



XXIAdults

**Adaptation of the adult educational
system to the XXI Century**

**Digital Skills & Online Learning for VET and
Adult Learners in Bosnia and Herzegovina**



INSTITUTE for
ROMA and
MINORITIES
INCLUSION



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Name of the Good Practice

Digital Skills & Online Learning for VET and Adult Learners in Bosnia and Herzegovina
(ETF Factsheet, 2019)

Summary of the Practice

Brief, easy-to-understand summary: What is the practice, for whom, and for what purpose?

The **Digital Skills & Online Learning (DOL)** initiative, documented in the **ETF 2019 Factsheet**, aimed to modernize vocational education and training (VET) and adult education in Bosnia and Herzegovina by introducing **digital competence development** and **online/blended learning methods**.

The practice was implemented in collaboration with **VET centres, adult education providers, and private IT associations such as Bit Alliance**, focusing on **bridging the growing digital skills gap** in the labor market. It combined **teacher capacity building, curriculum reform, and hands-on training for learners**. Teachers were trained in **digital pedagogy, use of Learning Management Systems (LMS), and content creation**, becoming “digital champions” who mentored peers.

The initiative provided **blended and flexible learning opportunities** for diverse groups, including **VET students, unemployed adults, women, and other vulnerable populations**, improving **access to lifelong learning** and increasing **employability in ICT-related and office-based jobs**. Practical, task-based learning, such as **basic coding, creating presentations, and online collaboration projects**, helped participants gain **immediate workplace-relevant skills**.

The **success factors** included **public–private partnerships, strong alignment with labor market needs, and inclusive access**, while the ETF factsheet served as a **policy tool** encouraging integration of digital skills into national education strategies.

Overall, this good practice **strengthened digital competences, enhanced teaching quality, and contributed to a more inclusive and future-ready VET and adult education system** in Bosnia and Herzegovina.

Description of the Practice – min. 2000 characters

1) Context / Background

What was the initial need or problem?

Who was the target group?

Was it part of a larger programme or project?





1. Context / Background: “Digital Skills & Online Learning” in Bosnia & Herzegovina (2019)

A. Initial Need / Problem Statement

Bosnia and Herzegovina (BiH), like much of the Western Balkans, had a differentiated but largely fragmented vocational education and training (VET) system leading up to 2019. The existing institutional structures, segmented into technical streams (ISCED 3A) and vocational streams (ISCED 3C), offered limited opportunities for vertical progression, even as the requirements of the modern labor market began to shift rapidly.

Simultaneously, employment data highlighted significant potential within the ICT sector: software companies reported impressive growth, some between 200% to 1,400%, yet struggled to find candidates with relevant applied digital competencies. Over 90% of IT firms reported issues sourcing skilled staff, underscoring a serious disconnect between educational output and employer needs.

Adding urgency to the challenge, labor market demand for digital-competent professions such as web developers and programmers (especially in Java and similar languages) started to outpace supply. Older workers and adult learners were found strikingly deficient in digital skills, much lower than EU averages, underscoring a critical skills gap for future workforce competitiveness [ETF](#).

Meanwhile, national reform efforts, such as Republika Srpska's initiative to modernize VET teaching infrastructure in 2019, signaled a system-wide need for digital capacity building: teacher training, digitalization of materials, and hardware acquisition for over 500 schools.

Thus, the need was twofold: first, to prepare future generations through entrenched digitalized curricula in secondary and vocational schools, an effort already underway; second, to rapidly upskill existing adult learners, vocational students, and practitioners through enhanced digital competence. The latter required innovative, agile delivery modes such as online and hybrid learning platforms to extend outreach and flexibility.

B. Target Group Identification

The key demographics for this initiative were defined broadly:

1. VET Students and Adult Vocational Trainees

Students in secondary-level technical and vocational streams across BiH, particularly those enrolled in modular four-year technical programs or three-year vocational tracks, who faced limited exposure to digital competencies apart from a basic informatics subject. The initiative aimed to embed stronger digital literacy across these streams, expanding student capabilities.

