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Digitalisation in Recent Projects within the Erasmus+ Programme

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Contents

1. Introduction	2
2. Overview per Sector of Projects from KA226 (2020)	3
2.1 Higher Education	3
2.1.1 Sector-Specific Goals for Digitalisation in Higher Education	3
2.1.2 Dutch Digitalisation Projects in Higher Education (KA226)	4
2.2 VET	5
2.2.1 Sector-Specific Goals for Digitalisation in Vocational Education and Training	5
2.2.1. Dutch Digitalisation Projects in VET (KA226)	5
2.3 Primary and Secondary Education	7
2.3.1 Sector-Specific Goals for Digitalisation in Primary and Secondary Education	7
2.3.2. Dutch Digitalisation Projects in Primary and Secondary Education (KA226)	7
2.4 Overview of KA226 Projects in which NL is not the Initiator but a Partner	9
2.5 COVID-19 and Digitalisation in KA226	10
2.6 Summary of KA226 Results	10
1. Other Digitalisation Projects in the Programme Erasmus+ KA200 up to and including 204, 2020-2022	11
2. Digitalisation in Creative Partnerships KA227 (2020)	13
3. Conclusions, Discussion and Summary	15
3.1 Conclusions, Discussion, and Limitations	15
3.2 Summary	17
3.3 Recommendations	17

1. Introduction

[Erasmus+](#) is the European Union's subsidy programme for education, training, youth, and sports. It focuses on the one hand on individual mobility, students, young people, teachers, and learners who are given the opportunity to follow part of their study within Europe but sometimes also outside of the EU. On the other, Erasmus+ supports organisations which engage in projects involving international cooperation. Erasmus+ comprises the following education sectors: primary and secondary education (PE/SE); vocational education and training (VET); higher education (HE) and adult education (AE).

The National Agency Erasmus+ (hereafter: NA) conducts the Erasmus+ programme at the behest of the Ministry of Education, Culture and Science (ECS) in the Netherlands. It assesses subsidy applications from organisations and institutions, awards project subsidies, and supervises the quality of subsidised projects. In addition, the NA, among other things through themes such as digitalisation, works specifically toward the strengthening of internationalisation in cooperative projects/strategic partnerships within organisations from the sectors mentioned above.

For some time now, the NA Erasmus+ has been awarding subsidies to projects in the field of digitalisation, or in which the theme of digitalisation, in addition to other themes, plays a role. Therefore, it is relevant to know what kind of activities the NA Erasmus+ undertakes in the field of digitalisation. This primarily concerns the so-named KA2 projects in the field of strategic partnerships, as the digitalisation theme is more often included in this type of partnerships compared to individual mobilisation schemes (KA1). For this reason, an inventory was launched to gain an overview, be able to interpret the main features of digitalisation, and assess which projects could possibly be classified as 'Gems'.

The **main question** in this inventory is therefore:

Which KA2 projects with digitalisation as their theme have over the past years received subsidy from the Erasmus+ programme, what is the thread running through these projects, and do they include Gems, projects that connect digitalisation to other relevant themes in a special way.

For now, the inventory is limited to the most recent years: 2020, 2021 and (till March) 2022, and within those years it specifically focusses on KA226, KA200, KA201, KA202, KA203, KA204, and finally K227. In these years, an acceleration of developments may have taken place as a result of the Covid pandemic. The fact is that this pandemic has prompted an additional round of the KA 226 subsidy scheme specifically aimed at digitalisation, the so named 'covid call' (2020). At that same time, a 'covid call' went out for culture (KA227), in which digitalisation also played a role. All KA226 digitalisation projects have been included separately in this report. In addition, wherever possible, the inventory has looked at other projects around digitalisation by selecting on the basis of the key words 'digitalization' and 'digitalisation' in the years mentioned above. Within KA2, this concerns strategic partnerships initiated by a Dutch organisation or in which a Dutch organisation participated as a partner in a project initiated elsewhere in Europe within the framework of the Erasmus+ programme.

For the purpose of processing the data from the projects selected for this inventory, we used an AEF report from 2021¹ on digitalisation at Erasmus+. This inventory closely follows the arrangement of policy goals as utilized in the AEF report. This is why we start with providing a brief clarification of some of the AEF report's organisational frameworks in the introduction to this report, followed by an overview per sector of the digitalisation projects from the KA226 (2020) call which have been labelled based on the various AEF digitalisation goals/policy goals found below. Next, the projects that were found on the basis of content description were labelled in the same way and arranged according to their sector: primary and secondary education (PE/SE), vocational education and training (VET), higher education (HE), and adult education (AE), or combinations thereof. Next, the results were analysed, and an evaluation conducted of the priorities the sector has set itself (also taken from the AEF report). Wherever possible, Gems were marked as well as main lines. This procedure was then repeated per following paragraph, but without the substantive introduction per sector. The result of this inventory is a detailed overview of digitalisation projects

¹ Van der Vegt, J & J. Schievels (2021) *Onderzoek naar de rol van digitalisering binnen het programma Erasmus+*, Eindrapport (Study into the role of digitalisation within the programme Erasmus+, Final Report). Andersson Elffers Felix, Utrecht

which received subsidies in the years 2020, 2021, and 2022 in the calls 200 up to and including 204 and 227. These projects may or may not refer to the need to digitalise as a result of COVID19. The inventory starts with the KA226 (2020) projects because this call was aimed specifically at digitalisation (“digital education readiness partnerships”). Next, we discuss where digitalisation plays a role in other digitalisation calls as well.

