



Educating to Thrive in the Digital World

Community for Educational Innovation (CEI)



April 29, 2026

About

CEI



Community for Educational Innovation

Created by the Directorate General for Education, Youth Sport and Culture (DG EAC) of the European Commission.



1,500+
Members



100+
Countries



57%
Higher education
+ other stakeholders

Connects

Higher education,
industry, public
sector and civil
society

Advances

Educational
innovation and
entrepreneurial
mindsets across
Europe

Synergies

HEInnovate and
EHESO (European
Higher Education
Sector Observatory)
Strategic
Transformation
Toolbox.



Thematic strands 2025-2026



2025 - I

Thematic Strand 1

Entrepreneurial Skills and Mindsets in Education



2025 - II

Thematic Strand 2

Bridging the Innovation Gap in Higher Education



2026 - I

Thematic Strand 3

Education for Green and Digital Innovation



2026 - II

Thematic Strand 4

Lifelong Learning for an Innovative Workforce

Report on Thematic Strand 1 available!

Report on Thematic Strand 2 available!



Thematic strand 3

Education for Green and Digital Innovation



Webinar topics:

- Twin Transition – Understanding the Why and Building the How (Mar. 05),
- Educating to Thrive in the Digital World (Apr. 29),
- Capacity-building for Leading Sustainability in Education (Jun. 10).



Study visit

- New Bulgarian University, Sofia (July 2026).



Calls for good practices & polls

- Share your **good practices** on Education for Green and Digital Innovation.
- Take our quick semester **poll** and share your insights.



Thematic report

- Summarises thematic strand activities.



Agenda

15:30 Welcome & introduction

15:40 **Intervention 1** – Developing future-ready learners in Estonia:
The ProgeTiger Programme approach.
Kirke Kasari

16:00 **Intervention 2** – Myth and evidences in personalized learning.
Julian Estevez

16:20 **Intervention 3** – Governing digital identity in university
alliances: Trust, standards, delivery.
Francisca Martin-Vergara

16:50 Introduction to European Digital Education Hub – EDEH

16:55 Closing remarks

Objective

Examine digital transformation to enhance educational quality and labour market readiness.

Key objectives

- Exploring national-scale integration of digital literacy.
- Examining the feasibility of AI-driven personalisation.
- Understanding the governance of digitalisation.





Kirke Kasari

Head of Development,
ProgeTiger Programme

Intervention 1

Developing future-ready learners in Estonia: The ProgeTiger Programme approach

- **Leadership at ProgeTiger and Tallinn University**

Programme Head and Researcher within the School of Digital Technologies.

- **Strategic support for digital literacy**

Equips educators and students with future-ready skills through teacher training, mentoring, and learning materials.

- **Meaningful integration of digital skills**

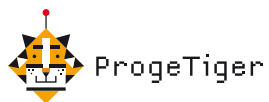
Advances the development of technology skills by embedding digital competence into the education curricula.

Developing future-ready learners in Estonia:

The ProgeTiger Programme approach

Kirke Kasari

*Head of Development at Education and Youth Board
Junior Researcher at Tallinn University*



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EDUCATION AND YOUTH BOARD



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the European Union



Investing
in your future



TALLINN UNIVERSITY



Why Estonia cannot afford to stand still

Policy context

- [Education Strategy 2021–2035](#): knowledge, skills and attitudes for life, work and society
- Digital competence defined as essential – not optional
- Clear national targets by 2035:
 - 16–24 year-olds: 76% → 90%
 - 16–74 year-olds: 37% → 60%

Labour market reality

- Critical shortage of ICT specialists ([OSKA – Estonian Qualifications Authority](#))
- Higher digital skills needed across all sectors
- AI and automation reshaping every profession

The challenge

- A dual mandate: more specialists and a higher digital floor for all
- Estonia's digital reputation cannot be taken for granted



The gap between policy ambition and classroom reality

Why change isn't happening fast enough

- Innovation still depends on:
 - Individual teachers' motivation
 - Short-term funding cycles
 - Uneven school capacity
- [ProgeTiger evaluation](#) (2023): programme reached most schools, but engagement remained shallow

What lasting change requires

- Alignment across:
 - Curriculum, teacher learning, leadership, school culture
- One-level interventions do not scale and do not last

Therefore

- Sustainable digital transformation needs a whole-school, multi-level approach





Guess who's winning the brains race, with 100% of first graders learning to code?

