



Erasmus+
**Building
Europe's skills
for the future**

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skills for the future**

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Foreword

The future of Europe will be shaped by its people, by their talent, creativity, and capacity to adapt to a changing world.

In an era of rapid technological, demographic, and environmental change, investing in people and skills is essential to strengthening Europe's competitiveness and resilience. Through Erasmus+, this vision takes shape in concrete opportunities for learning, cooperation, and innovation across Europe.

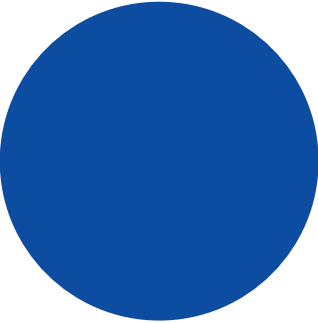
As a key driver of the Union of Skills, Erasmus+ helps people of all ages and backgrounds build the competences needed for quality lives and jobs, from solid foundations in reading, maths, and digital literacy to advanced expertise in science, technology, engineering, and emerging industries. The projects featured in this publication show how Erasmus+ turns ambition into action. They empower learners to grow, educators to inspire, and organisations to collaborate across borders, building a Europe that is competitive, inclusive, and forward-looking.

By investing in people, Erasmus+ helps build a Europe that learns, adapts, and grows.

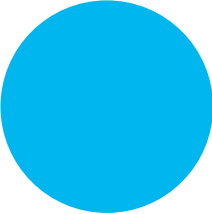
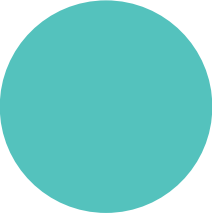
Roxana Mînzatu
Executive Vice-President

Table of Contents

Foreword	5
Develop solid foundations in education and training, including STEM, digital and citizenship education	7
CRYPTOPOLIS	8
Kids Build Their Knowledge Through STEAM	9
MyBlueHome	10
STEM and Project-Based Learning Methods	11
YiMinds	12
Mobile application for young people in Preilji region	13
Digital Public Educational Resources for Special Educational Needs Students	14
Setting Up a Reading Motivator in the Digital Age	15
School EducationN for Sustainable and Equal Inclusion (SENSEI)	16
Develop an attractive and innovative vocational education and training (VET) system	17
RoboCup	18
DigiTrain	19
Sun, Water, Wind of renewable energy	20
T-shore - Technical Skills for Harmonized Offshore Renewable Energy	21
Create an inclusive and future-oriented higher education system	22
European Collaborating Astronomer ProjectS: España-Czechia-Slovakia	23
Innovative, equally accessible teaching model for infection control: from nursing students to the general population	24
METACOG	25
Life in the AI Era	26
Transformative Hospitality Education through Tech Abilities	27
Greening Energy Market and Finance	28
EuroTeQ 2030 - EuroTeQ Engineering University 2030	29
FRP++ European Master in Advanced Structural Analysis and Design using Composite Materials	30
Upskill and reskill to ensure future-oriented skills	31
New teaching methods and resources in digital environments to promote ubiquity and motivation in the field of adult education	32
Virtual reality for language learning	33
FAIRNESS	34
EkoLOGIKA	35
Media education for all: digital citizens criticise and combat fake news	36
New Approaches in IT Education for Women	37



**Develop solid foundations in education
and training, including STEM, digital
and citizenship education**





CRYPTOPOLIS

Innovative teaching methods for financial and crypto asset literacy for secondary schools



"As a teacher, it was inspiring to see how a game could empower students to think critically about money, decisions, and the future."

Teacher and CRYPTOPOLIS project participant



School education



Sector and key action: School education – Key action 2



Project coordinator: FH Joanneum Gesellschaft MBH, Graz (Austria)



Project partners: Libreon (Netherlands), Mittelschule Albert Schweitzer (Austria), Platform d.o.o. (Slovenia), Soc Coop Los Olivos (Spain), Srednja gradbena sola in gimnazija Maribor (Slovenia), Breda University of Applied Sciences (Netherlands), Universidad de Murcia (Spain)



Project code: 2021-1-AT01-KA220-SCH-000032827



Project information: [Search](#) - [Erasmus+](#)



Project budget: 264 553.96 €



Project duration: 01-01-2022 – 31-12-2024

A pioneering project that brought financial and cryptocurrency literacy into schools, equipping both teachers and students with the skills to navigate the digital economy safely and responsibly.

The rapid growth of cryptocurrencies and complex financial products has left many young people vulnerable to misinformation and risky investments. *CRYPTOPOLIS* tackled this challenge by designing innovative tools to strengthen crypto literacy in secondary schools. Through research, curriculum design, and the creation of an online academy, teachers gained access to five ready-to-use content modules, complete with guides, simulations, and video tutorials. A financial market simulation game also helped get students engaged, making learning interactive and practical. By bridging the gap between education and the digital economy, *CRYPTOPOLIS* empowered a new generation to make informed, responsible financial choices.

KEY IMPACT



Catalogue of good practices in financial and crypto literacy



New curricula, skills card, and teaching toolbox for schools



Online academy with interactive modules for teachers



Virtual teacher training and handbook to support replication



Kids Build Their Knowledge Through STEAM

Inspiring creativity and problem-solving in preschool



School education



"My work on the project positively transformed my previously rigid methods and approaches in working with children. Through STEAM activities with construction materials, the children learned, reinforced their knowledge, and most importantly, had a lot of fun in a natural, engaging, and practical way. It is never too late to learn and the project gave me a great deal"

Tsonka K, teacher



This project introduced the STEAM approach into preschool education. It developed learning units, a multilingual web portal, and a structured teacher training course to help young children explore the world through hands-on activities.

The project developed 50 interactive learning units for children across ten areas (from ecology to coding). These encouraged creativity, critical thinking, and problem-solving through practical activities. It also developed a teacher training programme to build educators' capacity, supported by an open-access, multilingual web portal of instructional resources. Tested in partner kindergartens, the methodology provided a scalable model for early childhood STEAM education, while workshops strengthened collaboration and exchange of best practices among European educators.