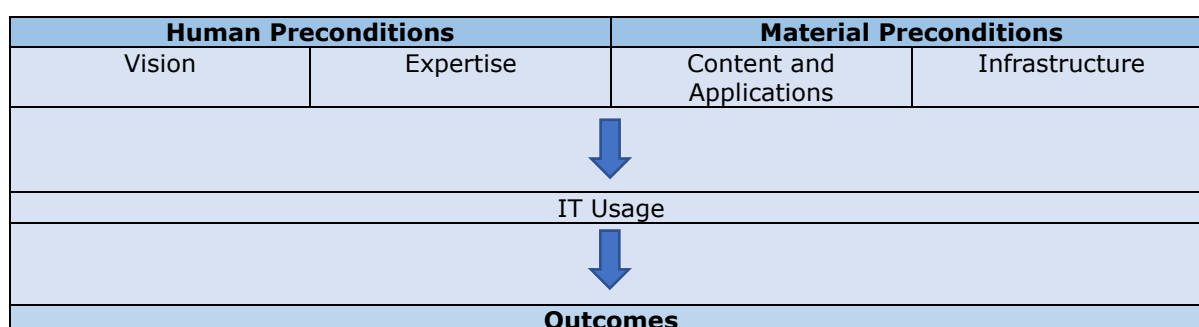
Structuring Framework from the AEF Report (2021)

Based on the policy agendas, the AEF report distinguishes 4 categories of policy goals:

Learners' Skills	Teachers' / Staff Skills	Digital Applications	Digital Infrastructure
LS	TS	DA	DI
To develop digital skills in learners enabling them to participate in today's and tomorrow's society.	To develop digital skills in teachers and staff enabling them to engage in digital teaching.	To develop digital applications enhancing the quality of teaching.	To build digital infrastructure facilitating a digital learning environment and the implementation of digital applications.

Source: The AEF report “Research into the role of digitalisation within the Erasmus+ programme (2021) p. 11

The AEF report next determines that four core players in the digitalisation of primary education additionally use the following model in order to interpret the outcome of digitalisation at schools (AEF, 2021):



Source: The AEF report “Research into the role of digitalisation within the Erasmus+ programme (2021) p. 20

These key players view professionalisation as the basis underpinning the added value of digitalisation, and AEF also concludes that for the NA the priority for digitalisation lies in professionalisation.

As stated, these structuring frameworks from the AEF report form the basis for the structuring of the identified Erasmus+ digitalisation projects. Just like in the AEF report, this report as well creates a link with the targets the various sectors have set themselves in terms of digitalisation. This is why in the next chapter we first identify the sector-specific goals per sector followed by the inventory of digitalisation projects.

2. Overview per Sector of Projects from KA226 (2020)

2.1 Higher Education

2.1.1 Sector-Specific Goals for Digitalisation in Higher Education

Higher education has set itself the following digitalisation targets (AEF, 2021):

- **Facilitation and professionalisation of teachers**, which focuses on training teachers to deal with IT in education.

- **Improve connection to the labour market**, intended to make graduates enter the labour market equipped with strong digital skills.
- **Flexibilization of education**, on the one hand for preconditions, on the other for stimulating and supporting institutions to offer their education in a more flexible way.
- **Toward digital (open) learning resources**, which focuses on two activities: creating infrastructural preconditions in order to make digital learning materials available to pupils and teachers and to facilitate and stimulate institutions to digitally provide open learning resources.
- **Safe and reliable utilisation of study data**, which focuses on creating the preconditions that institutions need to store and analysis data.
- **Evidence-based education innovation with IT**, which focuses on research into digital education innovation through stimulating and facilitating research, and creating a connection between research and practice.
- **Cooperation with EdTech**, which creates the infrastructural preconditions allowing suppliers and start-ups to cooperate with institutions for a better utilisation of the innovative power of EdTech businesses.
- **Joint focus on acceleration**, with the goal of creating connections between Dutch institutions of higher education.

The AEF report draws, among others, the following conclusion about digitalisation in higher education: *"There is a strong focus on deploying digital education more effectively"* (p. 30).

2.1.2 Dutch Digitalisation Projects in Higher Education (KA226)

The table below provides an overview of Dutch-initiated HE digitalisation projects from KA226 (2020) per goal and intended outcome. The last column sorts the project by type according to the structuring framework in the AEF report. In the structuring framework from the AEF report DI stands for Digital Infrastructure, DA for Digital Applications, TS stands for Teachers' Skills and LS Learners' Skills.

Table 1: Overview of Dutch KA226 Digitalisation Projects in Higher Education

Nr	Applicant	Goal	Intended outcome	Type
2020-1-NL01-KA226-HE-083100 Covid	VU Foundation	Assure that the accelerated transition to digital education prompted by the COVID-19 crisis does not exclude vulnerable groups from participation in HE or exacerbate existing inequalities. Take advantage of the opportunities of digitalisation to reduce structural barriers for exclusion.	A research-based inclusive excellence toolkit will be developed, consisting of separate building blocks for teachers to develop inclusive online education that is tailored to specific phases, aspects, and contexts of inclusion	DA TS
2020-1-NL01-KA226-HE-083098	VUmc Foundation	Digital education may play a key role in the improvement and harmonization of European prescribing education, because digital resources can be easily shared via the internet and re-used in a variety of educational systems.	The aim of The European Open Platform for Prescribing Education is to facilitate European Prescribing Educators with high quality problem based educational resources to improve their digital education readiness and transform their education.	DA LS
2020-1-NL01-KA226-HE-083080 Covid	EADTUEuropean Association of Distance Teaching Universities	DigiTel brings together excellent groups of experts from universities, well known for research and innovation in digital education and having	The partnership will design, develop, and implement three continuous professional development (CPD) courses on respectively synchronous hybrid, blended and online teaching and	TS

		developed good practices in digital solutions during the Corona crisis.	learning for anyone involved in digital course and curriculum development for leaders steering this process.	
2020-1-NL01-KA226-HE-083056	Universiteit Utrecht	The overall goals of this collaboration are to bridge the skills and knowledge gaps at the personal and the curricular levels as well as between curricula of the participating veterinary schools. The partners will create an easily accessible on-line E-resource repository for exchanging course content within European veterinary schools.	An online repository and platform for sharing educational online resources, establish the shared veterinary platform as part of the already existing learning platform. Leading to: a virtual quality guide for developing online veterinary teaching resources, instruction videos on E-learning, shared through webinars.	DA