J. O'DELL SEPTEMBER 4, 2012 11:39 AM

It's Estonia!

WIRED.CO.UK

Computer coding taught in Estonian primary schools

8 January 2014 Last updated at 08:28 GMT

GIGAOM

Topics Reports Events Contributors

The industry leader in emerging technology research [Subscribe](#)

Estonia's plan to get 6 year olds coding is a stroke of genius

Bobbie Johnson Sep 5, 2012 - 6:00 AM PDT

Adding Coding to the Curriculum

LONDON — Estonia is teaching first graders how to create their own computer games and offering scholarships to entice more undergraduates into technology-driven disciplines. In England, an updated national curriculum will soon expose every child in the state school system to computer programming, starting at age five. The American “Hour of Code” effort says it has already persuaded 28 million people to give programming a try.

Estonia brings in coding classes for its youngest schoolkids

TECHNOLOGY / 05 SEPTEMBER 12 / by KLINT FINLEY

f t p in g+ 148 shares 0 comments

Public schools in Estonia will soon have a curriculum for teaching web and mobile application development to students as early as their first year of school.



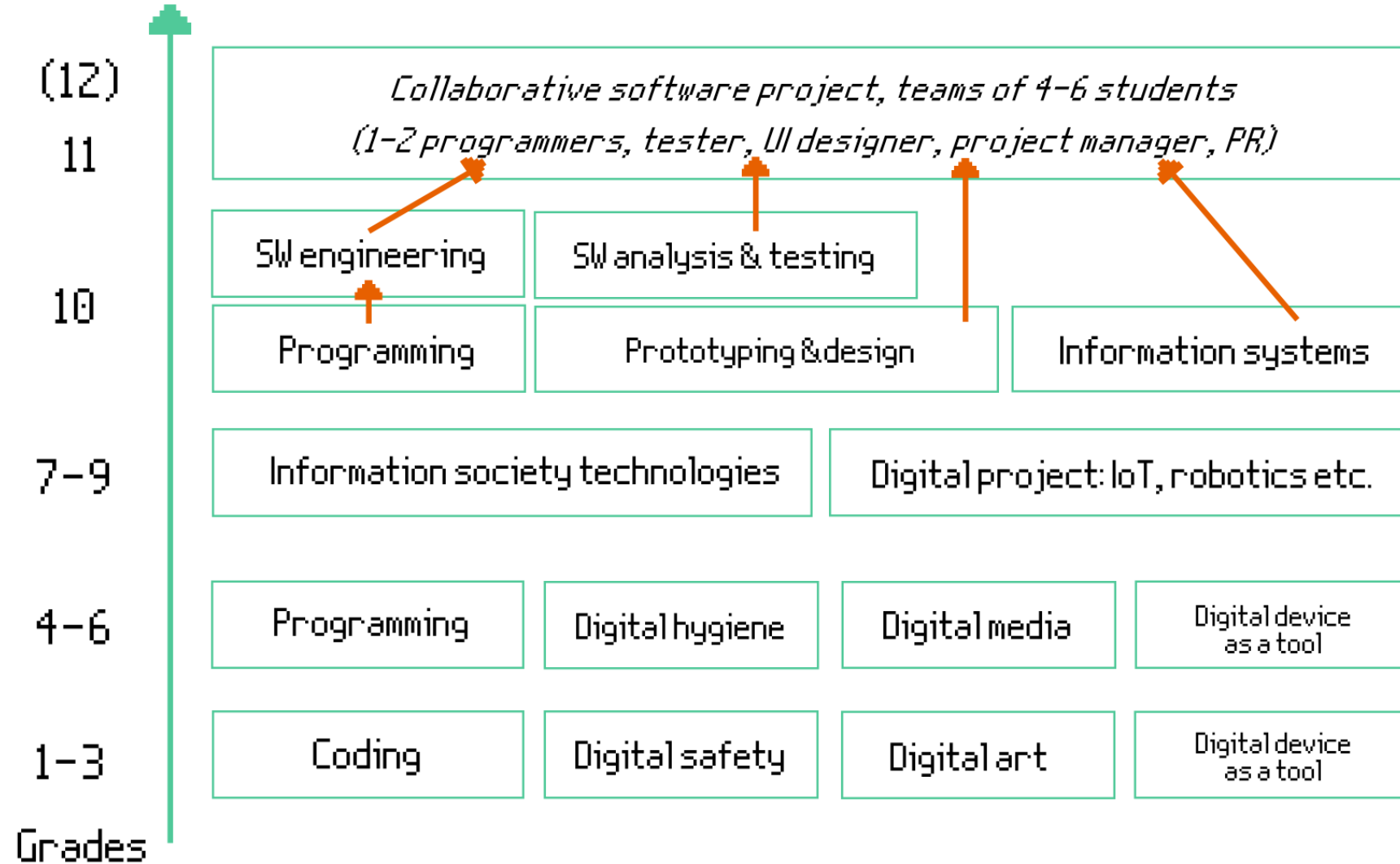
The ProgeTiger programme approach

- **Curriculum** – national informatics curriculum development
- **Learning materials** – digital textbooks, lesson plans, videos at progetiiger.ee
- **Teacher and leadership training** – seminars and professional development
- **School mentoring** – IThoog programme for whole-school transformation
- **Equipment funding** – supporting schools to access physical technology tools
