP, DVEB FSEA, EAEA

Target Group: Adult learners, low-skilled adults, job seekers, and employees

Type of Resource: Digital skills certification framework and training program

Digital Competence Area: Information & Data Literacy, Digital Content Creation, Safety, Problem Solving

Aims and Objectives

The fit4internet initiative aims to improve digital competences among adults in Austria by providing structured assessment, training, and certification pathways aligned with European standards. It focuses on enabling individuals, especially low-skilled adults and job seekers, to acquire essential digital skills required for participation in the labour market and society. The initiative promotes awareness of digital literacy levels, supports upskilling through targeted learning pathways, and encourages lifelong learning. It also aims to standardise digital competence validation across Austria, ensuring transparency and comparability of skills while supporting employability and social inclusion.

Description of the Practice

fit4internet is a national initiative offering digital competence assessments and training aligned with the DigComp framework. Learners begin with an online self-assessment tool that evaluates their digital skills across key competence areas. Based on their results, they are guided toward appropriate training opportunities delivered by certified providers. The initiative includes structured learning pathways, ranging from basic digital skills (e.g. using devices, online communication) to more advanced competences (e.g. content creation, cybersecurity awareness). Learners can take standardised certification exams to validate their skills.

The programme collaborates with public institutions, employment services, and training providers to ensure wide accessibility. It also integrates awareness campaigns and partnerships with companies to promote digital upskilling at the national level.



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FIT4INTERNET DIGITAL SKILLS INITIATIVE



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INTEGRATION OF EU FRAMEWORKS

- **DigComp Alignment:** Fully aligned with DigComp, competences are assessed and certified according to DigComp levels.
- **Use of EDCI:** Supports potential integration of Europass digital credentials for certification recognition.
- **Use of EDSC:** Closely aligned with European digital skills certification approaches and validation models.

Implementation in Adult Education Settings

Used by training centres, employment services, and adult education providers. Delivered through blended learning formats, typically in modules of 20–40 hours. Trainers support learners in assessment, training, and certification preparation.

Results and Impact

Improved digital skills among adults, increased employability, and standardised competence validation. Widely adopted across Austria with strong institutional support.

Innovation and Added Value

Provides a national, standardised system linking assessment, training, and certification. Strong alignment with EU frameworks ensures transferability and recognition.



TOOLS AND RESOURCES USED

- Online assessment tools, LMS platforms, certification systems

WEBSITE

<https://www.fit4internet.at/>



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Project Number: 2024-1-AT01-KA220-ADU-000254167



A scenic view of a traditional Greek windmill overlooking a coastal town at sunset. The windmill, with its white walls and thatched roof, is in the foreground on the left. The town, with its white buildings and blue roofs, is nestled in the valley below. The sea is visible in the distance, and the sky is a warm, orange-red color. The word "GREECE" is written in large, white, bold letters across the bottom of the image.

GREECE



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**BEST
PRACTICE 1**

Partner: CARDET360

Country: Greece

GROOVE - Digital Transformation of the Vet Sector

Organisation/Provider: CARDET, Die Berater, Eurotraining, FIP, INOVA+, STPEUROPA, INNOVADE

Target Group: VET providers, trainers, and vocational learners

Type of Resource: Toolkit for Digitalisation and E-learning Platform

Digital Competence Area: Digital Content Creation, Problem Solving, and Digital Strategy Development

Aims and Objectives

GROOVE aims to build the capacity of VET professionals to design and develop a digital action plan for their organizations. It focuses on enhancing educators' digital skills and learners' digital literacy to stay relevant in a rapidly changing labour market. The practice addresses the need for a structured digitalization strategy, emphasizing the adoption of advanced technologies like AI, IoT, and big data to transform organizational processes and quality of services provided, towards effective digital transformation.

Description of the Practice

This practice provides a practical manual and an e-learning platform designed to support the digitalization of VET on organisation and teaching/learning levels. The toolkit is organized into six sections that cover various frameworks for digital competence and modern teaching pedagogies. Key activities include organizational self-reflection on digital readiness, the development of customized digital action plans, and the use of interactive online resources. The platform hosts multimedia resources such as videos, quizzes, and social tools like discussion boards to facilitate remote training and hands-on experience in simulated environments (e.g., VR/AR).

Integration of EU Frameworks

- **DigComp Alignment:** Directly maps competencies for educators and learners to stay updated with technological progress and market demands.
- **Use of EDCI:** Supports the recognition of digital skills.
- **Use of EDSC:** Provides the necessary training and assessment resources for users to align their digital skills with EU certification standards.

Implementation in Adult Education Settings

VET providers and trainers can use this toolkit as a modular guide for institutional reform. It can be delivered in a blended format, where staff first use the self-reflection tools to identify gaps and then follow the manual's step-by-step strategies for developing a digitalization action plan within their own centers.