Digital Infrastructure (DI) 0x, Digital Application (DA) 3x, Teachers' Skills (TS) 2x, Learners' Skills (LS) 1x

An analysis of the types of digitalisation in the above table shows a balance between material (around half the projects) and human preconditions (around half the projects). When, however, one zooms in on the descriptions of the project, there is a slightly stronger accent on the material side of digitalisation. The combination of material and human preconditions is found in two projects. A focus on equal opportunities and ethics takes centre stage in just one of the projects. Where the digitalisation agenda of higher education is concerned, the focus is on the creation of digital (open) learning resources (via platforms and tools). This brings the digitalisation projects found in KA226 in line with the digitalisation goals the sector has set itself where the more effective deployment of digital education is concerned.

2.2 VET

2.2.1 Sector-Specific Goals for Digitalisation in Vocational Education and Training

The VET sector has drawn up three ambitions with matching goals (AEF, 2021):

- Adapting the content of the education, realising flexibilization of education and facilitating the digitalisation of learning:
- **Education innovation**, to make the courses link up with the technical developments in their field.
 - **More flexible designed educations**, to realise a better connection with the labour market and follow-up education.
 - **Development of the educational infrastructure** to facilitate flexibilization and digitalisation.

The goals fit the ambitions the VET sector has set itself well. The AEF rapport (2021) notes about the VET sector that "digitalisation starts with the teacher" (p. 26).

2.2.1. Dutch Digitalisation Projects in VET (KA226)

In the same way as in the previous paragraph, the table below presents an overview of Dutch initiated VET digitalisation projects from KA226 (2020) by goal and intended outcome.

Table 2: Overview of Dutch KA226 Digitalisation Projects in VET

Nr	Applicant	Goal	Intended Outcome	Type
2020-1-NL01-KA226-VET-083043	Stichting STC group	Deploy Augmented Reality (AR) to facilitate remote learning and holding of examinations in the maritime sector. Teachers	Teachers and students will be trained in the use of the technology and communication. Also: improve students' learning outcomes and enhance the	VD VL

		can coach students remotely with their work and, conversely, the students can provide teachers with insight in the implementation.	resilience of the sector and the educational system to facilitate learning and holding exams also in times of crisis and a changing world.	
2020-1-NL01-KA226-VET-083133	Stichting ROC midden NL	The goal of this project is to develop and validate an appropriate platform for civic education. In moving this type of discussion from a physical to a digital environment teachers experience the coaching as a challenge. The project is intended for VSE students.	This platform should enable students from various European countries to exchange ideas on important, stimulating subjects in a unique way: anonymously, one-on-one and without distraction.	DT VL
2020-1-NL01-KA226-VET-083003	Grafisch Lyceum Rotterdam	The goal of this project is to strengthen the teachers' skills (to digital champions) in order to develop and provide inclusive digital teaching. The project focuses on 35 teachers from various VSE courses, in particular from the creative sector.	The focus is on enhancing these teachers' digital skills through workshops and the exchange of good practices.	VD
2020-1-NL01-KA226-VET-083127	Stichting incubator	The project VET Online wants to make a contribution to (regaining) the self-confidence, motivation, and job satisfaction of teachers in the changing context of physical to online teaching. The intention is to shift the focus to the possibilities of online teaching by providing tools.	To this end, VET Online is developing a toolkit with activities which can directly be applied in the online classes. In addition, a VET Online E-book will follow with examples and inspirational stories about the use of the toolkit, also intended to generate a more positive view of online teaching.	VD DT
2020-1-NL01-KA226-VET-083083 Covid	Stichting techniekpromotie Eindhoven	The transition (Covid-19) to digital teaching has proved a challenge for STEM education, as demonstrations, experiments and teamwork are essential for an optimum learning experience. The project 'Going the Distance' unites parties focussing on educational robotics, to exchange good practices and collaborate on outcomes to enrich the STEM offer.	The multifaceted approach consists of developing a training course for tutors and innovative digital support material, and creating an open, accessible learning platform comprising webinars, tutorials, and courses.	VD DT

Digital Infrastructure (DI) 0x, Digital Application (DA) 3x, Teachers' Skills (TS) 4x, Learners' Skills (LS) 2x

Analysis of the above table shows that the balance between material (around half of the projects) and human preconditions for digitalisation (in nearly all projects) primarily favours the human side of digitalisation. Notable is that the combination of material and human preconditions is found in nearly half of the projects, and that the professionalisation of teachers takes centre stage in four of the five projects. Based on the scanty project information, this means the listed Erasmus+ projects are balanced. Collaboration and knowledge-sharing with a view to a changing world and a flexible, resilient educational system (innovation) takes centre stage in one of the projects. In other

projects as well, the text shows awareness of a changing environment and the demands this places on teachers and future learning. All three of the self-identified ambitions and goals of VET recur in the above-mentioned projects, even though attention for the digital skills of teachers and the development of digital tools are predominant. In line with one of the conclusions from the AEF report, the projects show a strong awareness of the fact that digitalisation starts with the teacher.