KEY IMPACT



Preschool teachers trained in applying STEAM methodologies



Web portal created with free resources in 8 languages



Whole-school transformation models developed and shared for wider adoption



Sector and key action: School education – Key action 2



Project coordinator: Detska gradina 184 "Mecho Puh", Sofia (Bulgaria)



Project participants: Detska gradina 65 "Slanchevo detstvo" (Bulgaria), Druzhestvo Po Zakond Za Zadalzhenyata I Dogovorite "Obuchenie" (Bulgaria), EPSILON marketing e.U (Austria), Europe Route Education Youth Sports and Culture Assosiation (Türkiye), Özel Akdeniz Basari Anaokulu (Türkiye), T-oppi (Finland), Varhaiskasvatusyksikkö Korento (Finland)



Project code: 2022-1-BG01-KA220-SCH-000086879



Project information: [Search - Erasmus+](#)



Project budget: 250 000 €



Project duration: 01-09-2022 - 31-07-2024


MyBlueHome
Teaching ocean literacy in primary schools

“Before *MyBlueHome*, I had never used digital games in my teaching. Now, I confidently integrate interactive tools to teach complex ocean topics, and my students are more engaged and environmentally aware”

Teacher from the primary school of Vareia (Mytilene)

School education



Sector and key action: School education – Key action 2



Project coordinator: University of the Aegean, Mytilene, (Greece)



Project partners: Advancis-business Services, Lda (Portugal), Boon Unipessoal, Lda (Portugal), Inspectoratul Scolar Judetean Arad (Romania), Istituto comprensivo “Giovanni Paolo II” Numana Sirolo (Italy), Primary school of Vareia (Greece)



Project code: 2021-1-EL01-KA220-SCH-000032793



Project information: [Search - Erasmus+](#)



Project budget: €232 471



Project duration: 28-02-2022 – 27-08-2024

This project introduced ocean literacy into primary classrooms, using digital tools and creative methods to make marine science engaging and accessible for young learners while fostering sustainable behaviour.

MyBlueHome brought ocean science to life in primary schools, helping pupils understand and care about the marine environment. The project developed innovative educational tools and a multilingual digital adventure game to explain complex concepts in a fun and accessible way. Teachers received resources to integrate ocean literacy into daily lessons, while pupils learned how their actions affect the seas and what they can do to protect them. By blending hands-on classroom activities, international collaboration, and digital innovation, *MyBlueHome* inspired students to adopt sustainable habits and become active citizens in ocean conservation. The project stands out as a creative model for combining science education with environmental responsibility.

KEY IMPACT



Digital adventure game in multiple languages created



Ocean literacy tools integrated into primary school curricula



Students and teachers brought together across several countries



Awareness raised on marine sustainability and EU Green Deal goals

STEM and Project-Based Learning Methods

STEM and project-based learning methods for innovative teaching



School education

“Before joining the project, our participants often doubted their ability to apply technology creatively in their studies and daily life. These experiences have truly transformed our community, from hesitant learners and educators into active contributors who are better prepared for future challenges.”

Project coordinator



This project supported teachers in Vilnius to integrate STEM and project-based learning into school curricula, enhancing pupils' problem-solving, critical thinking, and digital competences.

The *STEM and Project-Based Learning Methods* project (*STEM ir projektinio ugdymo metodai*) was carried out by Vilnius Maironis Progymnasium, a school offering pre-primary, primary, and basic education. Its aim was to strengthen the capacity of teachers and school leaders to design and deliver modern, research-based curricula that foster creativity, critical thinking, and practical problem-solving skills. Through Erasmus+ mobility courses, participants learned innovative STEM and project-based teaching methods, and how to apply digital tools in the classroom. Upon returning, they shared their knowledge with colleagues and wrote an e-publication with examples of successful practices. The project improved teaching quality within the school but also made resources publicly available to inspire a wider community of educators.

KEY IMPACT



Teachers and school leaders trained in STEM and digital teaching methods



Knowledge shared through peer collaboration and methodology group meetings



Publication of an online guide showcasing effective project-based learning practices



Improved readiness of staff to implement modern, research-based curricula



Sector and key action: School education – Key action 1



Project coordinator: Vilniaus Maironio progimnazija, Vilnius (Lithuania)



Project code: 2023-1-LT01-KA122-SCH-000131385



Project information: [Search - Erasmus+](#)



Project budget: €22 625



Project duration: 01-11-2023 – 30-04-2025



YiMinds

Supporting youth mental health through information and peer action

“By leading the Erasmus+ YiMinds project, I grew my skills in supporting youth workers to better spot and respond to young people's mental health needs, while also learning how to create tools and spaces that really put young people's voices at the centre.”

Charlotte, project manager



Youth



Sector and key action: Youth – Key action 2



Project coordinator: Agence européenne pour l'information et le conseil des jeunes, Luxembourg (Luxembourg)



Project partners: Bundesnetzwerk Österreichische Jugendinfos Verein (Austria), Comunidad de Madrid (Spain), De Ambrassade Vzw (Belgium), Haridus- ja Noorteamet (Estonia), IASIS (Greece), Symvolyio Neolaias Kyprou (Cyprus)



Project code: 2022-1-LU01-KA220-YOU-000089137



Project information: [Search - Erasmus+](#)



Project budget: €250 000



Project duration: 01-10-2022 – 30-09-2024

A European partnership that equipped youth workers and young people with tools, resources, and peer-led approaches to support mental health and fight stigma.

The YiMinds project responded to the growing mental health challenges faced by young people, amplified by the COVID-19 pandemic. Many youth workers lacked the tools to identify distress or provide initial support, while stigma around mental health persisted. YiMinds addressed these gaps by developing practical resources for youth information workers, creating peer-to-peer approaches, and involving young people directly in awareness-raising and content creation. Activities included surveys, a guidebook for youth workers, podcasts co-created with young people, an online campaign to fight stigma, and a resilience toolkit available in seven languages. The project strengthened youth services and empowered young people to engage openly with mental health, promoting inclusion, participation, and active citizenship across Europe.

KEY IMPACT



7 partner countries involved



Practical resources for youth workers and resilience toolkit for young people



Online campaign and podcasts reaching wide audiences on Spotify and YouTube



Policy recommendations on youth mental health

Mobile application for young people in Preiļi region

A youth app for civic participation



“Before the project I was convinced that creating technology was only for professional IT specialists. It gave me the confidence to consider connecting my future career with digital technologies”

Project participant



This project empowered young people in Latvia to take part in shaping their community's well-being and youth policy, while the civic participation app they developed also helped build their digital skills and media literacy.

The *Mobile application for young people in Preiļi region* project gave local youth the means to engage actively in civic life and influence decision-making. They worked in a dedicated youth group to co-design and test a prototype civic participation app, later presenting it to their peers, municipal representatives, and regional and national audiences. Alongside app development, the initiative enhanced young people's digital skills and media literacy, ensuring they could use technology responsibly and effectively. Over 300 young people from Preiļi city and the surrounding rural areas took part directly, while community groups were involved through events, training sessions, and dissemination activities. The project showed how digital innovation can strengthen democratic participation and bridge the gap between youth and local authorities.

KEY IMPACT



300+ young people built digital skills and teamwork through civic activities



Prototype app co-created that demonstrated the potential of youth-led digital solutions



Visibility boosted through presentations at local, regional, and national levels



Outreach to municipal officials, youth workers, and schools across the region



Sector and key action: Youth – Key action 1



Project coordinator: Preiļu novada pašvaldība, Latgale (Latvia)



Project code: 2023-1-LV02-KA154-YOU-000138155



Project information: [Search - Erasmus+](#)



Project budget: €6 500



Project duration: 01-08-2023 – 31-08-2024

Digital Public Educational Resources for Special Educational Needs Students

Inclusive digital resources for special education

“The best thing that happened to me in the last few months from professional point of view was meeting *Digital PER_SEN* virtual library that my colleagues and I are extremely excited about and we have all been using it ever since.”