Results and Impact

The practice has empowered VET professionals to develop effective digital action plans, increasing their productivity and efficiency. Organizations have reported improved quality in their training services and better alignment with current market needs for advanced technical skills.

Innovation and Added Value

GROOVE is innovative in its specific application of AI and simulated environments (VR/AR) to high-risk or technical vocational fields, allowing for safe, hands-on learning without the costs of physical infrastructure.

Tools and Resources Used

GROOVE Digitalisation Toolkit
 GROOVE E-learning Platform
 VR/AR training simulations

Website

<https://grooveproject.eu/elearning/>



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ARTIFICIAL INTELLIGENCE 4 ADULT LEARNING



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ORGANISATION: ALLDIGITAL, SKILLLAB, EGINA, PROARBEIT, CPIP, DVEB FSEA, EAEA

Target Group: Adult education (AE) providers, educators, and trainers

Type of Resource: AI-powered and skills-based digital tool

Digital Competence Area: Information & Data Literacy, Communication & Collaboration, Digital Content Creation

Aims and Objectives

The goal of AI4AL is to facilitate a mindful adoption of AI technologies in the Adult Learning and Education (ALE) sector. AI4AL developed a methodology and a tool for the direct involvement of adult educators in the process of adopting AI-based technologies.



Description of the Practice

The AI4AL offers:

- Engagement Kit that facilitates educators' direct involvement in adopting AI-based technologies in Adult Education.
- Matching Tool, an AI-powered and skills-based digital tool to support adult educators in their daily work and to match adult learners with the best learning opportunities. It consists of two components: The User App, which lets learners assess their skills, explore careers and create CVs, and the Educator Portal, which lets educators manage user profiles, monitor progress, and use the generated skills profiles to create highly personalized recommendations and learning paths. The Matching Tool uses the European Skills, Competences, Qualifications and Occupations (ESCO) taxonomy to capture skills and careers.
- A Training Toolkit which provides a comprehensive and self-paced approach to empower educators, or other stakeholders in the adult education sector, through a structured flexible learning course and toolkit tailored to the needs of individuals who want to understand the complexities of AI in education

INTEGRATION OF EU FRAMEWORKS

- **DigComp Alignment:** aligned with DigComp 2.2 and DigCompOrg, specifically focusing on data-driven technologies and ethical AI exploitation

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ARTIFICIAL INTELLIGENCE 4

ADULT LEARNING



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- **Use of EDCI:** The practice explicitly provides a guide for using the tool to create and recognize micro-credentials.
- **Use of EDSC:** The Training Toolkit and ESCO-aligned skills profiling support the preparation and validation of competencies required for the European Digital Skills Certificate.

Implementation in Adult Education Settings

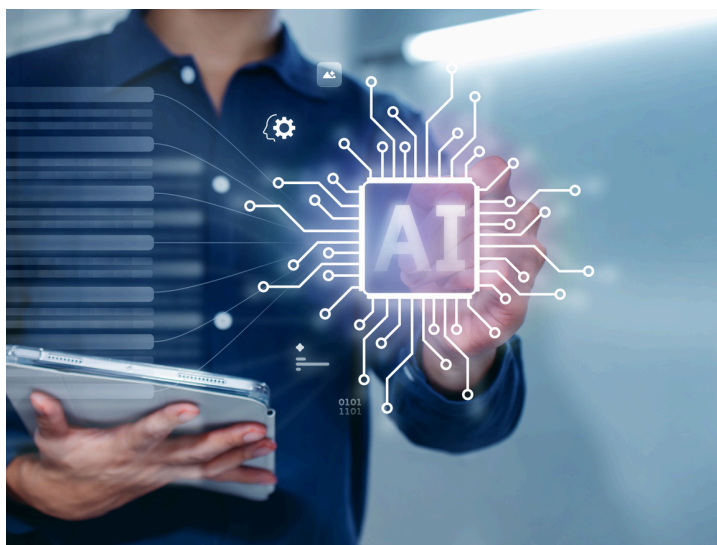
The Engagement Kit is composed of a Methodological Guide and Scenarios Repository that aim to create a community of practice that engages with AI in an informed and mindful manner. The Matching Tool can be integrated into daily guidance services, where educators use the portal to manage learner profiles and deliver personalized recommendations based on the ESCO taxonomy.

Results and Impact

The practice empowers educators to manage AI complexities through self-paced training. The Matching Tool results in highly personalized learning paths for adult learners, increasing their employability and digital competence.

Innovation and Added Value

The practice is innovative due to its holistic methodology and the use of the ESCO taxonomy within an AI-powered system to provide data-driven, personalized career and learning recommendations for adults.