2.3 Primary and Secondary Education

2.3.1 Sector-Specific Goals for Digitalisation in Primary and Secondary Education

Basic education has formulated five spearheads they want to work on (AEF,2021):

1. **Teachers, school leaders and managers innovate through learning together and with others.** Innovation offers many opportunities, which is why it's important that education should develop. This is why the innovation agenda focusses on innovation at one's own pace, an open innovation climate and solid cooperation with the business community.
2. **Students and teachers are digitally literate.** This spearhead has two ambitions. Firstly, the students should possess the digital skills and knowledge they need to function in society. In addition, teachers should have the digital skills for an optimum deployment of IT in their teaching practice.
3. **Digital learning resources work for the user.** This spearhead focusses on the effective deployment of digital learning resources and better cooperation between schools for a strong negotiating position when purchasing digital learning tools and systems.
4. **Infrastructure is safe, dependable, and future proof.** To make optimum use of IT in education, it is important that the preconditions are met.
5. **The ethics of digitalisation in education have structural attention.** The development of digitalisation proceeds apace. The agenda states that it is important to reflect on public values such as privacy and equal opportunities.

The AEF rapport notes that in basic education *"the highest priority lies with the professionalisation of teachers and boards."* (p. 21).

2.3.2. Dutch Digitalisation Projects in Primary and Secondary Education (KA226)

In the same way as above, the table below provides an overview of Dutch-initiated digitalisation projects in primary and secondary education which were granted in call KA226 (2020).

Table 3: Overview Dutch KA226 Digitalisation Projects in Primary and Secondary Education

Nr	Applicant	Goal	Intended outcome	Type
2020-1-NL01-KA226-SCH-083101	Annatta Foundation PE	Home Edition aims at creating a set of activities and educational games for digital use responding to primary schools' teachers' needs. The project objective is to safeguard soft skills and transversal competencies development in pupils during this digital revolution.	Tools: Educational games for digital use. Focus on the development of soft skills, emotional intelligence, and resilience in the target group of pupils aged 6 to 10 years old. Empower teachers and educators in designing and delivering more engaging and effective eLearning activities.	DA LS TS
2020-1-NL01-KA226-SCH-083126 Covid	Stichting technotrend SE	Focuses on the digital skills that secondary school teachers need and have developed over the course of the COVID-crisis. With system innovation and creating future scenarios through challenge-based learning.	Development of digital skills/competences of teachers and students and actors from outside the classroom, how digital tools can improve education for sustainability and how these tools serve to connect students to the outside world.	DA TS LS
2020-1-NL01-KA226-SCH-	Stichting Kath. Univ Brabant PE/SE	Develop and offer tools to avoid situations where the safety and well-being of young people is at stake. Promote vigilance against threats, to start and run an	Develop tools. Fair online behaviour of users of social media. Research best practices in bullying prevention, add necessary approaches and assemble these in an overall toolkit, available to	DA TS LS

083054		anti-bullying movement that will benefit the whole community.	teachers and parents and other stakeholders.	
2020-1-NL01-KA226-SCH-083022	Stichting Master-piece SE	Main objective is to boost the transformation of schools and teachers through innovative digital infrastructures and services to enable the youngsters to grow their talents and become an active citizen.	That vulnerable youngsters are not left behind (social inclusion) and enjoy quality education: innovative digital infrastructures and services.	DI
2020-1-NL01-KA226-SCH-083132 Covid	St openb primair onderw Hof van Twente PE	This project is designed as a response to Covid19 and will deliver sustainable solutions for English language teaching (ELT).	IT for language learning to provide high-quality instruction for every individual child, either at home, at school, or in any hybrid form. To decrease the "gap" in ELT between primary and secondary education and to design practical guidelines.	DA
2020-1-NL01-KA226-SCH-083102	Kon. scholen gem. Apel-doorn SE	To offer students, participating teachers, and parents ICT courses; not only to improve online classes for teachers and students, but also to provide serious valuable and worthwhile alternatives to physical exchanges and extracurricular activities.	Exchange weeks will be completely online, and we will experiment with online outdoor activities, online introduction to and acquaintance with culture, family, city and country, online group challenges and games and online international research.	LS TS
2020-1-NL01-KA226-SCH-083106 Covid	Kon. Biblio-theek PE/SE	The "innovative methodS for Media & Information Literacy Education involving schools and librariE" (SMILES) project will address the topic of media literacy and combating fake news in Europe, with a strong focus on digital media use and COVID-19.	Strong focus on digital media use, project contributes to a safer and more responsible use of digital technology, particularly amongst young people: to help create more awareness and trust in the institutions that provide verified information, i.e., schools, libraries.	VL TS
2020-1-NL01-KA226-SCH-083075	Intern. Debate Educ. Ass. PE/SE	An innovative media and information literacy pedagogy programme integrated with debate methodologies that focus on teaching young people to engage with everyday content critically and analyse the ideological background and its social function rather than merely evaluating its validity.	Integrate innovative media and information literacy pedagogy in the digital environment and equipping educators to use this approach in digital and real-life settings. It will produce a new methodological framework and a toolkit for MILE's practical implementation with debate methodology principles.	DT TS
2020-1-NL01-KA226-SCH-083122 Covid	Risbo BV PE	Objective is to support linguistically disadvantaged primary school learners in Europe who are at risk of falling even further behind their peers as a result of COVID-19 school closures.	The sudden shift to online learning due to the COVID19 crisis presents an opportunity to build teachers' capacity in three ways: (1) the use of digital resources and blended learning; (2) integrating home languages in teaching strategies and (3) engaging plurilingual parents	TS

			through the use of multilingual (digital) learning resources.	
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Digital Infrastructure (DI) 1x, Digital Application (DA) 5x, Teachers' Skills (TS) 7x, Learners' Skills (LS) 5x

An analysis of the digitalisation types in the above table shows that the balance between material and human preconditions in the inventory dips toward a priority of the human factor in digitalisation. At the same time, five of the nine projects develop digital tools, whereby in at least three of these projects one can note on substantive grounds that the teachers' skills did not enter

the picture until after the tool was developed. Even though the development of digital tools and teachers' skills do often occur in tandem, there seems to be a high risk that digitalisation would be more tool than professionalisation oriented instead of being balanced, but this is sometimes difficult to determine just on the basis of the project descriptions. Stichting Masterpiece and the Koninklijke Bibliotheek stand out with substantively different projects. In the other projects, the goals of PE/SE are clear where the development of digital literacy and the deployment and fine-tuning of digital resources in teaching are concerned. All in all, attention for teachers' digitalisation skills is strongly represented in the projects.