Project participant

School education



-  **Sector and key action:** School education – Key action 2
-  **Project coordinator:** Centrul Scolar de Educatie Incluziva Nr. 1, Oradea (Romania)
-  **Project partners:** Agrupamento de Escolas de Vilela (Portugal), Asociación de Graduados e Ingenieros Técnicos de Telecomunicación de Extremadura (Spain), Eurospeak Limited (Ireland), Primary School IV Murska Sobota (Slovenia), Vocational Special Education High School of Athens (Greece), Zespół Szkolno-Rewalidacyjny Szkoła Życia w Rybniku (Poland), Zubeyde Hanım İlkokulu (Türkiye)
-  **Project code:** 2021-1-R001-KA220-SCH-000024559
-  **Project information:** [Search - Erasmus+](#)
-  **Project budget:** €150 510
-  **Project duration:** 01-11-2021 – 31-10-2023

This project developed a virtual library of digital resources and trained hundreds of teachers and specialists to support students with special educational needs (SEN), helping them overcome setbacks from online schooling during the COVID-19 pandemic.

The *Digital Public Educational Resources for Special Educational Needs Students (Digital PER_SEN)* project responded to the severe impact of the COVID-19 pandemic on learners with special needs. While online schooling created challenges for all, SEN students were particularly affected in key areas of development such as language, cognition, and motor skills. To tackle this, a consortium of eight partners created a set of digital resources, organised international and local workshops for teachers, and produced a practical guide to designing inclusive digital learning materials. Teachers, psychologists, and ICT specialists gained skills to create, adapt, and use digital tools in classrooms. The resources were piloted and tested with students and integrated into practical Individual Education Plans.

KEY IMPACT



Teachers, psychologists, and ICT specialists trained in creating and using digital materials



240 students directly supported through piloting and testing of resources



A virtual library of 85 digital materials, available in 8 languages



Practical guide on creating inclusive digital materials published and shared widely



Setting Up a Reading Motivator in the Digital Age

Introducing new approaches of reading for pleasure pedagogy in primary schools



“Even though I was worried at the beginning about how I was going to perform in the classroom, the course provided skills, knowledge, support, and material. In the end, the workshops turned out to be very gratifying and gave me both confidence and joy. I'm grateful for this adventure and consider it both a personal and professional achievement”

Project participant



This project trained librarians to become “reading motivators” in primary schools, using strategies and digital tools to help children aged 9–12 rediscover the joy of reading.

The *Reading Motivator in the Digital Age* project introduced innovative methods to make reading for pleasure attractive for primary school children. It used a scientific, data-driven approach, supported by pedagogical resources, to design individual reading pathways for children. It trained librarians as “reading motivators”, working closely with schools. A questionnaire analysed reading habits and attitudes, identifying three reading profiles that informed these tailored learning strategies. The project set a new standard for literacy interventions and showed how libraries can play a key role in fostering lifelong reading habits.

KEY IMPACT



Trained librarians as “reading motivators” specialised in children’s literature



Introduced 3 distinct reading profiles to guide pedagogy



Developed personalised reading pathways based on data analysis



Sector and key action: School education – Key action 2



Project coordinator: University of Ljubljana (Slovenia)



Project partners: Associazione Literacy Italia (Italy), Mestna knjižnica Ljubljana (Slovenia), Turun kaupunki - Åbo stad (Finland), Turun Yliopisto (Finland)



Project code: 2022-1-SI01-KA220-SCH-000087839



Project information: [Search - Erasmus+](#)



Project budget: €250 000



Project duration: 31-12-2022 – 30-12-2025

School Education for Sustainable and Equal Inclusion (SENSEI)

Advancing inclusion in the classroom



"We see educators who are ready to grow together with their students. Inclusion is not a peripheral concern – it is a defining criterion of educational quality."

Ivan, project coordinator

School education



Sector and key action: School Education – Key action 2



Project coordinator: Euroclio, The Hague (Netherlands)



Project partners: Associação de Professores de Historia (Portugal), Associazione Clio '92 (Italy), Center Za Struchno Usavrsavanje u Obrazovanju (Serbia), Euskal Herriko Ikastolak (Spain), Global Impact Institute s.r.o. (Czechia), Historielærerforeningen for Gymnasiet og HF Sekretariatet (Denmark), Labyrinth – Gymnazium a Zakladni Skola, s.r.o., Școala Gimnazială Otilia Cazimir (Romania), Università degli Studi di Firenze (Italy), Uniwersytet Wrocławski (Poland)



Project code: 101103869



Project information: [Search - Erasmus+](#)



Project budget: €704 113,05



Project duration: 15-06-2023 – 14-06-2026

The *SENSEI* project equips teachers and educators with the skills needed to effectively address inclusion in the classroom. By developing practical resources, training opportunities, and collaborative exchanges, the initiative promotes teaching approaches that help all learners participate fully in the learning process.

As a three-year Erasmus+ Teacher Academy project uniting eleven partners across Europe, *SENSEI* developed a self-paced online course, a curriculum recommendation for teacher training institutes, publications, and research findings, all designed to give teachers transferable skills. Training events and a dedicated conference brought hundreds of educators together to learn and grow, while a transnational professional network continues to connect them beyond the project's formal timeline.

The result is a community of educators with practical tools, a much better understanding of inclusivity, and a shared commitment to co-creating classrooms where every learner can fully participate and feel safe.

KEY IMPACT



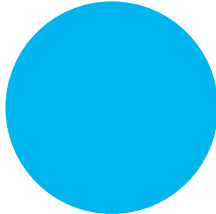
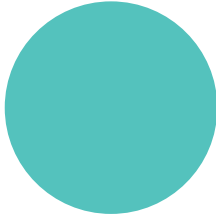
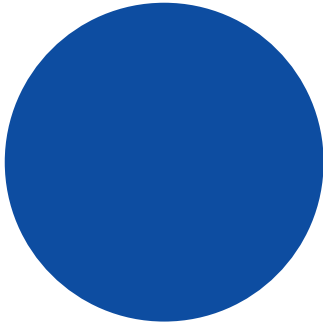
86% of educators improved their capacity to design inclusive lesson plans, and 88% of participants feel more confident promoting inclusive education



A dedicated, international conference on inclusive education, hosted in Serbia



A cross-border professional network, open to anyone ready to keep asking the hard questions



**Develop an attractive and innovative
vocational education and training
(VET) system**



RoboCup

Building future skills with safe robotics



"Thanks to the project, I gained the exact skills my company needed. I was able to help integrate a new robot into our production process right after returning."