TOOLS AND RESOURCES USED

- AI4AL Matching Tool (User App & Educator Portal)
- Methodological Guide & Scenarios Repository
- Training Toolkit (Self-paced online course)

WEBSITE

<https://www.ai4al.eu/>



A scenic landscape of Slovenia. In the background, majestic mountains with snow-capped peaks rise against a hazy, golden sky. The middle ground shows a wide valley with a river or lake. The foreground features a calm body of water reflecting the sky. On a small island in the lake, a church with a tall, dark spire and a red roof stands out. The surrounding trees have autumn-colored foliage in shades of yellow and orange. The overall atmosphere is peaceful and picturesque.

SLOVENIA



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BEST PRACTICE 1

Partner: CIK TREBNJE

Country: Slovenia

AI-Supported Curriculum Planning and Teaching Preparation Using NotebookLM

Organisation/Provider: Centre for Education and Culture Trebnje (CIK Trebnje)

Target Group: Adult educators, trainers, teachers in adult basic education programmes, lifelong learning professionals

Type of Resource: AI-supported curriculum planning and teaching preparation tool (NotebookLM)

Digital Competence Area: Information & Data Literacy, Digital Content Creation, Problem Solving, Professional Engagement, Teaching and Learning

Aims and Objectives

The wise up AI Literacy Programme aims to equip adult educators in Austria with the knowledge, skills, and confidence to integrate artificial intelligence into their teaching practice. The use of NotebookLM aims to support adult educators in planning, organising, and delivering high-quality learning experiences more efficiently. The practice focuses on helping educators analyse curricula, prepare annual work plans, develop teaching materials, and design learner-centred activities using artificial intelligence in a safe and reliable way. Unlike many generative AI tools, NotebookLM works exclusively with documents uploaded by the user, allowing educators to work directly with curricula, syllabi, teaching materials, and institutional documents while reducing the risk of inaccurate or irrelevant outputs.

The practice promotes digital competence development among educators, encourages the meaningful integration of AI into teaching practice, and supports the digital transformation of adult education institutions through practical and time-saving solutions.

The practice integrates artificial intelligence into teaching and learning in a responsible and pedagogically meaningful way. It focuses on developing critical understanding of AI tools, including their opportunities, limitations, and ethical implications. The programme supports educators in using AI for lesson planning, content creation, and learner support, while maintaining pedagogical control. It also promotes digital responsibility, data protection awareness, and critical evaluation of AI-generated content. The overall goal is to strengthen the role of educators as informed facilitators of AI-supported learning environments.

Description of the Practice

CIK Trebnje has introduced NotebookLM as a practical AI-supported tool for curriculum planning and teaching preparation in adult education. Adult educators use the platform to upload official curricula, syllabi, learning materials, annual plans, and other relevant documents. Based on these sources, NotebookLM generates summaries, identifies key learning objectives, suggests lesson structures, and supports the preparation of teaching materials.

Educators use the tool to prepare annual work plans, create worksheets, develop PowerPoint presentations, and organise learning activities for adult learners. The platform is particularly useful when working with newly updated curricula, as it enables educators to quickly navigate large amounts of information and transform it into practical teaching resources.

The practice combines professional expertise with AI assistance. Educators remain responsible for pedagogical decisions, while NotebookLM serves as a digital assistant that reduces administrative workload and supports more efficient lesson preparation. The approach has already been successfully adopted by several educators at CIK Trebnje and is increasingly being recommended as a practical support tool for adult education professionals.

Integration of EU Frameworks

- **DigComp Alignment:** The practice supports several DigComp competence areas, particularly Information and Data Literacy, Digital Content Creation, Problem Solving, and Professional Engagement. Educators develop skills in managing digital information, creating educational resources, critically evaluating AI-generated outputs, and integrating digital technologies into their professional practice.
- **Use of EDCI (Europass Digital Credentials Infrastructure):** The practice can support the development and recognition of micro-credentials linked to educators' digital competences and participation in professional development activities.
- **Use of EDSC (European Digital Skills Certificate):** The use of NotebookLM contributes to the development of digital competences aligned with European frameworks and can support preparation for future assessment and validation of digital skills.

Implementation in Adult Education Settings

Delivered through short workshops (2–6 hours) orThe practice can be implemented in adult education centres, lifelong learning institutions, and training organisations. It is suitable for individual use by educators as well as for professional development workshops. Educators upload curricula, teaching materials, and institutional documents to NotebookLM and use the platform to support lesson planning, annual planning, resource development, and preparation for teaching. The practice requires internet access, a Google account, and basic digital competences. It can be implemented flexibly according to educators' needs and experience levels. modular training formats. Suitable for groups of 10–20 educators. Trainers act as facilitators and guides in experimentation and reflection.