- **Student engagement and popularization activities** – competitions, regional events, inspiration activities

Each pillar reinforces the others – curriculum needs materials, materials need trained teachers, teachers need leadership support, and none of it works without the right tools in classrooms.



THE INFORMATICS CURRICULUM



Supporting teachers, leaders and equipping schools

Learning materials

- Digital textbooks for all informatics courses
- Lesson plans, videos, and teaching resources at progetiiger.ee
- Curriculum-aligned – directly supports what teachers are expected to teach

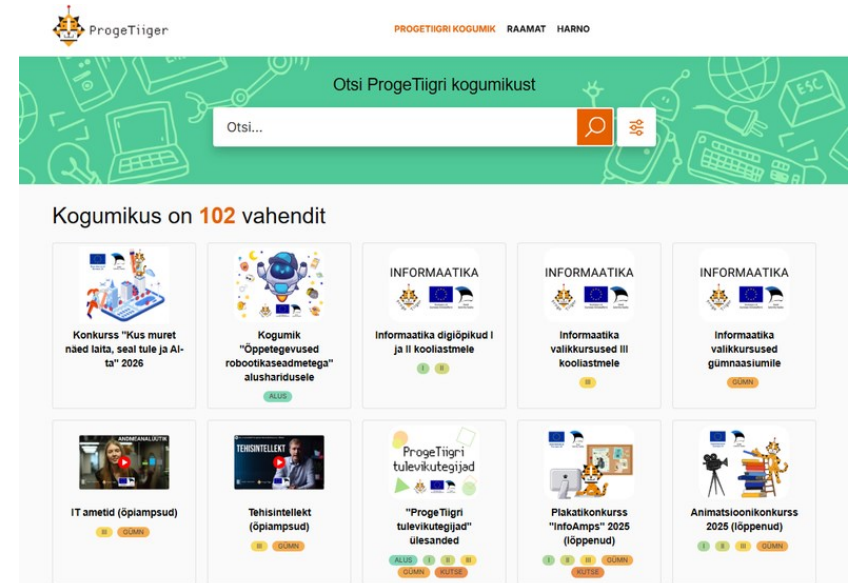
Teacher support and leadership development

- Regular training and seminars on pedagogy and digital tools
- Practical, subject-linked professional development
- Peer learning and knowledge sharing across schools
- Dedicated seminars for principals and management teams
- Sustainability of digital transformation is directly linked to principals' competencies and orientations

Equipment funding: building the physical foundation (2014–2022)

- Annual application rounds for schools to purchase technology equipment
- ~700 educational institutions supported
- ~3 million euros invested over the period
- Ensured hands-on ICT learning was not limited to well-resourced schools

progetiiger.ee



From school strategy to student inspiration



IThoog mentoring programme

- Schools assess their current digital maturity
- Develop a tailored ICT education strategy
- Receive structured training sessions
- Ongoing mentoring support from a dedicated mentor
- Result: schools move from fragmented adoption to strategic, embedded transformation