Sofie, apprentice



Vocational education and training



Sector and key action: Vocational education and training – Key action 2



Project coordinator: Roskilde Tekniske Skole, Sjælland (Denmark)



Project partners: Fundación Diocesanas – Jesús Obrero Fundazioa (Spain), Keski-Uudenmaan koulutuskuntayhtymä (Finland), Kuben videregående skole (Norway)



Project code: 2021-1-DK01-KA220-VET-000034820



Project information: [Search](#) - [Erasmus+](#)



Project budget: €181 869.80 €



Project duration: 01-01-2022 – 31-12-2023

This project tackled Europe's robotics skills gap by creating an innovative curriculum that combines technical expertise, safety, and teamwork for vocational education and training learners.

Robotics is becoming increasingly essential in both small and large industries, yet many EU countries still lack robotics in their curricula. This creates a growing skills gap, with Denmark alone projecting a need for 150,000 jobs in automation by 2030. This project responded by making vocational education and training programmes more attractive and future-ready. It developed a curriculum based on four "MicroChallenges" in robotics safety, allowing students to build technical, teamwork, and leadership skills while solving real-world problems. Mixed-country teams worked together, combining cultural exchange with hands-on learning, and presented their solutions to expert panels.

KEY IMPACT



Designed hands-on robotics micro challenges to make learning engaging



Produced a manual and tutorial platform for easy replication



Built a European RoboCompetition network for lasting collaboration



Launched new competitions, giving young people space to apply skills and creativity



Bridging rural classrooms and green jobs



“DigiTrain gave us the opportunity to get in touch with people from the industry. Since we are based in rural areas, we usually have very limited opportunities for advice and mentoring, often from people who are not qualified.”

Project participant from Cyprus

Vocational education and training



-  **Sector and key action:** Vocational education and training – Key action 2
-  **Project coordinator:** Universidad de Oviedo (Spain)
-  **Project partners:** Agrupamento de Escolas n.º 1 de Gondomar (Portugal), Business Development Center Kragujevac (Serbia), Grantxpert Consulted Limited (Cyprus), JumpIN Hub - Associação para a Inovação e Empreendedorismo (Portugal), Sdruzhenie rusenska stopanska kamara (Bulgaria)
-  **Project code:** 2021-1-ES01-KA220-VET-000034654
-  **Project information:** [Search - Erasmus+](#)
-  **Project budget:** €256 035
-  **Project duration:** 28-02-2022 – 27-02-2024

This project created a digital portal to connect vocational education and training students and teachers in rural areas with companies, and developed training tools for people with intellectual disabilities.

The project developed two complementary innovations that strengthen vocational education and training, and inclusion. First, the *DigiTrain* portal enables digital mentoring and career guidance by connecting students and teachers in rural areas with companies. Results are integrated into the curriculum for a master's degree in teacher training, ensuring the project has long-lasting impact. Second, the *Easy Gardening* platform produced educational tools to train people with intellectual disabilities in gardening and organic farming. These resources are now used by trainers and educators to bring sustainability and inclusion into everyday vocational education and training practices.

KEY IMPACT



Digital portal created to link students, teachers, and companies



Results integrated into a master's degree curriculum for long-term use



Manuals and guides on gardening and organic farming for people with disabilities



Educational tools adopted by educators, trainers, and advisors across Europe

Sun, Water, Wind of renewable energy

Powering skills with renewable energy

“Thanks to Erasmus+, I gained new skills and confidence. Being invited to the French presidential palace made me realise how valuable my vocational path is.”

Louan, apprentice



Vocational education and training



This project equipped young electricians across Europe to integrate renewable energy practices into their training and become eco-responsible professionals.

This project addressed the challenge of climate change by embedding green skills into vocational training for electricians. Bringing together 36 students from France, Poland and Türkiye, the project combined classroom learning, eTwinning collaboration and international mobilities. Learners explored renewable technologies by visiting hydroelectric dams, photovoltaic parks and wind farms, and by working with companies at the forefront of sustainable development. They developed practical installations, games, and digital resources while reflecting on their role as future eco-responsible electricians. Beyond technical skills, the project fostered European citizenship, values of sustainability, and a sense of shared responsibility for the EU's climate objectives. In recognition of its impact, the project received the Hippocrene Prize for Education in Europe 2023.

KEY IMPACT



Installed solar learning systems in partner schools



Developed an educational game on electricity



Published digital mobility books in English and French



Sector and key action: Vocational education and training - Key action 2



Project coordinator: Lycée Pablo Neruda, Saint-Martin-d'Hères (France)



Project partners: Mimar Sinan Mesleki ve Teknik Anadolu Lisesi, Ankara (Türkiye), Zespół Szkół Ekologiczno-Transportowych, Gdynia (Poland)



Project code: 2021-1-FR01-KA210-VET-000032902



Project information: [Search - Erasmus+](#)



Project budget: €60 000



Project duration: 01-11-2021 – 30-06-2023

T-shore - Technical Skills for Harmonized Offshore Renewable Energy

Powering the future through collaboration



“T-shore has helped turn collaboration into something practical. In Denmark, this can already be seen at Skive College, where the Danish CoVE has launched its first year of wind electrical training with 16 students supported by industry sponsors across a four-year programme.”

Benedikte, project manager



Vocational education and training



Sector and key action: Vocational education and training – Key action 2

Project coordinator: Skilliant, Bruges (Belgium)



Project partners: Atlantic Technological University (Ireland), Cemtec Fonden (Denmark), Energy Innovation AS (Norway), IWEA CLG (Ireland), Letterkenny Institute of Technology (Ireland), Provinciale Ontwikkelingsmaatschappij West-Vlaanderen (Belgium), Rogaland Fylkeskommune (Norway), Scalda Stichting voor Middelbaar Beroepsonderwijs en Volwasseneneducatie (Netherlands), Skive College S/I (Denmark), Stichting Noorderpoort (Netherlands), Stichting Platform Talent voor Technologie (Netherlands), Stichting Technologiecentrum Noord-Nederland (Netherlands), Stichting World Class Maintenance (Netherlands)



Project code: 101055746

Project information: [Search - Erasmus+](#)

Project budget: €3 999 095

Project duration: 15-06-2022 – 14-06-2026

As a network of Centres of Vocational Excellence and Training (CoVEs), T-shore is built on the principle that the high-tech sector of offshore renewable energy can greatly benefit from close cooperation between education and training providers active in this field. With thirteen partners across five different countries, this project aims at combining the advantages of cross-border cooperation with local expertise.

Offshore renewable energy plays an important role in the green transition: by 2050, it is set to generate 30% of the EU's energy supply. The T-shore CoVE network works together to train the people needed for this task and to ensure that the sector's rapidly changing technologies remain well represented in VET training programmes. An important aspect of the project is aimed at harmonising learning modules for training in offshore renewable energy. By co-creating courses, and running exchanges and training sessions for trainers, T-shore helps training a highly skilled future European workforce of the future and, enabling close, cross-border collaboration in this field.