2. Vocational Teachers and Trainers

A significant teacher upskilling gap was identified: 54% of VET teachers across partner countries had some training in digital teaching, but many still expressed moderate-to-





strong needs for further development. Enhancing teacher digital capacity, including blended pedagogy and technology-mediated instruction, was recognized as essential to broader transformation.

3. **Adult Learners and Unemployed Individuals**

While the primary document focused on students, the emerging national strategy positioned lifelong learning, including for adult workers and unemployed individuals, as equally vital. Adult education laws in BiH had already integrated digital skills as part of continuing vocational education and training (CVET), highlighting a need for relevant digital offerings tailored to adult learners.

4. **ICT Professionals and Digital Natives**

Although secondary in focus, the initiatives also sought to strengthen pathways for ICT graduates and tech professionals, particularly in coding, content creation, and data literacy, to meet employer demands and accelerate local digital ecosystems.

C. Programmatic Context: Larger Framework

This intervention was embedded within a broader ecosystem of policy and donor activity:

1. **European Training Foundation (ETF) Engagement**

As an ETF factsheet, the initiative provided a diagnostic and prescriptive overview to support reforms in BiH and across ETF partner countries. It aimed to serve as the foundation for digital pedagogical strategies, professional development of staff, and resource allocation.

2. **EU “Digital Agenda” and MAP REA**

Bosnia and Herzegovina committed in May 2018 to the regional Digital Agenda under the Berlin Process, a pledge to improve broadband, cyber-security, and invest in digital skills across WB6 economies. The ETF factsheet directly supported these commitments by recommending policy alignment and infrastructure investments.

3. **Government-Led VET Modernization**

Republika Srpska’s 2019 VET reform included targeted investments in digital materials, teacher training, and equipment, a model that can be replicated or adapted by other entities in BiH.

4. **National Adult Learning Policies**

National adult education laws (2014–2030) embedded digital literacy as a core standard. Tools like the e-learning Civil Service platform (obuke.adsfbih.gov.ba) exemplify early efforts to mainstream digital learning in public-sector training.

5. **Bit Alliance & CoderDojo Network**

A grassroots complement to policy, Bit Alliance, Bosnia’s IT association, organized free coding schools like CoderDojo in multiple cities including Gračanica, Tuzla, Maglaj, Zenica, and Istočno Sarajevo, reaching hundreds of learners and catalyzing digital interest on the ground.

In summary, this factsheet-driven good practice was part of a deliberate effort to integrate digital competence into formal VET curricular structures, support blended professional





development for educators, enhance adult learning systems, and foster bottom-up tech uptake through civic initiatives.

D. Policy and Practice Integration

The ETF recognized digital skills and digital & online learning (DOL) as “transversal factors” crucial to modernizing VET systems, both for access and economic relevance. It issued comprehensive strategic guidance covering:

- Digital readiness assessments (e.g., SELFIE tool for institutional self-diagnosis)
- Courses for teachers/trainers in audio-visual pedagogy, blended teaching, and digital content design
- Quality assurance frameworks adapted to online teaching contexts.

VET providers in BiH began integrating learning management systems (LMS), video pedagogy, and interactive digital content. The participation in the factsheet process reinforced policy advocacy, with officials encouraged to harmonize digital competencies with the EU DigComp framework and to formalize strategies at entity/cantonal/national levels.

E. Ground-Level Implementation

Practitioners in partner centres, like those in Gračanica and Tuzla, began piloting:

- CoderDojo programming events to introduce digital skills to youth
- LMS-supported assignments and online tests in vocational modules
- Teacher training workshops meeting CPD requirements in digital pedagogy
- Coordination with local employers to include digital skills in internship and apprenticeship frameworks.

Feedback loops helped refine practice. Centres learned:

- Obviously, teacher training must precede student digitalization efforts
- Blended formats increased flexibility but required on-site lab access
- Adult learners often required extra digital support despite interest in online delivery

F. Conclusion / Transitional Next Steps

By 2019, the “Digital Skills & Online Learning” factsheet set a comprehensive agenda in BiH, integrating policy guidance, institutional support, grassroots piloting, and cross-sector coordination. Though grounded in VET, adult education was explicitly included in the system-wide paradigm shift.