2.4 Overview of KA226 Projects in which NL is not the Initiator but a Partner

In addition to the KA226 digitalisation projects in which a Dutch organisation took the initiative for a strategic partnership, there are projects in which another European country was the initiator. In these projects, under the same European call, but via different National Agencies, Dutch institutions are partner in the strategic cooperation around digitalisation.

Table 4: Overview of Digitalisation Projects (KA226) in which the Netherlands is a Partner

Nr	Initiative	Dutch partner	Goal	Sector	Intended outcome	Type
2020-1-FR01-KA226-HE-095581 Covid related	FR	UNIVERSITEIT MAASTRICHT	Develop the digital skills of teachers by creating tutorials on the different pedagogical approaches	HE	Develop and use innovative and free educational resources and skills of teachers	TS DI
2020-1-FR01-KA226-VET-094938	FR	STICHTING INCUBATOR	To help education institutions address the challenges of digital transformation	VET	Enhance the digital competences of company trainers and mentors and support VET teachers/ trainers to develop apprenticeship programmes for enhancing digital competences to students.	TS
2020-1-RO01-KA226-VET-095726 Covid related	RO	STICHTING STC-GROUP	Aiming at improved capacity and efficiency of E&T institutions to provide digital training	VET	More efficient uptake of digital technologies for teaching and learning in a consolidated manner	DA

2020-1-RO01-KA226-VET-095728 Covid related	RO	STICHTING LANDS TEDE	Joining forces and expertise to create the framework and resources for digital education and communication in the partner institutions	VET	Increase of digitalisation in our institutions- in terms of teachers' digital skills, but also expertise in organising e-learning or blended learning, equipment, or digital learning resources	DI TS
2020-1-UK01-KA226-VET-094585	UK	Klare Koek B.V.	How to support the VET sector to be better equipped to the digital era and how to support entrepreneurship	VET	Develop a new VET tool and learning portal designed to help entrepreneurs and managers to implement business performance improvements, Training of VET teacher/trainers in the use and delivery of PRONTO	DA TS

Digital Infrastructure (DI) 2x, Digital Application (DT) 2x, Teachers' Skills (TS) 4x, Learners' Skills (VL) 0x

Analysis of the above table shows that a relatively large number of digitalisation KA226 partnerships (four out of five) including a Dutch party are in VET. Here as well, teachers' digital skills take centre stage, albeit often in combination with digital applications or the creation of a digital infrastructure.

2.5 COVID-19 and Digitalisation in KA226

Also notable is that in three of the five projects in which the Netherlands is a partner, COVID19 was mentioned as a cause or a motivation for the digitalisation project. This is proportionally more often the case than in digitalisation projects in which a Dutch organisation took the initiative, even though in PE/SE (4 out of 9) and in HE (2 out of 4) COVID19 was also relatively often the cause or motivation for the digitalisation project. In VSE KA226 projects initiated by a Dutch organisation, COVID19 was the occasion for digitalisation in one of the five cases, which means there was more 'regular' digitalisation taking place or more 'regular' digitalisation projects were included in the selection of the to-be-awarded projects of the National Agency. This could, in line with the AEF report (2021) be a minor indication that the Netherlands, in the current projects, is now still in the vanguard of digitalisation when it comes to the digital infrastructure.

2.6 Summary of KA226 Results

The results of the KA226 digitalisation projects by type of digitalisation shows that there are a total of 23 KA226 digitalisation projects in the Netherlands, 18 of which were initiated in the Netherlands and honoured by the Dutch National Agency. Half of the Dutch-initiated projects (9) are PE/SE projects. There are no AE projects in KA226. When looking at the totals, it stands out that the accent of the digitalisation projects is on acquiring teachers' skills and the development of digital applications (see table 5). These findings are in line with the AEF report (2021).

Table 5: Quantitative Summary of KA226 Digitalisation Projects by Digitalisation Type

Sector	KA226 NL Initiative	DI	DA	TS	LS	KA226 NL as Partner	DI	DA	TS	LS	Total per Sector
HE	4	-	3	2	1	1	1	-	1	-	5
VET	5	-	3	4	2	4	1	2	3	-	9
PE/SE	9	1	5	7	5	-	-	-	-	-	9
AE	-	-	-	-	-	-	-	-	-	-	-
Total	18	1	11	13	8	5	2	2	4		23

1. Other Digitalisation Projects in the Programme Erasmus+ KA200 up to and including 204, 2020-2022

In addition to digitalisation projects stimulated via the so-named 'Covid-call' KA226, in which digitalisation was a theme, there are also regular applications for digitalisation projects per sector. No projects were identified for KA200 (multiple sectors), but there were projects for KA201 (PE/SE), KA202 (VET), KA203 (HE) and KA204 (AE). This includes both projects in which a Dutch organisation took the initiative (Table 6) and projects in which the Netherlands is a partner (table 7).