KEY IMPACT



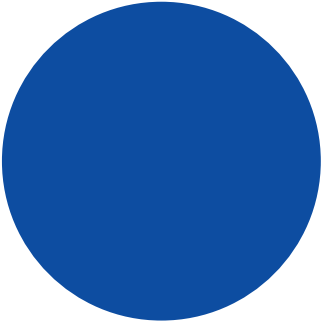
An online community of practice for participants to exchange knowledge of offshore wind energy



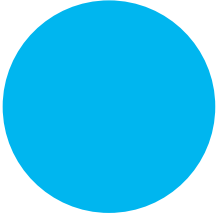
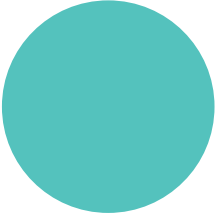
A 'Train the Trainer' programme aimed at sharing expertise and increase collaboration



An eLearning portal featuring courses across different competencies and levels of knowledge



**Create an inclusive and
future-oriented higher education system**





European Collaborating Astronomer ProjectS: España-Czechia-Slovakia

Training young astronomers across Europe



"I had the opportunity to spend one year at the Gran Telescopio Canarias, the largest single-aperture optical telescope in the world. I learned the details of observatory operations and instrumentation, a unique experience for a PhD student at that career stage."

Tereza, Erasmus+ participant

Higher education



Sector and key action: Higher education – Key action 2



Project coordinator: Astronomical Institute of the Czech Academy of Sciences, Ondřejov (Czechia)



Project partners: Astronomical Institute of the Slovak Academy of Sciences (Slovakia), Instituto de Astrofísica de Canarias (Spain), Masarykova univerzita (Czechia), Univerzita Karlova (Czechia), Univerzita Komenského V Bratislave (Slovakia)



Project code: 2020-1-CZ01-KA203-078200



Project information: [Search - Erasmus+](#)



Project budget: €317 324



Project duration: 01-09-2020 - 31-08-2023

This project connected young scientists from Czechia, Spain, and Slovakia with top astronomers, giving them international research experience while sparking public interest in science through outreach activities.

The *European Collaborating Astronomer Project* created opportunities for young scientists to develop advanced research skills, expand their professional networks, and strengthen their career prospects. It built on an earlier Erasmus+ project *Per aspera ad astra simul* (*Through difficulties to the stars together*). The initiative brought together students, teachers, and experts from Czechia, Spain, and Slovakia, fostering a transnational collaboration in astronomy. Beyond academic learning, the project placed a strong emphasis on public engagement: participants designed outreach activities to spark curiosity about astronomy among wider communities.

KEY IMPACT



2 summer schools, 37 research papers, and multiple PhD theses produced



Dissemination to schools, communities, and wider audiences



The project combined career development for young researchers with broad science education for schools and the public

Innovative, equally accessible teaching model for infection control: from nursing students to the general population

Digital tools for inclusive adult learning

“Before the project, infection control felt abstract and distant. Through simulations, creative teamwork, and lively World Café debates, I not only gained practical skills but also laughed, reflected, and felt proud of what we created together. It was inspiring to see that our work was not just an exercise, but something that really raised awareness in the community”

Project participant

Higher education



Sector and key action: Higher education – Key action 2



Project coordinator: Tallinna Tervishoiu Kõrgkool, Tallinn (Estonia)



Project partners: Escola Superior De Enfermagem de Coimbra (Portugal), Istanbul Universitesi Center Campus Beyazit Eminonu (Türkiye), Istanbul Universitesi – Cerrahpasa (Türkiye), Turun Ammattikorkeakoulu Oy (Finland), Universitat de Valencia (Spain)



Project code: 2022-2-EE01-KA220-HED-000100625



Project information: [Search - Erasmus+](#)



Project budget: €250 000



Project duration: 05-01-2023 – 04-01-2025

A European partnership that created the first structured, digitally supported course on infection control for nursing education, improving patient safety and strengthening healthcare resilience.

Infection control (IC) is critical for protecting both patients and healthcare workers, yet nursing education across Europe lacks a structured, evidence-based IC curriculum. The *Infection control teaching model* project addressed this gap by developing and piloting a 2-ECTS digital IC course. It was designed for nursing students but accessible to wider groups, including other healthcare students, secondary pupils, and the public. The course combined e-learning, simulations, and international collaboration, and strengthened competencies in IC, critical thinking, digital skills, and green practices. Results were widely disseminated through conferences, academic publications, and online platforms, ensuring visibility and uptake across Europe.

KEY IMPACT



Developed and integrated a dedicated infection control course into nursing education



Produced e-learning materials, simulations, and awareness-raising tools



Improved preparedness of healthcare professionals



Supported public awareness and fostered international collaboration


METACOG
Strengthening AI literacy to tackle disinformation

Higher education

“In today’s digital landscape, disinformation spreads faster than ever. It blurs the line between fact and fiction and challenges our shared understanding of truth. Our project equips participants with media literacy, critical thinking, and AI awareness. By fostering a stronger sense of European identity, values, and civic engagement, we are not just building skills; we are building resilience and active participation in democratic society”


Sector and key action: Higher education – Key action 2

Project coordinator: Haaga-helia Ammattikorkeakoulu Oy, Helsinki (Finland)

Project partners: Javna Ustanova Univerzitet Crne Gore Podgorica (Montenegro), Stichting Hoger Beroepsonderwijs Haaglanden (Netherlands), Technicka Univerzita V Kosiciach (Slovakia)

Project code: 2024-1-FI01-KA220-HED-000247530

Project information: [Search - Erasmus+](#)

Project budget: €400 000

Project duration: 01-09-2024 – 31-08-2027

This project equips citizens, educators, and organisations with the skills to understand how artificial intelligence can create and counter disinformation, fostering critical thinking and civic engagement.

METACOG responds to one of the most pressing challenges of our time: the spread of disinformation amplified by artificial intelligence. The project develops educational resources that strengthen AI literacy. This helps students, educators, and citizens understand the dual role of AI in both creating and combating fake news. By promoting civic engagement, shared values, and critical thinking, the initiative fosters resilience in European societies. Its inclusive and multilingual outputs make the tools widely usable by educators, youth organisations, and citizens across Europe. With its focus on empowering people to navigate today’s complex digital landscape, *METACOG* supports democracy, trust, and informed participation.