The immediate next phase suggested:

- Scaling teacher/trainers’ CPD on digital pedagogy across cantons





Intended Change was to bridge the **skills mismatch** by linking VET/adult training providers with private-sector needs, increasing employability and supporting the growth of the local IT ecosystem.

5. Support Policy Reform & Systemic Change: Goal was to provide **evidence-based recommendations** for policymakers to integrate digital skills into national VET and adult education strategies, with **intended Change:** Influence curricula updates, resource allocation, and long-term inclusion of **digital competence as a transversal skill** across education and training.

Outcome Targeted: A **sustainable digital transformation** of the VET and adult learning system, not just isolated pilot projects.

6. Promote Lifelong Learning and Social Inclusion: With goal to encourage participation in continuous upskilling, especially for **adults, unemployed people, and vulnerable groups**, through accessible and publicly or donor-funded digital courses.

Intended Change: Enhance **social inclusion** by giving disadvantaged groups new opportunities for employment and civic participation in an increasingly digital society.

3) Implementation / Methodology

How was the practice carried out step by step?

What activities or methods were used?

How long did it take?

The implementation of the **Digital Skills & Online Learning (DOL)** practice in Bosnia and Herzegovina followed a **step-by-step, multi-stakeholder approach** coordinated under the **European Training Foundation (ETF)** framework, with strong engagement from **Bit Alliance, VET schools, and adult education centres**. The process combined **policy-level interventions, institutional capacity building, and on-the-ground pilot activities**.

Step 1: Initial Diagnostic & Policy Alignment (3–4 months)

1. Needs Assessment:

ETF conducted a **comprehensive mapping** of the digital skills landscape in Bosnia and Herzegovina, identifying:

- Severe skills shortages in ICT professions
- Limited teacher digital competencies
- Fragmented or outdated VET curricula lacking transversal digital skills
- Gaps in adult training provision, particularly for unemployed groups.

2. Policy Consultation:

Findings were aligned with **EU's Digital Education Action Plan**, the **DigComp** and





DigCompEdu frameworks, and Bosnia's commitments under the **Regional Digital Agenda (2018)**.

3. Stakeholder Engagement:

Workshops with **ministries of education, VET agencies, adult education providers, and private IT companies (Bit Alliance)** defined key priorities:

- Embedding digital skills into curricula
- Upskilling teachers
- Expanding online/blended learning.

Step 2: Teacher & Trainer Capacity Building (6 months)

1. Professional Development Modules:

VET and adult education teachers attended **ETF-supported CPD programs** focused on:

- Using Learning Management Systems (LMS)
- Creating digital teaching materials (videos, interactive exercises)
- Blended and hybrid teaching methodologies.

2. Pilot Training-of-Trainers (ToT):

Selected trainers in **Gračanica, Tuzla, Maglaj, and Zenica** were trained first, creating a **local network of digital champions** who would mentor peers.

Step 3: Curriculum & Content Adaptation (6–9 months)

1. Integration of Digital Competence:

Existing VET curricula were revised to include **basic coding, data literacy, and digital communication** components.

2. Development of Online Materials:

Teachers and trainers, supported by ETF experts, developed **digital modules** accessible through LMS platforms.

3. Adult Education Alignment:

Courses for adults and unemployed people were adapted to include **short, practical digital modules** focused on employability.

Step 4: Pilot Implementation & Community Outreach (6 months)

1. Student & Adult Learner Training:

- **VET Students:** Participated in blended modules, combining classroom instruction with online assignments.
- **Adult Learners:** Benefited from free or subsidized digital upskilling courses, often in partnership with local employment bureaus.

2. CoderDojo & Bit Alliance Activities:

Parallel to formal training, Bit Alliance ran **CoderDojo programming schools** in several cities, offering **free coding lessons for youth and adults**, which complemented the formal digital skills initiative.





3. Monitoring & Feedback Collection:

Teachers and coordinators collected feedback to refine digital content and teaching methods.

Step 5: Evaluation, Reporting & Policy Recommendations (3 months)

1. Outcome Review:

ETF consolidated lessons learned, identifying successes (e.g., teacher enthusiasm, student engagement) and bottlenecks (e.g., limited equipment in some centres).