Results and Impact

Educators report significant time savings when preparing annual work plans, analysing curricula, and developing teaching materials such as worksheets and presentations. The practice has increased confidence in the use of AI-supported tools and encouraged greater experimentation with digital approaches in adult education. Several educators at CIK Trebnje continue to use NotebookLM regularly as part of their teaching preparation process, particularly when working with updated curricula and planning learning activities. The practice has also improved the quality and consistency of teaching materials by ensuring that outputs are based on verified and educator-selected sources. As a result, educators can focus more on learner engagement, teaching quality, and the effective organisation of learning processes.

Innovation and Added Value

The innovative value of this practice lies in its responsible and targeted use of artificial intelligence in adult education. Unlike many general-purpose AI tools, NotebookLM enables educators to work exclusively with trusted sources, such as curricula, syllabi, teaching materials, and institutional documents uploaded by the user. This significantly reduces the risk of inaccurate information and increases transparency, reliability, and confidence in AI-supported educational planning. The practice combines the strengths of artificial intelligence with educators' professional expertise and pedagogical decision-making. Rather than replacing the educator, NotebookLM acts as a digital assistant that supports curriculum analysis, lesson preparation, and resource development. By reducing administrative workload and improving access to relevant information, the practice allows educators to dedicate more time to learner engagement, teaching quality, and innovation in the classroom. The approach represents a practical and sustainable model for the digital transformation of adult education.

Tools and Resources Used

- Google NotebookLM
- Google Workspace
- Microsoft Copilot
- ChatGPT
- Canva
- Adult education curricula and teaching materials

Website

<https://notebooklm.google>



BEST PRACTICE 2

FROM EDUCATORS' NEEDS TO DIGITAL SOLUTIONS: A WORLD CAFÉ APPROACH TO PROFESSIONAL DEVELOPMENT IN ADULT EDUCATION



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ORGANISATION: TITLE CENTRE FOR EDUCATION AND CULTURE TREBNJE (CIK TREBNJE)

Target Group: Adult educators, trainers, teachers in adult basic education programmes, programme coordinators, lifelong learning professionals

Type of Resource: World Café-based professional development methodology for adult educators

Digital Competence Area: Communication & Collaboration, Problem Solving, Digital Content Creation, Professional Engagement, Teaching and Learning

Aims and Objectives

This practice aims to strengthen the digital competences of adult educators by connecting professional reflection, peer learning, and digital innovation. Rather than introducing technology for its own sake, the approach starts with educators' real needs, challenges, and experiences from the classroom. Through structured discussion and collaborative reflection, participants identify areas where they require support and explore practical solutions together. The methodology has proven particularly valuable in adult basic education programmes, where educators often face diverse learner needs and rapidly changing curricular requirements.

The practice seeks to promote meaningful and needs-based adoption of digital tools and artificial intelligence, improve teaching quality, encourage professional collaboration, and support the continuous development of adult educators. It also contributes to building a community of practice where educators learn from one another and share effective approaches to teaching and learning in adult education.



BEST PRACTICE 2

FROM EDUCATORS' NEEDS TO DIGITAL SOLUTIONS:
A WORLD CAFÉ APPROACH TO PROFESSIONAL
DEVELOPMENT IN ADULT EDUCATION



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DESCRIPTION OF THE PRACTICE

Participants work in small groups and discuss predefined questions related to challenges they face in teaching, curriculum planning, learner engagement, assessment, classroom management, and the use of digital technologies. Through predefined guiding questions, participants identify common challenges, exchange experiences, and jointly explore possible solutions. The findings from these discussions form the basis for the second phase of the activity, where digital tools, AI applications, and project resources are presented as practical responses to identified needs.

In the second phase, a facilitator or digital expert demonstrates practical digital tools, AI applications, and innovative teaching approaches that directly address the needs identified during the discussions. The solutions may include tools such as NotebookLM, ChatGPT, Microsoft Copilot, Canva, interactive presentation tools, and other resources promoted through the DIGITALI project.



INTEGRATION OF EU FRAMEWORKS

- **DigComp Alignment:** The practice supports several DigComp competence areas, particularly Communication and Collaboration, Problem Solving, Professional Engagement, and Digital Content Creation. Participants develop their ability to collaborate professionally, critically evaluate digital tools, identify appropriate digital solutions, and integrate technologies into their teaching practice.
- **Use of EDCI (Europass Digital Credentials Infrastructure):** The methodology can support professional development activities that may be recognised through micro-credentials and digital badges linked to educators' continuous learning pathways.
- **Use of EDSC (European Digital Skills Certificate):** The practice contributes to the development of digital competences aligned with European standards and supports preparation for future validation and certification of digital skills.