KEY IMPACT



Multilingual educational resources on AI and disinformation



Targetted students, educators, and citizens across Europe



Inclusive tools ready for classroom and community use



Increased civic engagement and awareness of AI’s role in society



Life in the AI Era

Preparing society for the impact of artificial intelligence



Higher education



"For many, the experience marked a clear transformation: moving from curiosity and uncertainty toward practical knowledge and confidence in using digital technologies in their studies, work, or daily life"

Project participant



Sector and key action: Higher education – Key action 2



Project coordinator: Óbudai Egyetem, Budapest (Hungary)



Project partners: ACEEU GmbH (Germany), Aidlearn, Consultoria em Recursos Humanos Lda. (Portugal), Bulgarian Association of Ergonomics and Human Factors (Bulgaria), Universitat Politècnica de Catalunya (Spain)



Project code: 2021-1-HU01-KA220-HED-000029536



Project information: [Search](#) - [Erasmus+](#)



Project budget: €236 024



Project duration: 01-11-2021 - 31-10-2023

This project explored how artificial intelligence is reshaping society, and equipped students, educators, and the wider public with tools to critically understand and respond to its impact.

Life in the AI Era addressed the transformative role of artificial intelligence in business, governance, education, health, and everyday life. Recognising that AI brings both opportunities and challenges, the project developed educational resources to build AI literacy across higher education and beyond. Activities included research on societal perceptions of AI, creating a multilingual toolkit of resources, designing a Massive Open Online Course (MOOC), and publishing a practical guide. By bridging social sciences and technology, the project encouraged critical thinking, digital readiness, and interdisciplinary collaboration.

KEY IMPACT



Research-based booklet capturing current societal perceptions of AI



Toolkit with cinematic works and presentations on AI's societal impacts



MOOC designed for university students and wider audiences



Practical guide on applying project results across education and society



Outputs available in 7 languages and disseminated through events and online

Transformative Hospitality Education through Tech Abilities

Transforming hospitality education with AR and VR



"This project provided an ideal way to bring advanced digital solutions into the classroom and to reduce the barriers to using those for both students and staff. This resulted in much more engaging ways for students to learn and staff to teach"

Project coordinator

Higher education



This project equipped future hospitality professionals with advanced digital competences by integrating AR/VR learning spaces into higher education, helping them analyse trends, solve complex challenges, and innovate for the sector's future.

The *Transformative Hospitality Education through Tech Abilities* project addressed the fast-changing demands of the hospitality sector by embedding AR/VR-enabled learning spaces into university curricula. These environments simulated real-life scenarios, allowing students to practice strategic decision-making, trend analysis, and innovation in a safe but realistic context. The project expanded curricula, fostered collaboration, and helped graduates gain the skills needed to respond effectively to an evolving labour market.

KEY IMPACT



Four immersive AR/VR digital learning spaces developed



Students and staff trained in strategic hospitality skills



Stronger collaboration between universities and industry stakeholders



Higher education curricula expanded with digital transformation modules



Sector and key action: Higher education – Key action 2



Project coordinator: Technological University Dublin (Ireland)



Project partners: Haaga-helia Ammattikorkeakoulu Oy (Finland), Hotelschool Den Haag (Netherlands), Universitat de les Illes Balears (Spain)



Project code: 2021-1-IE02-KA220-HED-000031189



Project information: [Search - Erasmus+](#)



Project budget: €271 858.37



Project duration: 21-02-2022 – 20-02-2024

Greening Energy Market and Finance

Training sustainable energy experts for Europe's green transition



"What was once only a course design has become reality and made even more powerful by seeing the enthusiastic faces of students from diverse countries who are preparing to become the sustainable energy experts of the future."

Silvia, project coordinator



Higher education



Sector and key action: Higher education – Key action 2

Project coordinator: Università di Bologna (Italy)

Project partners: Birkbeck College – University of London (UK), Ego Energy srl (Italy), Hera Spa (Italy), Instituto nacional de matematica pura e aplicada (Brazil), JF Digital Energy LDA (Portugal), Ludwig-Maximilians-Universitaet Muenchen (Germany), My Energia Oner SI (Spain), Pixel – Ass. cult. (Italy), Speed Development Consultants AE (Greece), Tauron Polska Energia SA, Universite Paris Dauphine (France), Uniwersytet Ekonomiczny W Katowicach (Poland), Wirtschaftsuniversitat Wien (Austria)



Project code: 612408-EPP-1-2019-1-IT-EPPKA2-KA // 101179940- ERASMUS-EDU-2024-PEX-EMJM-MOB



Project information: [Search - Erasmus+](#)



Project budget: €997 267



Project duration: 01-11-2019 – 31-10-2022

A pioneering alliance between universities, companies, and energy providers created new academic and professional pathways to train sustainable energy experts and accelerate Europe's shift to a low-carbon economy.

Shifting to a low-carbon economy is one of Europe's greatest challenges and opportunities. This project addressed the pressing need of updating higher education and professional training to equip the energy sector with sustainability expertise. Its innovative multiple master's degree programme and training module for company staff helped bridge the gap between academia and industry. Real-world case studies and summer schools offered hands-on learning, while the Greening Energy Market and Finance (GrEnFin) platform fostered collaboration between energy providers, businesses, and universities. By creating a 'Sustainable Energy Expert' profile, GrEnFin strengthened the sector's resilience and empowered professionals to lead the energy transition.

KEY IMPACT



Established a multiple master's degree in sustainable energy and finance



Involved 10 partner countries across Europe



Organised summer schools and pilot training programmes using real case studies



Built a lasting platform connecting universities, companies, and energy providers



Created the professional profile of the Sustainable Energy Expert



EuroTeQ 2030 - EuroTeQ Engineering University 2030

Engineering the world of tomorrow



Higher education

“Being a *EuroTeQ* student at CTU allowed me to build a custom education across Europe, from TUM to TalTech. The Collider challenges gave me the practical experience I needed for my thesis and professional life. It is more than just a programme. It's a vital gateway for those who find a long-term stay abroad impossible due to family or career commitments, as well as for any student looking to expand their horizons.”

Jan, student



Sector and key action: Higher education –Key action 2



Project coordinator: Technische Universität München, Munich (Germany)



Project partners: Czech Technical University in Prague (Czechia), Danmarks Tekniske Universitet (Denmark), Ecole Polytechnique (France), HEC (France), Tallinn University of Technology (Estonia), TU Eindhoven (Netherlands), Universidad de Navarra (Spain)



Project code: 101124320



Project information: [Search - Erasmus+](#)



Project budget: €12 800 000



Project duration: 01-11-2023 – 31-10-2027

The *EuroTeQ* Engineering University is a European university alliance that aims to transform engineering education through cross-border collaboration. Bringing together leading universities that share a strong expertise in technology, the initiative promotes strong links between academia, industry, and society to prepare the next generation of engineers for global challenges.

Launched in 2020 under the European Universities Initiative, *EuroTeQ* is currently in its second 'generation' as a project beneficiary. It brings together eight major universities in the field of technology and business, as well as two associated partner universities and 45 associated project partners representing industry, the engineering sector and society.