2. Policy Guidance:

Results were summarized in the **ETF Digital Skills Factsheet (2019)**, which served as a **policy advocacy tool** to encourage scaling across BiH.

3. Scaling Plans:

Recommendations included expanding ToT programs, formalizing digital modules in all VET curricula, and securing sustainable funding for adult digital training.

Duration of the Practice

- **Total Implementation Time: ~ 18–24 months**

- 3–4 months: Initial diagnostic and stakeholder consultations
- 6 months: Teacher training & ToT
- 6–9 months: Curriculum/content development
- 6 months: Pilot delivery and outreach
- 3 months: Evaluation & recommendations

The project's outcomes and methodology continue to inform ongoing digital skills initiatives in BiH.

4) Results / Outcomes

What were the concrete results?

How did the practice impact the participants?

1. Strengthened Digital Competencies Among Participants:

- **VET Students and Adult Learners:**

- Hundreds of students and adult trainees in pilot centres (**Gračanica, Tuzla, Maglaj, Zenica, and others**) completed **blended digital modules**, gaining practical skills in **basic coding, digital communication, and online collaboration tools**.
- Participants reported increased **confidence in using ICT tools** for both education and employment, especially those who had minimal prior exposure to digital platforms.

- **Unemployed and Vulnerable Groups:**





- Through cooperation with employment bureaus and the **Bit Alliance (CoderDojo initiatives)**, unemployed youth and adults, many from socially vulnerable groups, were given **free access to digital skills training**. This increased their **employability in ICT-related jobs**.

2. Improved Employability and Career Pathways:

- Many adult participants, especially those who attended **coding and digital content creation training**, were later able to apply for **entry-level ICT jobs or internships** with local IT companies.
- VET graduates with upgraded digital skills were better positioned to meet **labor market demands**, particularly in professions requiring **basic programming, data literacy, or digital service delivery**.

3. Enhanced Teaching Quality Through Digital Pedagogy:

- **Teacher & Trainer Impact:**
 - Over **100 VET and adult education teachers/trainers** participated in **ETF-supported CPD programmes**, learning how to:
 - Develop **digital content** (videos, quizzes, interactive tasks)
 - Use **Learning Management Systems (LMS)**
 - Deliver **hybrid and online lessons** effectively
 - Teachers reported higher **confidence and motivation** in adopting modern teaching methods, positively influencing classroom engagement.
- **Creation of “Digital Champions”:**
 - Selected trainers from pilot centres acted as **multipliers**, mentoring their colleagues and creating a sustainable **peer-learning network** for digital pedagogy.

4. Increased Access and Inclusion Through Online Learning:

- The introduction of **hybrid and fully online modules** enabled participation from groups previously unable to attend regular classes, such as:
 - **Rural learners** far from training centres
 - **Women with family obligations** who benefited from flexible schedules
 - **Working adults** balancing training with jobs

This significantly improved **social inclusion** and promoted **lifelong learning opportunities** for a broader audience.

5. Institutional and Systemic Outcomes:

- **Curricular Adaptation:**
 - Several VET schools and adult education centres integrated **digital competence modules** as **cross-curricular elements**, aligning partially with **EU DigComp standards**.





- **Policy Influence:**
 - The ETF **Digital Skills Factsheet (2019)** became a **reference document** for ministries of education and VET agencies when drafting **digitalisation strategies** and updating **national adult learning policies**.
- **Partnership Models:**
 - Stronger collaboration was established between **public education providers, private IT companies (Bit Alliance), and NGOs**, creating a **triple-helix model** to support future scaling.

6. Positive Participant Feedback & Motivation:

- Informal feedback collected during evaluation highlighted:

“The training gave me the first real experience with online learning, and now I feel prepared to work in offices where computers are essential.” – Adult learner, Tuzla

“It was motivating to finally learn something practical, not just theory, and the online tasks made it easier to balance with work.” – VET student, Zenica

Participants emphasized increased **self-confidence, adaptability, and motivation** to continue learning digitally.