BEST PRACTICE 2

FROM EDUCATORS' NEEDS TO DIGITAL SOLUTIONS:
A WORLD CAFÉ APPROACH TO PROFESSIONAL
DEVELOPMENT IN ADULT EDUCATION



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Implementation in Adult Education Settings

The methodology can be implemented in adult education centres, vocational education institutions, lifelong learning organisations, and training centres. Sessions can be organised as part of staff meetings, professional development workshops, evaluation events, or project activities. Groups of 10–30 participants work collaboratively under the guidance of a moderator or facilitator. The approach requires only basic meeting facilities and access to digital tools that can be demonstrated and tested during the session.

Results and Impact

The practice has proven effective in encouraging active participation, peer learning, and professional reflection among adult educators. Participants report greater confidence in using digital tools, increased awareness of AI-supported solutions, and a stronger understanding of how technology can address specific teaching challenges. The approach also strengthens collaboration among educators and supports the practical application of digital innovations in adult education settings.

Innovation and Added Value

The innovative aspect of this practice lies in its needs-based approach to digital transformation. Instead of starting with technology, it begins with educators' real experiences and professional challenges. Digital and AI solutions are introduced only after these needs have been identified, ensuring relevance, engagement, and practical applicability. The methodology combines peer learning, reflective practice, collaborative problem-solving, and digital innovation in a way that supports sustainable professional development and meaningful technology adoption.



TOOLS AND RESOURCES USED

- Online assessment tools, LMS platforms, certification systems

WEBSITE

<https://digitalli.eu>





CYPRUS



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BEST PRACTICE 1

Partner: University of Nicosia

Country: Cyprus

AdultDigitalUp

Organisation/Provider: CARDET, Cyprus Ministry of Education, Sport and Youth, European Commission's Directorate-General for Structural Reform Support (DG REFORM)

Target Group: Adults, Policy makers, Adult educators, Public bodies

Type of Resource: Comprehensive training material and tools for adult educators via blended learning methodologies and strategies

Blended learning training for adult educators in Cyprus, engaging more than 120 adult educators and providers

Digital Competence Area: Digital skills

Aims and Objectives

The focus of AdultDigitalUp was on the thorough preparation of adult educators to be in a position to infuse digital elements in their subject areas, to build the skills and competences of adult learners, with special attention given to low-skilled adults.

The project's main objectives were the following:

- Conduct a thorough needs analysis to identify adults' learning needs and gaps in the digital skills sector in Cyprus.
- Develop comprehensive training material and tools for the target groups by using blended learning methodologies and strategies.
- Design & implement blended learning trainings for adults in Cyprus, engaging more than 120 adult educators and providers.

Description of the Practice

The project AdultDigitalUp aimed to support the Cypriot authorities in improving the digital literacy of adults in Cyprus with a particular focus on adult educators and low-skilled adults.

The focus of AdultDigitalUp was on the thorough preparation of adult educators to be in a position to infuse digital elements in their subject areas and to build the skills and competencies of adult learners, with special attention given to low-skilled adults. A thorough needs analysis was conducted for the project, with two goals. First, acquiring a deeper understanding of the needs and barriers faced by adult learners when it comes to the acquisition of digital skills will be the first gain. Second, to explore adult learners' different learning and teaching methods, enabling the design of tailored learning pathways and training to meet the various needs of adult educators and master trainers.

Integration of EU Frameworks

- **DigComp Alignment:** Directly maps competencies for
- educators and learners to stay updated with technological
- progress and market demands (DigComp 2.2, DigCompEdu)

Implementation in Adult Education Settings

VET providers and trainers can use the developed training material covering the following thematic areas:

- Adult learning and digital skills
- Teaching design for low-skilled adults
- Teaching and assessment of digital skills

Results and Impact

The project contributed to the transition to a more socially inclusive and digital Cypriot society by creating alternative pathways to employment and economic participation, particularly for disadvantaged individuals.

Through promoting sustainable and long-term economic and social convergence, the project enhanced competitiveness in the Cypriot labour market by equipping the adult population with essential digital skills. By formally certifying the curriculum, this created a strong momentum and interest in the courses, which the Ministry plans to continue to use and expand.

The project's transnational and European dimension was bolstered by adherence to EU directives and policies, leveraging expertise from countries such as Estonia, Ireland, Belgium and Croatia.

The project's advocacy efforts aimed at integrating its outcomes into local and national education systems through engagement with diverse networks.

Innovation and Added Value

Its added value lies in creating a permanent, officially accredited framework that systematically bridges the digital divide for low-skilled adults.