Table 6: Dutch Organisation takes the Initiative in KA200 up to and including 204, 2020-2022

Nr	Applicant	Goal	Sector	Intended Outcome	Type
2020-1-NL01-KA203-064643	Universiteit Twente STICHTING SAXION	Innovative curricula Education Methods & training	HE	Address the shortage of 'digital leaders'	TS
2020-1-NL01-KA202-064511	VET council	The transition towards more sustainable energy sources, a circular economy and digitalisation has a large impact on the labour market and thus on VET	VET	Need to develop tailor made and digital provisions need to work on the further Professionalization of teachers	DA TS
2020-1-NL01-KA204-064559	VI One Consultancy	WE GET will empower women by raising their soft skills attainment, especially those related to creativity, persuasion and innovation; improving their digital and ICT skills	AE	6 modules with teaching/learning materials for adult educators –e-workshops – "E-portal" embedding an online "Women entrepreneur Webinar-cycle" and an e-gallery with inspirational successful businesspersons from partner countries	TS DA

Digital Infrastructure (DI) 0x, Digital Application (DA) 2x, Teachers' Skills (TS) 3x, Learners' Skills (LS) 0x

Standing out in the analysis of the above-mentioned project is that the focus on teachers' skills is strongly intertwined with, or driven by, digital applications. There is no focus on learners' digital skills. In the case of the AE project, this may be linked to the supposition that the technical application (an app or e-gallery) in combination with training courses for teachers would also suffice for the target group to familiarize themselves with digitalisation/the developed tool. This gives the impression of digitalising for instead of with the target group, but it must be noted that the project information is quite limited. There is talk of bespoke digital services in the VET project mentioned, but here as well, on the basis of the summary information provided, there would appear to be no training of learners in their use.

Table 7: Dutch Organisation Partner in KA200 up to and including 204, 2020-2022

Nr	Initiative	Dutch Partner	Goal	Sector	Intended Result	Type
2020-1-DE01-KA203-005726	DE	Universiteit Leiden	Research and Innovation Cybersecurity psychology	HE	Innovative curricula for students' organizations, lectures/researchers	TS LS
2020-1-DE02-	DE	Stichting BVE Oost-	Vocational training, digital	VET	Appropriate didactic methods for augmented reality	TS

KA202-007621 Covid		Gelderland	teaching and learning aids. didactic innovations labs creation of hands-on workshops and tailor-made teaching and learning content.		(AR), virtual reality (VR), 360 ° video, IoT (Internet of things / sensors) and 3D printing	
2020-1-FR01-KA202-079836	FR	Codarts, University for the Arts	The project will allow professional circus schools to get trained in digital pedagogy, through a software for circus	HE	Train circus schools' staff and students in digital pedagogy through a dedicated software. Adapt a software specially dedicated to education in the circus sector	TS DA
2020-1-SE01-KA204-077908	SE	Inthecity Project Development	Develop and implement a methodology for obtaining key competencies by exploring intangible heritage - traditional myths and legends in Europe	AE	Legends project builds its methodology on experiences of 5 partner organisations in adult education and training, and creativity and digitalization of education	VD
020-1-DE01-KA203-005715	DE	RIJKSUNIVERSITEIT GRONINGEN	New innovative curricula/educational methods/development of training courses	HE	Enhancing teaching skills of students and academic staff, among other things, digitalisation	TS LS
2020-1-DE02-KA202-007621	DE	Stichting BVE Oost-Gelderland	Appropriate didactic-methodical experiences: augmented reality (AR), virtual reality (VR), 360 ° video, IoT (Internet of things / sensors) and 3D printing.	VET	Comprehensive digital media skills as basic skills on new technologies	TS
2020-1-DE02-	DE	PLATform Opleiding, Onderwijs	Approach to tackle AE problems on	AE	Digital literacy and digital education	TS

KA204-007676		en Organisatie BV (PLATO)	digital literacy and digital education by competence oriented learning and validation of non-formal and informal learning		modules and courses, it will set up a framework of competences on digital literacy and digital education.	
2020-1-FI01-KA203-066457	FI	STICHTING HZ UNIVERSITEIT OF APPLIED SCIENCES	New sector specific curricula and innovative forms of professional teaching should be used to match the supply of skills with the demand of the labour market	HE	To increase the use of innovative digital technologies, methods, and tools as well as open educational resources (OER) for skills development	TS
2020-1-HR01-KA201-077800	HR	Nefinia	Use of the newest technological innovations and tools to solve everyday problems using coding skills	PE/SE	Introduce and test innovative methods of teaching STEM subjects, robotics, and artificial intelligence skills	TS

Digital Infrastructure (DI) 0x, Digital Application (DA) 1x, Teachers' Skills (TS) 9x, Learners' Skills (LS) 2x

The analysis of the above table shows that most of the projects in which the Netherlands is a partner are aimed at improving teachers' digital skills. This is in line with the goals that the various sectors have set themselves with regard to digitalisation and with the highlights in the AEF report with regard to the digitalisation of Dutch education (2021). Furthermore, in the discovered projects, higher education is mainly well represented in international cooperation projects. Among the projects in which Dutch organisations are partners, projects seeking to enhance learners' skills are only found in HE. The digitalisation results of KA200 up to and including KA204 are summarised in table 8.

Table 8: Summary KA200 until 204, 2020-2022

Sector	NL Initiative	DI	DA	TS	LS	NL as Partner	DI	DA	TS	LS	Total per Sector
HE	1	-	-	1	-	4	-	1	4	2	5
VET	1	-	1	1	-	2	-	-	2	-	3
PE/SE	-	-	-	-	-	1	-	-	1	-	1
VE	1	-	1	1	-	2	-	-	2	-	3
Total	3	-	2	3	-	9	-	1	9	2	12

2. Digitalisation in Creative Partnerships KA227 (2020)

Along with KA226, the call KA227 as well went out to projects in the culture sector (2020) due to the specific circumstances created by the COVID19 pandemic. In KA227, there are also a few projects in which digitalisation plays a role.