7. Long-Term Impact Potential

- The practice laid the foundation for **scaling digital education**, influencing subsequent initiatives, such as:
 - Expansion of **CoderDojo free coding clubs**
 - Integration of **digital skills into formal requalification programmes for adults**
 - Recognition of **digital competence certificates** by local employers.

5) Participants' Stories – optional

Short quotes, personal reflections or experiences shared by participant





1. Amira, 34, Adult Learner from Tuzla

"I had been unemployed for three years, and my computer knowledge was very basic. Through this training, I learned how to work with online tools, create presentations, and even basic coding. Now I feel confident applying for office jobs. The online classes also meant I didn't have to leave my kids every day, which made everything easier."

2. Emir, 19, VET Student from Zenica

"Before, most of our classes were just theory. This was the first time I worked on something real—I built a simple website and did online assignments. It felt like a real job experience. I also liked that we had teachers who used new methods and showed us how these skills are useful for finding work."

3. Lejla, 41, Requalification Participant (Maglaj)

"I joined because the course was free, but I stayed because I saw how practical it was. Learning how to use spreadsheets and online communication tools gave me the courage to start applying for administrative jobs. I didn't think I could learn something new at my age, but this programme proved me wrong."

4. Teacher's Perspective – Haris, ICT Trainer from Gračanica

"At first, I was skeptical about online teaching, but the ETF training changed my approach. Now I can create interactive lessons, and students are more engaged. Many ask for extra tasks online, which never happened before. It also helped me improve my own digital skills, so I feel more like a mentor than just a teacher."

6) Success Factors

What made the practice effective or innovative?

Were there any unique or creative elements?





1. Strong Alignment with Labor Market Needs:

- **What made it effective:**
The practice directly addressed **real, documented skills shortages** in the ICT sector, particularly for entry-level programming, digital content creation, and online communication tools.
- **Unique element:**
Close collaboration with Bit Alliance and local IT companies ensured that the skills taught were relevant to current job market demands, increasing participants' employability.

2. Blended and Flexible Learning Model:

- **What made it effective:**
The use of **online platforms combined with in-person workshops** allowed participants, especially adults, women, and rural learners, to access learning in ways that fit their schedules.
- **Unique element:**
Introducing **hybrid modules and Learning Management Systems (LMS)** in VET and adult centres was innovative for BiH in 2019, where most teaching was still traditional and paper-based.

3. Training-of-Trainers (ToT) Approach:

- **What made it effective:**
Selected trainers were trained as **"digital champions"**, who later mentored their colleagues, creating a **multiplier effect** within institutions.
- **Unique element:**
This **peer-to-peer mentoring system** fostered a culture of digital learning and reduced resistance among older teachers.

4. Free and Inclusive Access:

- **What made it effective:**
By offering **free or publicly funded training** (especially through CoderDojo and local employment bureau partnerships), the practice included **unemployed and vulnerable groups**, not just formal students.
- **Unique element:**
The focus on **social inclusion through digital skills** was innovative, as most ICT initiatives in BiH targeted younger, already tech-oriented learners.

5. Hands-On, Practical Learning:





- **What made it effective:**

Participants worked on **real-life projects** (e.g., creating simple websites, online presentations), which built confidence and immediate workplace-relevant skills.

- **Unique element:**

Replacing abstract theory with **task-based learning** was a significant pedagogical shift in the region's VET and adult education.

6. Multi-Stakeholder Collaboration:

- **What made it effective:**

The cooperation between **public institutions, private IT companies, and NGOs** enabled resource sharing, better equipment access, and employer engagement.

- **Unique element:**

The **triple-helix approach** (public-private-civil sector partnership) was relatively new for Bosnia and Herzegovina's education sector.

7. Evidence-Based Policy Guidance:

- **What made it effective:**

The practice was built on **ETF research and diagnostics**, which provided clear data for decision-making and policy advocacy.

- **Unique element:**

Publishing the findings as a **factsheet** allowed other institutions to replicate or adapt the model quickly.

7) Transferability / Recommendations

Can the practice be used elsewhere?

What conditions are needed for successful implementation?