Student engagement and popularisation

- National competitions and regional events
- Inspiration activities connecting learning to real-world relevance
- Newsletters, communication and marketing, campaigns etc

The interconnection

- Curriculum sets the goals
- Learning materials make those goals teachable
- Teacher and leadership training builds the capacity to deliver
- Equipment funding ensures schools have the tools to practise
- IThoog embeds change at the whole-school level
- Student activities build the motivation to engage
- Together they form a closed loop from policy to learner



HAR ESTONIAN EDUCATION AND YOUTH BOARD NO

IT Akadeemia



ProgeTiiger

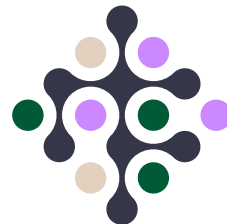


INSENERIAKADEEMIA



DiGIPÄDEVUS

education estonia



AI Leap



Thank you!

kirke.kasari@harno.ee

[LinkedIn](#)



HAR ESTONIAN EDUCATION
AND YOUTH BOARD **NO**



Julian Estevez

Professor at the University of
the Basque Country

Intervention 2

Personalised education with AI. A myth?

- **Expertise in robotics and computer engineering**

Holds a PhD in Computer Engineering and works on robotics, AI, and the social impact.

- **European Commission advisory and implementation**

Contributed to the Group of Experts on Ethics of AI in Education while supporting the rollout of AI-based teaching systems in schools across Spain.

- **Research into ethical dimensions of AI**

He also analyses ethical challenges posed by AI applications in critical contexts, such as armed conflict.

29th April 2026

Educating to Thrive in the Digital World

Myth and evidences in personalized learning

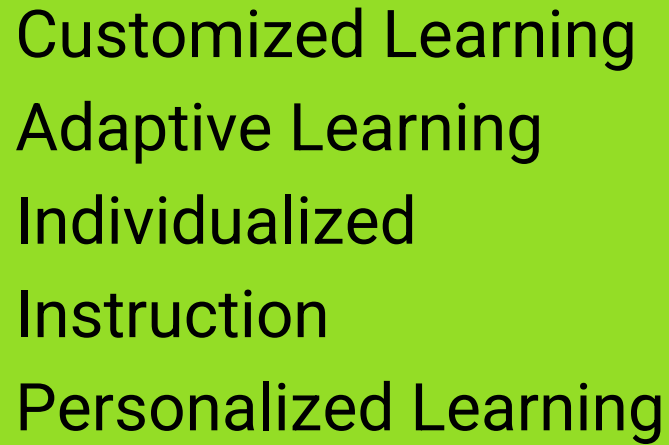


Julian Estevez

Univ. of Basque Country

julian.estevez@ehu.eus

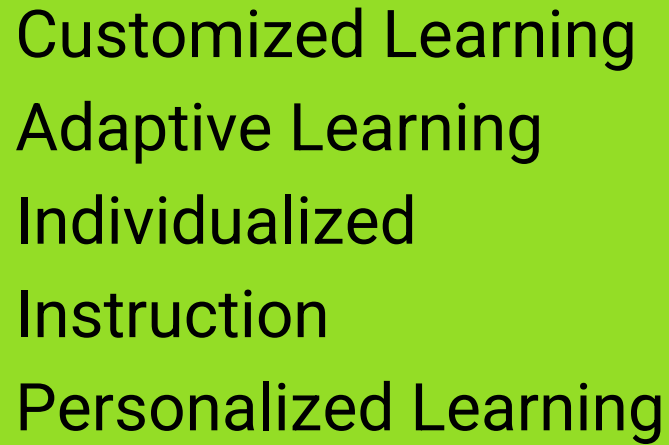
What is personalized learning?



Customized Learning
Adaptive Learning
Individualized
Instruction
Personalized Learning

Shemshack & Spector
(2020)

What is personalized learning?