Tools and Resources Used

Blended learning training programme
E-learning Platform

Website

<https://adultdigitalup.eu/>



BEST PRACTICE 2

DISCOVER: BUILDING THE DIGITAL TRANSFORMATION CAPACITIES OF VET PROVIDERS



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ORGANISATION: CARDET, UNIVERSITY OF NICOSIA, EUROTRAINING EDUCATIONAL ORGANIZATION, CHAMBER OF COMMERCE AND INDUSTRY OF NORTH-EAST BIZERTE (CCINE), AGENCE TUNISIENNE DE FORMATION PROFFESIONNELLE, CFA BIZERTE, CFA MENZEL BOURGUIBA, CSFAG ARIANA, ARSII

Target Group: Teachers, School leaders, School staff, Adults, Trainers, VET professionals, Adult educators

Type of Resource: Digital Learning Strategy Toolkit and ecosystem mapping, Curriculum and training for VET providers and trainers, e-Learning platform

Digital Competence Area: Digital skills

Aims and Objectives

The project served a clearly identified need: to support the digital learning transformation of the VET institutions in Tunisia, increasing their responsiveness to labour market needs and skills development. Specifically, DISCOVER aimed at building the capacity of Tunisian VET centres to develop and implement a strategy for digital learning. The general project objectives, aligned with the needs documented and the call objectives, are the following:

- Build the capacity of Tunisian VET centres to implement digital learning strategies, through national and transnational cooperation between private and public stakeholders
- Promote the Tunisian VET centres' digital learning readiness, for the provision of training that matches the labour market's demands for digital skills
- Promote Tunisian VET digital learning transformation through innovative pedagogical resources and digital tools, in line with national strategies
- Enhance EU - Tunisian cooperation for digital learning transformation in VET



BEST PRACTICE 2

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DESCRIPTION OF THE PRACTICE

The DISCOVER project, identified by the project number 101128698, is dedicated to “Building the Digital Transformation Capacities of VET Providers.” In response to the pressing need for digitalisation in Tunisia’s Vocational Education and Training (VET) sector, the project addresses a notable skills mismatch among young graduates, who often lack the necessary digital skills to meet the demands of the labour market. With approximately 35% of companies grappling with an uneducated workforce and half of the jobs requiring digital literacy, the DISCOVER project aims to bridge this gap.

Initiated within the framework of the Torino process and in alignment with the European Training Foundation’s (ETF) recommendations for Tunisia, the DISCOVER project focuses on the modernisation of VET through the enhancement of Continuing Professional Development (CPD) for VET teachers and trainers. Adopting a multistakeholder approach, the project aims to build the capacity of Tunisian VET centres to develop and implement effective digital learning strategies.



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INTEGRATION OF EU FRAMEWORKS

- EU SEFIE for Work-Based Learning
- DigCompEdu Framework in Teaching

Implementation in Adult Education Settings

VET providers and trainers can use the Digital Learning Strategy Toolkit and Master Trainer's Handbook as a step-by-step roadmap for their institutional digital transformation. To maximise flexibility for adult learners, the two 20-hour curricula are delivered in a blended format, combining self-paced modules on an open eLearning platform with interactive mentoring sessions.

Results and Impact

The partnership identified needs and conducted mapping activities with more than 60 VET stakeholders to develop a Toolkit for digital learning strategies, dedicated curricula, and capacity-building training, preparing more than 100 VET providers and educators, through train-the-trainer and mentoring schemes. The additional blended study visits and dissemination workshops that were conducted have reached more than 200 key VET stakeholders, established networks of good practice and opened a transcontinental dialogue for the VET digital learning transformation and internationalisation.

Innovation and Added Value

DISCOVER is innovative in its cross-continental, multi-stakeholder model that maps and transfers EU digital education strategies directly into Tunisia's VET sector. Its added value lies in building a permanent, localised e-training ecosystem and Toolkit that empowers Tunisian VET leaders and master trainers to independently close the local tech-skills mismatch

TOOLS AND RESOURCES USED

- Digital Learning Strategy Toolkit and ecosystem mapping
- Curriculum and training for VET providers and trainers
- e-Learning platform

WEBSITE

<https://discoverproject.eu/>



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BEST PRACTICE 1

Partner: The Rural Hub

Country: Ireland

Learn with NALA

Organisation/Provider: National Adult Literacy Agency (NALA)

Target Group: Adult learners, adult educators, literacy practitioners, community educators

Type of Resource: National eLearning platform, online courses, tutor-supported learning and micro-credentials

Digital Competence Area: Information & Data Literacy, Communication & Collaboration, Digital Content Creation, Safety, Problem Solving

Aims and Objectives

Learn with NALA aims to make adult literacy, numeracy and digital literacy learning more accessible, flexible and learner centred. The platform supports adults to improve everyday skills in reading, writing, maths, computers and related areas through free online courses and tutor-supported learning. It is particularly relevant for adults who may have had negative experiences of formal education, who need to build confidence gradually, or who require flexible learning options that fit around work, family and community responsibilities. The practice promotes digital inclusion by helping learners develop essential digital confidence while also strengthening the foundational literacy and numeracy skills needed to participate fully in society, employment and lifelong learning.