The alliance works to create a shared European learning ecosystem connecting more than 100,000 students and numerous stakeholders. Through initiatives such as the *EuroTeQ* Campus, a joint course catalogue and mobility opportunities, students can access courses across partner universities and develop their skills in a cross-national context.

KEY IMPACT



Development of a shared course catalogue, boosting students' capacities in international collaboration



Mobility for staff to ensure exchange of best practices



***EuroTeQ* Collider:** a challenge-based learning project where international teams solve real-world challenges



FRP++ European Master in Advanced Structural Analysis and Design using Composite Materials

Advancing European excellence in composite structures



"The programme was particularly eye-opening due to its strong emphasis on hands-on experience, realistic assignments, and most importantly, field visits to composite factories and job sites, which bridged the gap between theory and practice"

Hevar, student



Higher education



This specialised European Master programme trains a new generation of engineers and scientists with advanced expertise in structural composite materials. It prepares graduates for highly skilled roles across industries critical to Europe's green and digital transitions.

FRP++ is a highly specialised Erasmus Mundus Joint Master designed to equip students with advanced knowledge in structural analysis and design using composite materials. It combines the diverse expertise of five European Higher Education Institutions with noted educational experience in Composites, as well as +50 Associated Partners. Through an interdisciplinary and research-oriented curriculum, students gain expertise in topics including materials science, design, manufacturing processes, and sustainability and life-cycle analysis. The programme prepares graduates for careers in key industries such as construction, aerospace, automotive, wind energy, and defence. By combining advanced academic training with real industrial applications, FRP++ helps develop the highly specialised skills needed to support Europe's technological innovation and industrial competitiveness.

KEY IMPACT



Stronger cooperation between academic institutions and industry in composite engineering



Employability outcomes: 60% of graduates enter industry, while 40% pursue research careers.



Key action and sector: Higher Education – Key action 2



Project coordinator: Universidade do Minho, Braga (Portugal)



Project partners: Institut National des Sciences Appliquées Toulouse (France), Università degli Studi di Napoli Federico II (Italy), Universitat de Girona (Spain), Université de Toulouse (France), Université Paul Sabatier Toulouse III (France)



Project code: 101048961



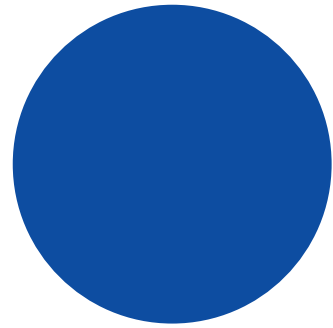
Project information: [Search - Erasmus+](#)



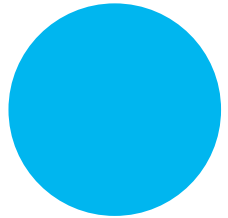
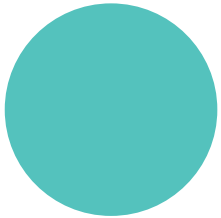
Project budget; €2 647 200



Project duration: 01-02-2022 – 31-01-2028



**Upskill and reskill to ensure
future-oriented skills**





New teaching methods and resources in digital environments to promote ubiquity and motivation in the field of adult education

Digital tools for inclusive adult learning



Adult education

"My participation in the project transformed my teaching from traditional to truly engaging. It empowered me to inspire my students in both formal and non-formal education and took me from avoiding technology to confidently using coding and digital tools"

Project participant



This project strengthened adult education in Cyprus by training teachers in digital pedagogy, inclusion, and sustainability. By offering new skills to educators with tools like coding platforms, games, and social media, it created motivating and accessible learning experiences for vulnerable adults.

The project empowered adult educators in Cyprus through targeted training on digital pedagogy, inclusion, and sustainability. Three mobility-based training courses gave teachers hands-on experience with tools such as coding platforms, educational games, and social media for non-formal learning. These tools were applied to support vulnerable groups, including refugee mothers and disadvantaged women, enabling them to gain confidence, digital literacy, and relevant skills. One course also included sustainable entrepreneurship and green values, so that it would be more transferable in the long-term.

KEY IMPACT



The organisation introduced new practices in coding, social media, and entrepreneurship



Staff gained skills such as creativity, teamwork, communication, and decision-making



Stronger links were built within the adult education community through collaboration



Environmental and social sustainability were integrated into everyday activities



Sector and key action: Adult education – Key action 1



Project coordinator: Cross Culture International Foundation Cyprus, Pafos (Cyprus)



Project code: 2022-1-CY01-KA122-ADU-000071901



Project information: [Search - Erasmus+](#)



Project budget: €21 500



Project duration: 01-06-2022 – 30-11-2023



Virtual reality for language learning

Immersive worlds for language learning



Adult education



"VR4LL has really transformed language learning. Stepping into virtual worlds made communication and collaboration come naturally for my students. I discovered new digital skills as a teacher, while I watched learners build confidence in a setting that felt more like an adventure than a lesson"

Project participant and teacher



This project created and tested a VR platform that makes adult language learning immersive, engaging, and practical. By pairing pedagogy with virtual environments, it helps learners build confidence and real-life communication skills faster.

Virtual Reality for Language Learning (VR4LL) developed a VR platform for language teaching and integrated it into classrooms, changing how adults acquire new language skills. By combining immersive technology with pedagogy, the project addressed the growing demand for engaging and effective learning tools in a fast-changing digital era. Thanks to other organisations adopting the platform, results also reached partner institutions. The project demonstrated how digital innovation can bridge skills gaps and open new opportunities for lifelong learning.

KEY IMPACT



Developed virtual worlds where learners practice languages through real-life contexts



Produced a teacher's manual with guidance on implementing VR4LL in classrooms



Designed escape room-style tasks to foster problem-solving and creative thinking



Sector and key action: Adult education – Key action 2



Project coordinator: Uciliste JANTAR, Split (Croatia)



Project partners: British Training Solutions (Bulgaria), IHB Language Training Center SRL (Romania), Molehill Holdings S.L.U (Spain), Ustanova za obrazovanje odraslih Dante (Croatia)



Project code: 2019-1-HR01-KA204-060781



Project information: [Search - Erasmus+](#)



Project budget: 269 464.90 €



Project duration: 01-09-2019 – 31-08-2022

FAIRNESS

Building financial and digital resilience for SMEs



Adult education



The **FAIRNESS** project strengthened the financial literacy, digital readiness, and resilience of SMEs, startups, and family-run businesses across Europe by creating tailored training modules, multilingual resources, and an e-learning platform.

The **FAIRNESS** project addressed the critical challenge of helping SMEs and family-run businesses adapt to the fast-evolving financial and digital landscape. Coordinated by MSEI in Malta, with partners across Europe, the initiative combined research, training, and practical tools to improve access to finance and enhance digital competences.