Customized Learning
Adaptive Learning
Individualized
Instruction
Personalized Learning

Promising Evidence on Personalized Learning



Funded by

BILL & MELINDA
GATES *foundation*

Shemshack & Spector
(2020)

I feel a great disturbance in the Force

● personalized learning
Término de búsqueda

+ Comparar



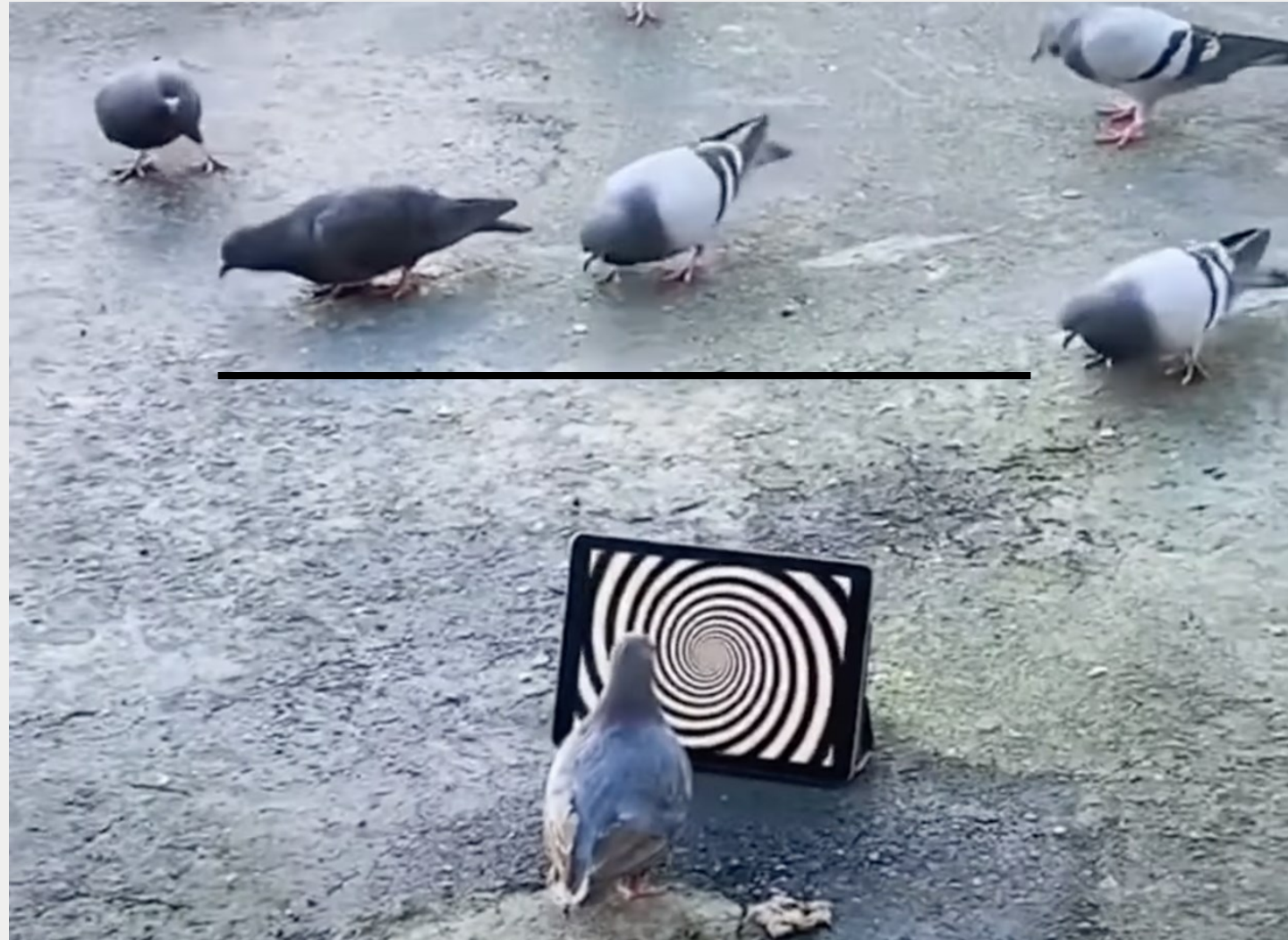