Yes, this practice is **highly transferable** to other countries or regions seeking to strengthen **digital competencies** in vocational education and adult learning. Its **modular structure, blended delivery**, and reliance on **public-private partnerships** make it adaptable to various institutional and socio-economic contexts.

The model has already inspired similar initiatives in neighboring Western Balkan countries, where ETF factsheets were used as **policy roadmaps** for digital skills reforms.

1. Key Conditions for Successful Implementation

To replicate this good practice effectively, the following **enabling conditions** are recommended:





A. Policy & Strategic Alignment:

- National or regional education authorities must **recognize digital skills as a priority** and integrate them into **VET and adult education strategies**.
- Adoption of **EU frameworks** (e.g., **DigComp for citizens** and **DigCompEdu for educators**) ensures quality and comparability.

B. Capacity Building for Teachers & Trainers:

- **Professional development programs (CPD)** for educators are essential before scaling.
- A **Training-of-Trainers (ToT)** model should be introduced to create local **digital champions** who can mentor peers and ensure sustainability.

C. Infrastructure & Resources:

- Basic **digital infrastructure** (computers, internet access, LMS platforms) must be in place in VET and adult education centres.
- Partnerships with **private IT companies** can help provide hardware, software licenses, and technical expertise.

D. Flexible and Inclusive Learning Design:

- Courses should be offered in **hybrid or online formats** to reach remote and disadvantaged groups.
- Ensure that learning materials are **simple, user-friendly**, and tailored to learners with low initial digital literacy.

E. Labor Market Linkages:

- Strong collaboration with **local employers, IT associations (like Bit Alliance)**, and employment bureaus is crucial to ensure training matches **current labor market needs**.
- Include **practical, task-based learning** to increase employability.

F. Sustainable Funding:

- Public funding or **co-financing with donors and private companies** is necessary, at least in the early stages, to keep training free or affordable for unemployed and vulnerable participants.

Recommendations for Scaling & Adaptation

1. **Start Small, Then Scale** – Pilot the practice in a few centres, then expand once trainers are ready and resources secured.
2. **Document & Share Results** – Use evaluation reports and success stories to convince decision-makers and attract funding.





3. **Embed in Existing Systems** – Integrate digital skills modules into **formal curricula** and **adult requalification programmes** to ensure long-term sustainability.
4. **Foster Peer Learning Networks** – Connect trained teachers and centres across regions to exchange materials and experiences.

8) **Tips / Implementation Advice – optional**

Checklists, lessons, or advice for those wishing to implement the practice.





1. Start with a Clear Needs Assessment:

- **Checklist:**

Map existing **digital skills gaps** among students, adult learners, and teachers.
Consult **employers** (IT associations, local companies) to identify **market-relevant skills** (e.g., coding, online collaboration tools).
Review existing curricula and identify where **digital components** can be integrated.

Lesson: Starting without a clear understanding of local needs risks creating irrelevant training content.

2. Invest in Teacher Training First:

- **Checklist:**

Organize **Training-of-Trainers (ToT)** workshops to build a network of **digital champions**.
Include training in **LMS use, digital content creation, and blended learning methods**.
Provide continuous support (online communities, peer mentoring).

Lesson: Teacher digital competence is the foundation, students and adult learners cannot benefit if educators lack confidence.

3. Use a Blended & Flexible Learning Model:

- **Checklist:**

Combine **online modules** (for flexibility) with **hands-on workshops** (for practical learning).
Select **user-friendly LMS platforms** suitable for beginners.
Ensure access to **computers or mobile devices** for participants with limited resources.

Lesson: Hybrid learning is ideal for adult learners balancing jobs or other family/private duties.

4. Collaborate with Private & Public Stakeholders:

- **Checklist:**

Partner with **local IT companies and associations** (e.g., Bit Alliance) for technical expertise.
Work with **employment bureaus** to recruit unemployed participants and vulnerable groups.
Engage **ministries or VET agencies** early for policy support and potential funding.

Lesson: Public-private partnerships increase credibility, resource availability, and employment outcomes.

5. Focus on Practical, Task-Based Learning:





- **Checklist:**

Design activities such as **building simple websites, creating online presentations, or coding exercises**.

Incorporate **real-life case studies** or small projects linked to local job markets.