Table 9: Creative Partnerships in which Digitalisation is a Theme, Dutch Initiative

Nr	Applicant	Goal	Sector	Intended Outcome	Type
2020-1-NL01-KA227-ADU-083047 Covid related	Stichting Museum Broeker Veiling	Multi-media productions, workshops, apps, games etc. in a European Sign language	AE	To inspire museums to actively attract visitors and workers from the deaf communities, but also from other groups of disabled persons or people with less chances	DA

Elsewhere in Europe, KA227 projects were started as well, including themes such as Arts for Inclusive Education for PE/SE, VET, HE and AE. In a number of these cases, COVID19 was a reason for a digitalisation projects, among other things, to boost the exposure and chances of finding work of young people and/or artists in the culture sector.

Table 10: Creative Partnerships in which Digitalisation is a Theme, non-Dutch Initiative

Nr	Initiative	Dutch Partner	Goal	Sector	Intended Outcome	Type
2020-1-AT02-KA227-YOU-002952 Covid related	AT	Lidi Smart Solutions	Arts & creativity job search tools	VE	Toolbox good practices	DA
2020-1-CZ01-KA227-YOU-094358	CZ	Culture Clash4U	Creativity and culture. New innovative curricula/ educational methods/ development of training courses	MBO	Equip educators with the skills of using games as an educational tool, game design, gamification, and games digitalisation in order to foster efficient and engaging education	DA TS
2020-1-DE04-KA227-YOU-020844 Covid related	DE	Stichting art.1	Help young dancers and performers in order to continue their regular work by using digital tools and technologies to stay in touch with their audience and attract more people by using online platforms and social media.	MBO	To increase competences of dancers and performers in order to cope with Covid-19 pandemic reality in the sector and make them more resilient. Increase competences through developed online courses: video production, how to use social media and internet to reach the audience	DA LS

The analysis of the above tables shows that creative partnerships in the field of culture have digitalisation as their theme in three of the four projects. In the above projects, this form of digitalisation mainly relates to enhancing the job prospects of – primarily – young artists via VET and AE (partly due to the pressures of the COVID19 situation). Digitalisation is also deployed (in the Dutch project) to render museums more accessible to people with a disability, in this case deafness.

Table 11: Summary of Digitalisation in Creative Partnerships KA227

Sector	KA227 NL Initiative	DI	DA	TS	LS	KA227 NL Partner	DI	DA	TS	LS	Total per Sector
HE	-	-	-	-	-	-	-	-	-	-	-
VET	-	-	-	-	-	2	-	2	1	1	2
PE/SE	-	-	-	-	-	-	-	-	-	-	-
VE	1	-	1	-	-	1	-	1	-	-	2
Total	1	-	1	-	-	3	-	3	1	1	4

3. Conclusions, Discussion and Summary

3.1 Conclusions, Discussion, and Limitations

The inventory presents the image that from 2020 close to 40 applications in which digitalisation played a role were submitted in response to the calls mentioned. Twenty-two of the projects included a Dutch organisation as the initiator.

The main conclusion is, in line with the policy goals in the various sectors, that where digitalisation is concerned most of the projects seek to improve teachers' skills. This emphasis is closely followed by the one on digital applications (tools) in the projects that were investigated. The combination of an emphasis on digital applications and improving teachers' digital skills is common, which is promising provided these projects know to avoid the risk of tech-driven solutions (in which the human factor is to follow the technology).

Improving the digital infrastructure is only mentioned once by Dutch applicants. This also hardly plays a role in the applications in which a Dutch organisation participates as a partner (two applications). This is in line with the conclusion of the AEF report that the Netherlands is in the vanguard where digitalisation is concerned and that the digital infrastructure there is especially well-developed. There is hardly any perceived need to improve it.

A clear conclusion as well is that there are relatively few projects in which the improvement of learners' skills takes centre stage. This could be a sign that the human factor merits greater attention vis-à-vis the technology, specifically in involving stakeholders in the digitalisation of both didactics and the supporting technology. It could be relevant for the education sector to avoid limiting itself to developing a digital tool in combination with the training of teachers. It is, after all, not self-evident that this would optimally serve the target group of learners. There would still be a risk that tools and didactics did not meet the needs of the target group.

The sector most represented in digitalisation projects is VET. This too is in line with the VET goals and the conclusions of the AEF report. The conclusion drawn by this inventory is that the VET sector is the most active and progressive in the field of digitalisation. There is as yet not much happening in terms of creating connections between sectors, with the exception of service organisations who serve multiple sectors and regard different sectors as their target groups. They strive on principle to create an extensive reach (for instance, the Koninklijke Bibliotheek). In some cases, one finds an HE organisation which develops a digitalisation tool or training for, for instance, PE.

Accountability and Limitations in this Inventory

The conclusions of this inventory only pertain to those projects identified in the inventory. The inventory is descriptive and illustrative for what is happening in Erasmus+ in the field of digitalisation. Even though we have made an effort to present the most complete image of digitalisation projects in the mentioned calls possible, there is a possibility that the digitalisation theme was also present in other relevant calls and in previous years. If the inventory were to be