Description of the Practice

Learn with NALA is a free national eLearning platform developed by the National Adult Literacy Agency. It provides accessible online courses in reading, writing, maths, computers and other everyday skills. Learners can register online, choose their own learning pathway, and complete short courses at their own pace. The platform includes beginner-friendly courses such as Level 1 Computer Skills, where learners can develop basic skills in using a personal computer and receive a certificate of completion from NALA. The platform is designed using universal design and accessibility principles to improve learner engagement and usability. It also supports learning by phone with tutors, making it suitable for adults who may not yet feel confident learning fully online. Learn with NALA has received international recognition, winning a 2025 UNESCO Confucius Prize for Literacy for its accessible eLearning approach.

Integration of EU Frameworks

- **DigComp Alignment:** This practice supports Information & Data Literacy, Communication & Collaboration, Digital Content Creation, Safety and Problem-Solving by helping adult learners access online learning, use digital tools, complete computer-based activities, manage information and build confidence in digital environments.
- **Use of EDCI (Europass Digital Credentials Infrastructure):** Learn with NALA issues certificates of completion and micro-credentials, which can be linked to the EDCI for wider recognition and portability. CEDEFOP reports that 12,000 learner beneficiaries have achieved around 42,000 micro-credentials through Learn with NALA.
- **Use of EDSC (European Digital Skills Certificate):** Supports the development of foundational digital competences aligned with European digital skills priorities and can help learners prepare for future digital skills assessment or certification pathways.

Implementation in Adult Education Settings

Adult educators can use Learn with NALA as a self-directed learning platform, a blended learning resource, or a support tool within community education, adult literacy, employability and digital skills programmes. Learners can work independently, with tutor guidance online or by phone, or as part of a structured group course. The platform is especially suitable for learners with low confidence, as courses are short, accessible and flexible.

Results and Impact

Learn with NALA has demonstrated significant national and international impact. It has supported 12,000 learner beneficiaries and awarded 42,000 micro-credentials. Nearly 40% of registered learners are employed and use the platform to improve workplace skills. The platform was awarded a 2025 UNESCO Confucius Prize for Literacy, recognising its contribution to functional literacy through digital tools (CEDEFOP, 2026).

Innovation and Added Value

The added value of Learn with NALA lies in its combination of literacy, numeracy and digital skills within one accessible national platform. It supports adults who may be excluded from traditional learning by offering flexible, plain-English, self-paced and tutor-supported learning. Its use of micro-credentials also helps learners recognise progress in small, achievable steps.

Tools and Resources Used

- Learn with NALA Platform
- Online courses & Phone-based tutoring
- Certificates of completion & Micro-credentials
- Accessibility-focused digital learning resources

Website/References

<https://www.learnwithnala.ie/>
<https://www.nala.ie/>



BEST PRACTICE 2

SKILLS TO ADVANCE DIGITAL SKILLS PROGRAMME

ORGANISATION: SOLAS (DELIVERED THROUGH IRELAND'S EDUCATION AND TRAINING BOARDS [ETBS])



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Target Group: Employees, employers, SMEs, adult learners, workers in sectors undergoing change, learners with low or outdated digital skills

Type of Resource: National upskilling and reskilling programme, digital skills micro-qualifications, flexible workforce training

Digital Competence Area: Information & Data Literacy, Communication & Collaboration, Digital Content Creation, Safety, Problem Solving

Aims and Objectives

Skills to Advance aims to equip adults with the skills needed to progress in their current job, adapt to labour market change, and respond to digital transformation in the workplace. The programme provides upskilling and reskilling opportunities for employees, especially those working in vulnerable sectors or roles affected by technological change. It also supports employers, particularly SMEs, to identify skills gaps and invest in workforce development. Through subsidised and flexible training, Skills to Advance promotes lifelong learning, employability, business productivity and digital transformation across Ireland's Further Education and Training system.



Description of the Practice

Skills to Advance is a national SOLAS programme delivered locally through Ireland's 16 Education and Training Boards (ETBs). It provides flexible, subsidised training for employees and employers, with programmes designed to meet current and emerging workplace skills needs. Training can be delivered online with tutor support or through blended formats combining online and in-person learning. Within the programme, digital skills micro-qualifications help businesses and employees use digital technology to improve productivity, reach customers and transact online. SOLAS describes these programmes as highly subsidised training that supports businesses and teams to upskill digitally. Skills to Advance also includes emerging areas such as AI micro-qualifications, reflecting the need for practical, workplace-relevant digital and AI skills.