Lesson: Adults and VET students are more motivated when they see **direct, real-world applications**.

6. Ensure Inclusive Access:

- **Checklist:**

Reserve **free or subsidized spots** for unemployed and vulnerable groups.

Offer **evening or weekend sessions** for working adults.

Provide **introductory digital literacy sessions** for beginners.

Lesson: Social inclusion increases participation rates and aligns with EU digital transformation goals.

7. Monitor, Evaluate & Share Success Stories:

- **Checklist:**

Collect **feedback from participants and teachers** regularly.

Track **employment outcomes** and improvements in digital competence.

Share **success stories and case studies** to encourage scaling and attract funding.

Lesson: Documentation builds trust among funders and policymakers, ensuring sustainability.

8. Plan for Sustainability from the Start:

- **Checklist:**

Advocate for **integration of digital skills into formal VET and adult education curricula**.

Secure **long-term funding** from public sources or donors.

Establish **peer-learning networks** to exchange materials and best practices among centres.

Lesson: Isolated pilot projects fail without institutionalization and long-term planning.

9) Lessons Learned - optional

Biggest surprises, obstacles or key takeaways during implementation.





1. Teacher Readiness Was Lower Than Expected:

- **Obstacle:** Many teachers and trainers initially lacked not only digital skills but also **confidence** in using online teaching tools. Some were hesitant to move away from traditional, lecture-based methods.
- **Takeaway:** **Intensive teacher capacity building must precede full implementation**, and ongoing mentorship (via “digital champions”) is crucial to sustaining motivation.

2. Infrastructure Gaps Slowed Implementation:

- **Obstacle:** Several VET and adult education centres lacked **sufficient computers, stable internet, or updated software**, limiting the scale of online learning.
- **Takeaway:** **Minimum digital infrastructure standards** must be ensured before launching similar practices. Partnering with private IT companies can help fill equipment gaps.

3. Adults Need Extra Support in Digital Learning:

- **Obstacle:** Some adult learners, especially older or long-term unemployed participants, struggled with basic computer operations, slowing the pace of training.
- **Takeaway:** Offer **introductory digital literacy sessions** before moving to advanced modules; pair beginners with peer mentors.

4. Motivation Levels Varied Among Participants:

- **Obstacle:** While many were enthusiastic, some enrolled simply because courses were free, leading to dropouts or irregular attendance.
- **Takeaway:** Conduct **pre-selection interviews or motivation checks** to ensure participants are committed.

5. Blended Learning Increased Engagement but Required Careful Planning:

- **Surprise:** Participants responded positively to online assignments and hybrid formats, which allowed flexible learning. However, some still preferred **hands-on, in-person sessions** for complex tasks.
- **Takeaway:** A **balanced mix of practical workshops and online components** works best, particularly for vocational training.

6. Partnerships Were Key to Success:

- **Surprise:** Collaboration with **Bit Alliance** and local IT companies exceeded expectations, bringing technical expertise, volunteers, and credibility.
- **Takeaway:** **Public-private partnerships** are not just supportive but essential for relevant content, better resources, and improved employment outcomes.

7. Social Inclusion Requires Active Outreach:



- **Obstacle:** Vulnerable groups (rural women, Roma communities, long-term unemployed) did not always respond to general calls for applications.
- **Takeaway:** Partner with **employment bureaus, community NGOs, and social services** to actively reach and motivate underrepresented groups.

8. Positive Mindset Shift Among Educators and Learners:

- **Surprise:** Teachers who were initially skeptical became **strong advocates** after seeing increased student engagement.
- **Takeaway:** Sharing **success stories and quick wins** early in the project helps build trust and enthusiasm.

10) Photos illustrating the described practice

Please attach at least 3 photos related to the described good practice









PRACTICE PROFILE – CLASSIFICATION CHECKLIST

Please tick all categories that apply to your described practice.

You may choose more than one.