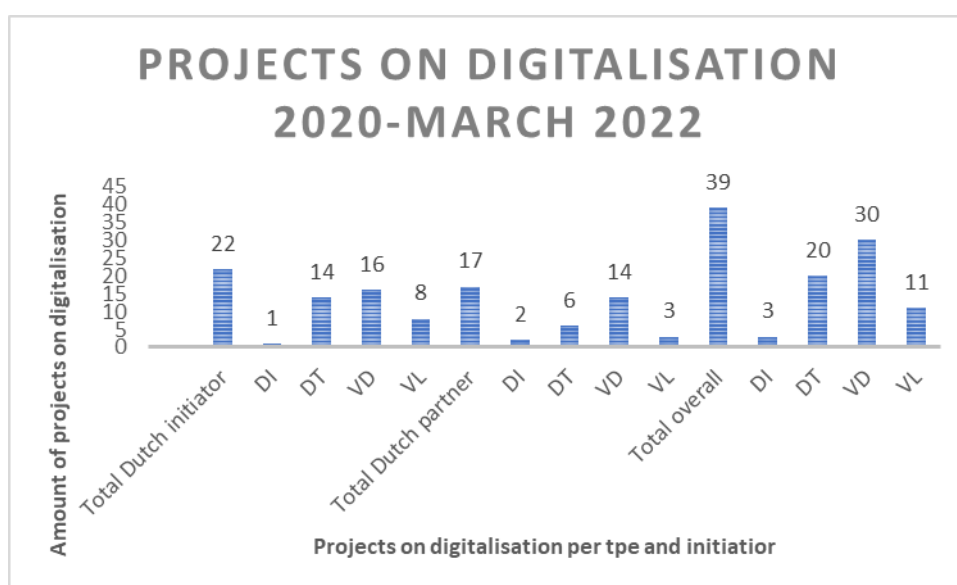
expanded, for instance, to include 2019, the key words digitalization (13) and digitalisation (7), it would show another 20 projects that might have been relevant to this inventory. For reasons of validity and reliability, there was no selection on other key words, such as digital literacy, which, due to their nature, could lead to an overrepresentation for the category Teachers' Skills due to the introduction of new didactical methods. The current overview provides an impression of the emphases in the digitalisation projects of the Erasmus+ programme. Without further research, the conclusions cannot be extrapolated to other forms of digitalisation in the sectors mentioned.

Table 12: Summarizing Overview of the Identified Projects (N=39)

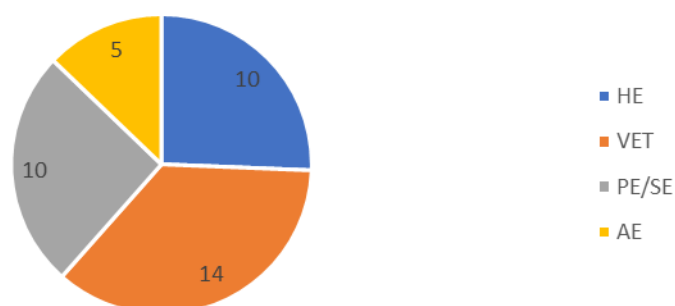
Sector (2020)	KA226 NL Initiative	DI	DA	TS	LS	KA226 NL Partner	DI	DA	TS	LS	Total per Sector
HE	4	-	3	2	1	1	1	-	1	-	5
VET	5	-	3	4	2	4	1	2	3	-	9
PE/SE	9	1	5	7	5	-	-	-	-	-	9
AE	-	-	-	-	-	-	-	-	-	-	-
Total	18	1	11	13	8	5	2	2	4	-	23

Sector (2020-2022)	200-204 NL Initiative	DI	DA	TS	LS	200-204 NL Partner	DI	DA	TS	LS	Total per Sector
HE	1	-	-	1	-	4	-	1	4	2	5
VET	1	-	1	1	-	2	-	-	2	-	3
PE/SE	-	-	-	-	-	1	-	-	1	-	1
AE	1	-	2	1	-	2	-	-	2	-	3
Total	3	-	2	3	-	9	-	1	9	2	12

Sector (2020)	KA227 NL Initiative	DI	DA	TS	LS	KA227 NL Partner	DI	DA	TS	LS	Total per Sector
HE	-	-	-	-	-	-	-	-	-	-	-
VET	-	-	-	-	-	2	-	2	1	1	2
PE/SE	-	-	-	-	-	-	-	-	-	-	-
AE	1	-	1	-	-	1	-	1	-	-	2
Total	1	-	1	-	-	3	-	3	1	1	4



Distribution of digitalisation-projects over sectors
2020 - March 2022



3.2 Summary

In summation, the following conclusions can be drawn from the inventory:

- Most of the internationalisation projects for strategic cooperation around the theme of digitalisation focus on teachers' skills and on digital applications in education.
- In the inventoried projects, also where digitalisation is concerned, internationalisation greatly contributes to the professional development of teachers.
- There are as yet not many connections between sectors. The VET sector was most strongly represented in the examined projects.
- There are relatively few projects which focus on improving learners' skills and just a very few which emphasize improving the digital infrastructure (possibly because of the well-developed Dutch digital infrastructure).
- Cooperation between the material and human aspect of digitalisation remains a point of concern in order to create opportunities and avoid the risk of technology-driven tools and training courses.
- The inventory provides an initial (but not complete) overview of digitalisation projects in KA2 of the Erasmus+ programme.

3.3 Recommendations

It is obvious from the conclusions of this inventory that attention should be paid to the risk of technology-driven deployment of digital tools where the human factor (teachers and learners) is a derivative. The engagement of the target groups (learners' skills) emerges from the inventory as a point of concern. The flexibility and innovation evident in the various sectors, but most strongly present in the VET sector, may offer leads for the direction of future digitalisation projects.

In 2021, the AEF report made the following recommendations to the National Agency Erasmus+, which can still be considered relevant.

In 2021, the AEF report made the following recommendations to the NA:

- Draw up internal priorities to make the theme of digitalisation manageable.
- Adapt the substantive approach to the specific context of each sector.
- If the NA prioritizes, it should make sure to choose sector-specific goals.
- Whenever possible, find the connections between projects in various sectors.
- Make a deliberate choice for equivalence in effort or outcomes.
- Actively make the connection between internationalisation and digitalisation, and communicate this to partners.
- Through proactively connecting parties the NA facilitates a conversation on the overlap between digitalisation and internationalisation.
- Seeking to join organisations such as Kennisnet, samBO-ICT and SURF can help the NA to find, assess and coach projects.