Research carried out by the project revealed that while small business owners are generally familiar with basic financial products (like loans or overdrafts), they are far less prepared to navigate more complex instruments, such as capital markets. To address this gap, the **FAIRNESS** e-learning platform offers six interactive modules. These range from entrepreneurship basics and business planning, to interpreting financial reports, to understanding simple, intermediate, and complex financial products. The platform features text-based explanations, interactive mind maps, and progression prompts to help entrepreneurs identify the modules most relevant to their needs.

KEY IMPACT



Sector and key action: Adult education – Key action 2



Project coordinator: Malta Stock Exchange Institute, Valletta (Malta)



Project partners: European Projects and Training OOD (Bulgaria), Exeo Lab Srl (Italy), Meta4 Innovations e. U. (Austria), South-West University Neofit Rilski (Bulgaria), Vernian RTI (Cyprus)



Project code: 2022-1-MT01-KA220-ADU-000086969



Project information: [Search - Erasmus+](#)



Project budget: €250 000



Project duration: 01-09-2022 – 31-10-2024



Expertise pooled from multiple European partners



Multilingual digital platform and training resources created



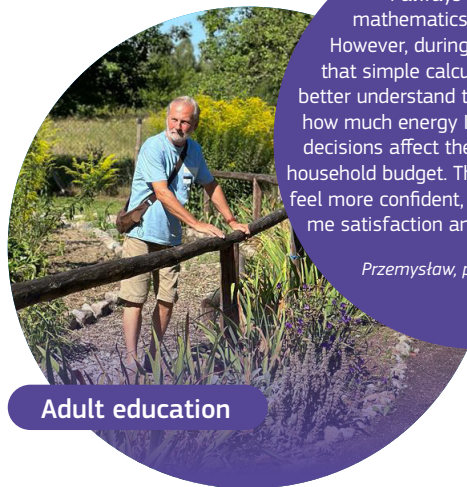
EU-aligned financial training modules delivered



Direct support to SMEs, startups, and family-run businesses



Improved financial literacy and access to financing for SMEs and family-run businesses



“I always thought that mathematics was not for me. However, during my mobility, I saw that simple calculations can help me better understand the natural world, from how much energy I save to how my daily decisions affect the environment and my household budget. This experience made me feel more confident, and my new skills gave me satisfaction and a sense of agency.”

Przemysław, project participant

Adult education



This project offered international mobility placements for seniors in Poland to strengthen their basic maths competences and ecological knowledge, and encouraged social inclusion and more sustainable habits.

The *EkoLOGIKA* project provided disadvantaged older adults with opportunities to gain essential competences often inaccessible to them. Through international mobility, 20 seniors enhanced their basic mathematical skills and learned practical ecological knowledge for everyday life. At the same time, 10 staff members participated in job shadowing where they acquired experience in organising maths education for seniors, and in conducting ecological workshops adapted to their needs. Linking personal development, social inclusion and environmental awareness brought quality of life to older learners and strengthened the educational capacity of the coordinating organisation. The project also laid the foundation for a new educational programme designed to continue supporting seniors with learning opportunities that combine numeracy and sustainability.

KEY IMPACT



20 seniors trained in basic maths and ecological skills



10 staff members gained expertise through international job shadowing



Introduction of a new educational programme tailored to seniors' needs



Promotion of sustainable household habits and eco-friendly behaviours

-  **Sector and key action:** Adult education – Key action 1
-  **Project coordinator:** Fundacja Inthinknity, Gdynia (Poland)
-  **Project code:** 2023-1-PL01-KA122-ADU-000112737
-  **Project information:** [Search - Erasmus+](#)
-  **Project budget:** €56 018
-  **Project duration:** 16-06-2023 – 15-12-2023



Media education for all: digital citizens criticise and combat fake news

Building critical thinking against misinformation



"We saw so many students misled by fake news. The tools we developed will really help tackle disinformation and raise awareness."

Klas, project coordinator



Adult education



Sector and key action: Adult education – Key action 2



Project coordinator: CFL Söderhamn (Sweden)



Project partners: Cooperativa Sociale Cooss Marche Onlus Societa Cooperativa Per Azioni (Italy), Forum Citoyens - Burgers asbl (Belgium), Future In Perspective Limited (Ireland), IASIS (Greece), Innovation Training Center, S.L (Spain), OÜ Vestifex (Estonia)



Project code: 2021-1-SE01-KA220-ADU-000035659



Project information: [Search - Erasmus+](#)



Project budget: €271 025



Project duration: 01-01-2022 – 30-06-2024

The project equipped educators, youth, and adults with the skills to critically assess media content and counter misinformation. By promoting digital and media literacy, the project helped build resilience against fake news while fostering democratic participation.

Misinformation has always existed, but digitalisation and social media have amplified its reach and impact, threatening democracy, public health, and social cohesion. The *MediAware* project tackled this issue by enhancing media literacy and critical thinking skills among educators, young people, and adults. Its training, workshops, and educational materials empowered individuals to identify disinformation, evaluate online content responsibly, and engage ethically on digital platforms. By promoting media literacy as a lifelong skill and aligning with EU efforts to combat disinformation, *MediAware* contributed to building a more informed and participatory society that respects cultural diversity and democratic values.

KEY IMPACT



Strengthened media and digital literacy across diverse groups in Europe



Tools and training resources developed for use in classrooms and community settings



Awareness raised through workshops and campaigns, fostering resilience against misinformation



New Approaches in IT Education for Women

Women gaining IT skills for the future



Adult education



“Experiencing the country with the highest level of gender equality firsthand gave me the feeling that anything is possible. At the same time, discovering that many problems are similar in Slovakia and Iceland in the adult education sector gave me a certain sense of belonging”

Project participant



This project supported women from rural and disadvantaged backgrounds in Slovakia to gain digital and IT skills, improve their employability and help them enter the technology job market.

New Approaches in IT Education for Women addressed the barriers faced by women in rural and disadvantaged communities when accessing digital learning. Through training and mobility opportunities, the initiative helped participants build confidence and gain essential IT competences to enter or re-enter the labour market. Its exclusive focus on women enabled the project to respond to the gender gap in technology and create a supportive environment for learners to develop skills at their own pace. Its emphasis on digital transformation ensured that the training was relevant to modern labour market demands, while also contributing to inclusion and equality in education.

KEY IMPACT



Women from rural and disadvantaged backgrounds trained in IT skills



New inclusive teaching methods introduced for digital education



Mobility opportunities provided to broaden learning and career perspectives



Contribution to reducing gender gap in the technology labour market

 **Sector and key action:** Adult education – Key action 1

 **Project coordinator:** AJ Ty v IT, Bratislava (Slovakia)

 **Project code:** 2023-1-SK01-KA122-ADU-000141654

 **Project information:** [Search - Erasmus+](#)

 **Project budget:** €23 660

 **Project duration:** 01-06-2023 – 30-11-2024

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