I feel a great disturbance in the Force

19 de noviembre de 2025 Producto

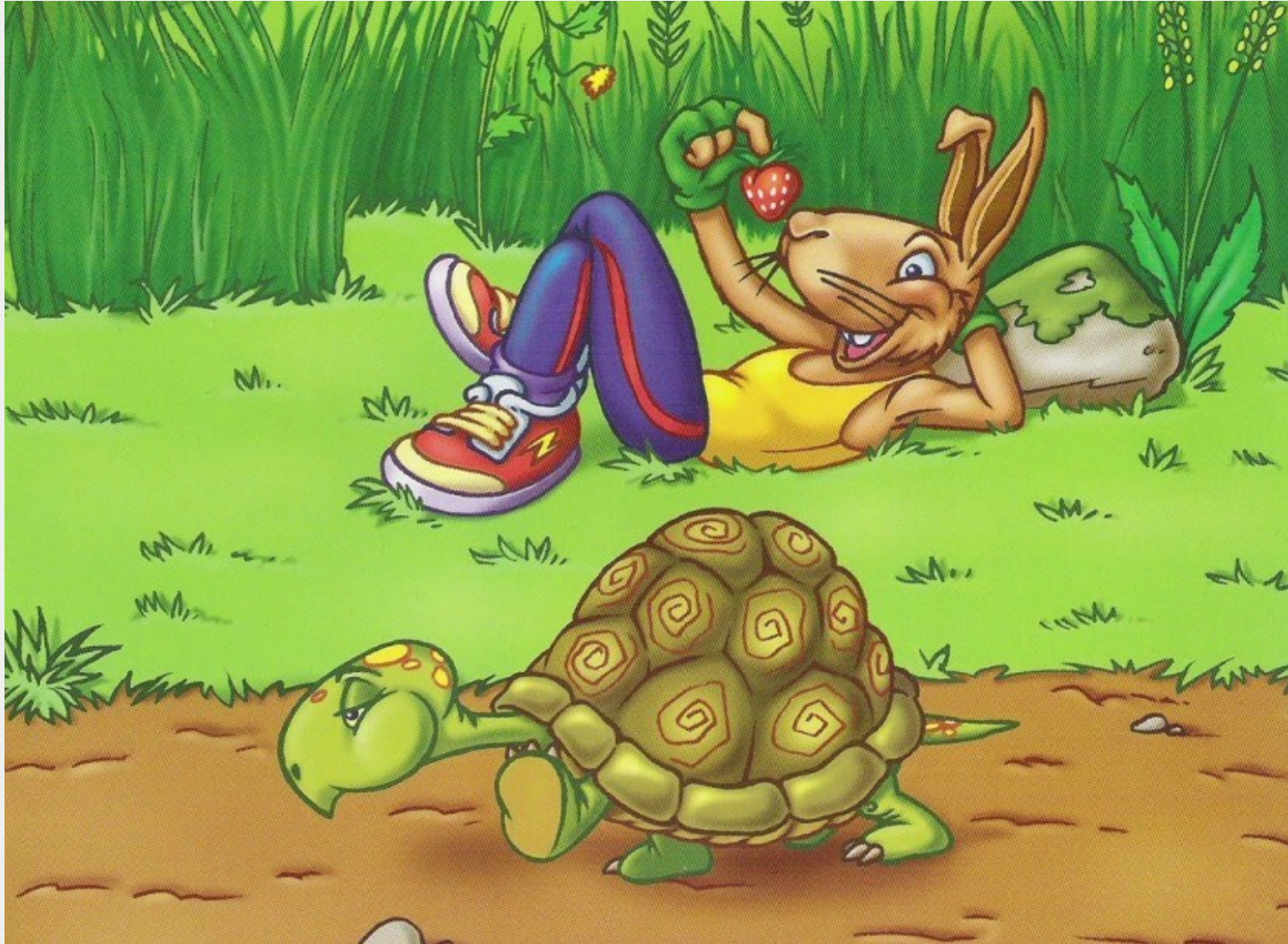
A free version of ChatGPT built for teachers

A secure ChatGPT workspace that supports teachers in their everyday work so they can focus on what matters most—plus admin controls for school and district leaders. Free for verified U.S. K-12 educators through June 2027.