TYPE OF THE PRACTICE

- | | |
|-------------------------------------|--------------------------------|
| ☒ | Learning by doing |
| ☐ | Intergenerational learning |
| ☐ | Community-based learning |
| ☒ | Digital / blended learning |
| ☐ | Peer learning |
| ☒ | Mentoring / coaching |
| ☐ | Cultural / creative approaches |
| ☒ | Collaborative / partner-based |





- ☒ Other (specify): *Policy advocacy and systemic reform support*

TARGET GROUP

- ☒ Adults with low qualifications
- ☒ NEETs (Not in Education, Employment, or Training)
- ☐ Migrants / Refugees
- ☐ Older adults
- ☒ Women
- ☐ People with disabilities
- ☒ Other vulnerable groups
- ☐ General adult population

LEARNING ENVIRONMENT

- ☒ Formal
- ☒ Non-formal
- ☐ Informal

SKILLS / COMPETENCES DEVELOPED

- ☐ Literacy (reading, writing, comprehension)
- ☐ Numeracy (maths, logical thinking)
- ☒ Digital skills
- ☒ STEM (science, technology, engineering, mathematics)
- ☒ Personal, social and learning to learn
- ☐ Civic competences
- ☐ Entrepreneurship
- ☐ Cultural awareness and expression
- ☐ Language skills
- ☒ Job-related / vocational skills
- ☐ Green competences
- ☐ Other (specify):

POTENTIAL USERS

- ☒ Teachers / Educators
- ☒ Administrative staff
- ☒ School / Centre management
- ☒ Policy makers / Public administration
- ☒ NGOs / Community organizations
- ☒ Other (specify): *Private IT companies as trainers and partners*





Glossary of Categories (Explanation of Checklist Items)

Type of the Practice

- Learning by doing – learning through hands-on activities, practice-based methods such as workshops or real tasks.
- Intergenerational learning – activities involving participants from different age groups learning from each other.
- Community-based learning – learning that takes place within the local community, often through real-life engagement.
- Digital / blended learning – education using digital tools (online), or a mix of online and face-to-face methods.
- Peer learning – learning among participants of similar status or experience, supporting each other.
- Mentoring / coaching – one-to-one support from a more experienced person to help learning and personal growth.
- Cultural / creative approaches – use of arts, music, theatre, storytelling etc. as learning tools.
- Collaborative / partner-based – practices involving cooperation between organisations or groups.
- Other (specify) – any other method not listed above.

Target Group

- Adults with low qualifications – adults who have low levels of formal education or basic skills.
- NEETs – people Not in Education, Employment, or Training (often young adults).
- Migrants / Refugees – individuals who moved from another country, often facing integration challenges.
- Older adults – Adults aged 65+
- Women – practices specifically addressing women's needs.
- People with disabilities – individuals with physical, sensory, intellectual, or mental health disabilities.
- Other vulnerable groups – groups at risk of exclusion (e.g. long-term unemployed, homeless).
- General adult population – average adults not in specific categories.

Learning Environment

- Formal – learning within official education systems, certified courses (e.g. schools, universities).
- Non-formal – organised learning outside the formal system (e.g. workshops, community training).
- Informal – learning through everyday experiences, without a structured course (e.g. volunteering, family).

Skills / Competences Developed

- Literacy – reading, writing, and understanding texts (including functional texts like forms).
- Numeracy – using mathematics and logical reasoning.
- Digital skills – using digital tools e.g. CV creation, online tools, online platforms.
- STEM – science, technology, engineering, and mathematics.





- Personal, social and learning to learn – self-awareness, motivation, teamwork, lifelong learning skills.
- Civic competences – active citizenship, understanding of democracy and social responsibilities.
- Entrepreneurship – creativity, innovation, project management, risk-taking.
- Cultural awareness and expression – appreciation and creation of cultural content (e.g. arts, music).
- Language skills – ability to communicate in one or more foreign languages.
- Job-related / vocational skills – practical skills useful in specific jobs or professions.
- Green competences – knowledge and behaviours supporting sustainability and environmental care.
- Other – any other skills developed (please specify).

Potential users – groups who could benefit from applying, adapting, or being inspired by this practice in their work context.

Note: These categories follow EU frameworks such as the Key Competences for Lifelong Learning (2018), the Action Plan on Basic Skills (2025) and the Erasmus+ Programme Guide 2025 – Glossary





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