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SKILLS TO ADVANCE DIGITAL SKILLS PROGRAMME



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INTEGRATION OF EU FRAMEWORKS

- **DigComp Alignment:** The programme supports all five DigComp competence areas by developing practical skills in using digital tools, managing information, collaborating online, creating digital content, staying safe online, and solving workplace-related digital problems.
- **Use of EDCI (Europass Digital Credentials Infrastructure):** The programme includes accredited and micro-qualification pathways that could be recognised through EDCI, supporting transparency and portability of skills.
- **Use of EDSC (European Digital Skills Certificate):** Contributes to the development of digital competences consistent with European digital skills standards and can support learners preparing for recognised digital skills certification.

Implementation in Adult Education Settings

This programme is implemented through ETBs across Ireland and can be adapted to local employer and learner needs. Courses may be delivered online, in-person or through blended learning. Adult educators and trainers support learners through practical tasks, digital demonstrations, guided activities and assessment. The programme is suitable for individual employees, groups of workers, SMEs and sector-based training.

Results and Impact

Skills to Advance has created a national framework for supporting employees and employers to respond to digital transformation. It helps workers build relevant digital competences while supporting SMEs to address skills gaps and improve productivity. The initiative has been recognised by the European Digital Skills and Jobs Platform as a good practice for improving digital skills training and supporting both employees and employers in Ireland.

Innovation and Added Value

The innovation of Skills to Advance lies in its combination of national policy, local ETB delivery, employer engagement and flexible micro-qualification pathways. It links adult education directly with workplace needs, making digital upskilling practical, accessible and responsive to economic change. Its strong focus on SMEs and employees in sectors undergoing change makes it a sustainable model for inclusive digital transformation.

TOOLS AND RESOURCES USED

- ETB learning platforms
- Online and blended learning resources
- Digital skills micro-qualifications
- AI micro-qualifications
- Microsoft 365

WEBSITE/REFERENCES

<https://www.solas.ie/programmes/skills-to-advance/>



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CONCLUSION

The examples presented throughout this Best Practice Collection Handbook demonstrate that there is no single approach to achieving digital transformation in adult education. Instead, successful digitalisation is characterised by a combination of strategic planning, investment in educators' digital competences, learner-centred methodologies, accessible technologies, and a commitment to continuous innovation. Across Austria, Greece, Slovenia, Cyprus and Ireland, several common themes emerge.

Firstly, the professional development of adult educators remains central to effective digital transformation. Whether through AI literacy programmes, collaborative professional learning, or institutional digital strategies, educators require ongoing opportunities to develop the confidence and competences needed to integrate digital technologies into their teaching practice.

Secondly, the examples highlight the growing importance of artificial intelligence and emerging digital tools within adult education. From AI-assisted curriculum planning and personalised learning pathways to digital content creation and workplace upskilling, these technologies have the potential to improve efficiency, increase learner engagement, and support more personalised learning experiences. However, the practices also demonstrate that successful implementation depends on responsible, ethical and critical use of these technologies, with educators maintaining an active role in guiding and supporting learners.

A further common feature is the strong emphasis on accessibility and inclusion. Many of the featured initiatives have been specifically designed to support adults with varying levels of digital confidence, literacy and previous educational experience. Flexible delivery models, accessible learning resources and learner-centred approaches help ensure that digital transformation contributes to greater participation rather than creating additional barriers.

Lastly, the handbook also illustrates the importance of aligning practice with European frameworks and policies. Many initiatives have been developed in line with DigComp, DigCompEdu, Europass Digital Credentials Infrastructure (EDCI), the European Digital Skills Certificate (EDSC), and other European strategies that promote lifelong learning, digital inclusion and skills recognition. Such alignment strengthens quality, transparency and the transferability of learning across Europe.

CONCLUSION

These examples demonstrate that digital transformation extends beyond the adoption of new technologies. It requires organisational leadership, strategic planning, collaboration, continuous professional development and a willingness to innovate in response to changing learner and labour market needs. While each practice reflects its own national context, the underlying principles are widely transferable and can be adapted by lifelong learning institutions across Europe. It is hoped that this handbook will serve as both a practical resource and a source of inspiration for educators, trainers, managers and policymakers seeking to strengthen digital capacity within their own organisations. By continuing to exchange knowledge, embrace innovation and invest in the digital competences of educators and learners alike, lifelong learning institutions can play a central role in building a more inclusive, resilient and digitally confident Europe.





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