Skinner 2.0



The myth of “learning at your own pace”



Pelletier et al.
(2023)

Evidence (does it work?)

“In more recent AIED research, the impact of human tutoring has been found to be below one standard deviation, which the research also suggests has already been achieved by some ITS “

Waynes & Tuomi
(2022)

AltSchool

TIME (2014)

U.S. • EDUCATION

Why Mark Zuckerberg Wants to Spend on Personalized Learning

5 MINUTE READ

AltSchool

Forbes (2019)

But as Ventilla admits when he lets his guard down, reaching profitability will be quite a stretch. The story of how AltSchool arrived at this point—burning cash in a failed attempt to create a profitable private-school network and fighting to sell an expensive edtech product in a crowded field—shows that the best intentions, an impressive career in tech and an excess of Silicon Valley money and enthusiasm don't easily translate into success in a tradition-bound marketplace where budgets are tight.



unesco



Idea >

Bespoke or prescribed? The myth of personalised learning

Personalised learning is AI's promise in education—but who defines what's personal, and does it nurture strengths or just fix what algorithms see as flaws?

13 May 2025 - Last update: 27 October 2025

References

Holmes, W., & Tuomi, I. (2022). State of the art and practice in AI in education. *European Journal of Education*, 57(4), 542-570.

Shemshack, A., & Spector, J. M. (2020). A systematic literature review of personalized learning terms. *Smart Learning Environments*, 7(1), 33.

Pelletier, C. (2024). Against personalised learning. *International Journal of Artificial Intelligence in Education*, 34(1), 111-115.

29th April 2026

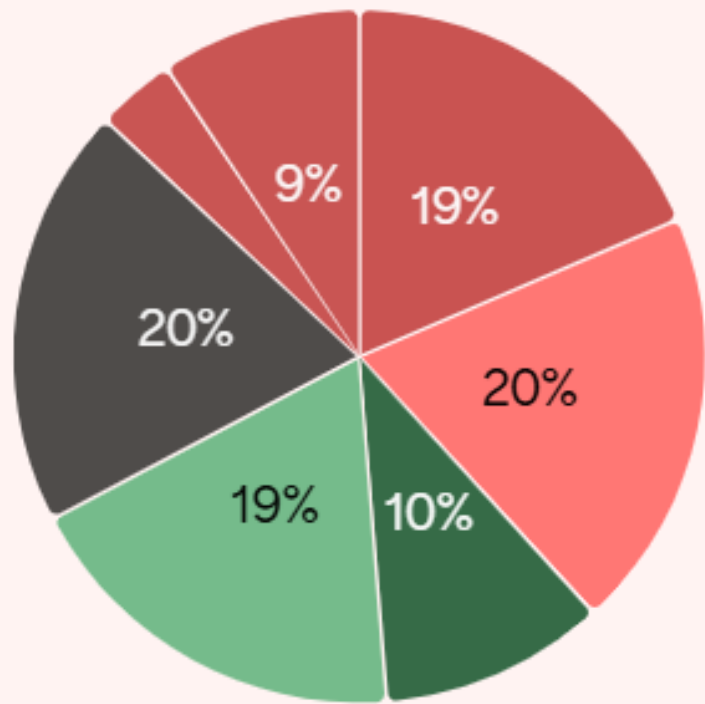
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Myth and evidences in personalized learning



Julian Estevez
Univ. of Basque Country
julian.estevez@ehu.eus

Which operational and ethical areas of AI in education require the most urgent intervention?



- 19% Institutional governance: Developing formal strategies and policies for responsible AI adoption.
- 20% Pedagogical capacity: Training educators to use AI and teach about its societal and ethical impacts.
- 10% Skills foresight: Aligning curriculum with a rapidly evolving labor market where AI skills are constantly shifting.
- 19% Human-centered agency: Ensuring AI tools augment, rather than replace, human critical thinking and educator judgment.
- 20% AI integrity and ethics: Designing academic approaches to maintain ethical standards.
- 3% Financial sustainability: Managing the high costs of AI infrastructure, licensing, and technical support.
- 9% Equitable access: Bridging the 'AI divide' by providing all students with access to premium AI tools.



Francisca Martin-Vergara

Senior Systems Analyst,
University of Málaga

Intervention 3

Governing digital identity in university alliances: Trust, standards, delivery

– IT Leadership at University of Málaga and UNINOVIS

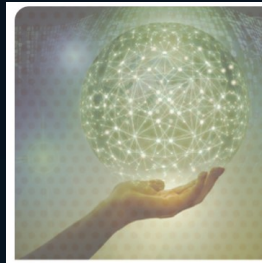
Senior systems analyst and IT Coordinator at UNINOVIS, transforming governance needs into shared digital services.

– Secure digital mobility

Specialises in interoperable *Identity and Access Management* (IAM) that enables secure mobility for students and staff.

– European collaboration

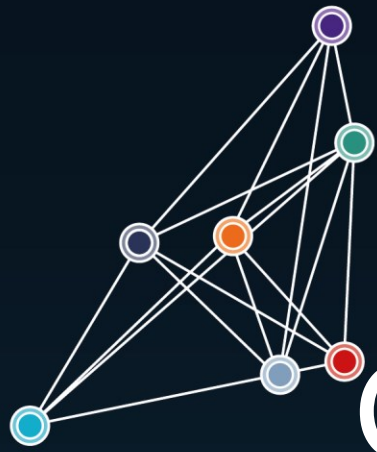
Co-chairs the *FOREU4ALL IT and Digitalisation Topical Group*, aligning practices across European University Alliances.



Thematic Strand 3 - Education for Green and Digital Innovation

Educating to Thrive in the Digital World

Join the webinar on 29 April 2026, 15:30 CET!



uninovis

DATA FOR LIFE
EUROPEAN UNIVERSITY

Governing Digital Identity in University Alliances Trust, Standards, Delivery

Francisca Martín Vergara (fmarver@uma.es)
University of Málaga
Spain

Outline

| | | |
|---------------|-----------|----------------|
| | | |
| Fragmentation | Trust | Implementation |
| Complexity | Standards | Use case |

The Problem



- Fragmented identities across universities
- Multiple credentials
- Limited interoperability
- Barriers to mobility

What is Digital Identity?

- Single identity per user
- Federated access to services
- Attribute management (roles, affiliation)
- More than authentication: **governance**

Why Trust Matters?

- Secure data exchange
- Mutual recognition of identities
- Compliance (**GDPR, eIDAS**)
- Trust enables interoperability

Trust Frameworks

- Identity federations
- Levels of Assurance (LoA)
- Institutional agreements
- Governance models



Key Challenges

- Different digital maturity levels
- Heterogeneous security policies
- Organizational misalignment

Why Standards

- Enable interoperability
- Reduce integration costs
- Ensure scalability
- Avoid custom solutions



Core Identity Standards



The Real Gap

- Standards exist
- Adoption is irregular
- Challenge is organizational, not technical

From Strategy to Delivery

- Define identity model
- Integrate local systems
- Govern roles and attributes
- Iterative deployment

Case Example: UNINOVIS

- MetaCampus concept
- Integrated LMS access
- Unified services
- Cross-institution collaboration

Key Success Factors

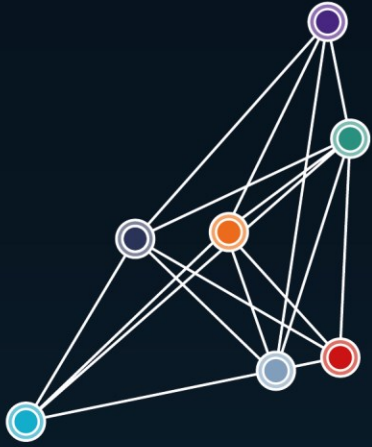
- Institutional alignment
- Clear leadership
- Pilot-first approach
- Scalable architecture



Key Takeaways

- Identity is the backbone
- Trust must be governed
- Standards are available
- Delivery requires alignment





uninovis

DATA FOR LIFE
EUROPEAN UNIVERSITY

Interoperability is a governance challenge

Thank you!

April 29th, 2026

Thematic Strand 3 - Education for Green and Digital Innovation

Educating to Thrive in the Digital World

Join the webinar on 29 April 2026, 15:30 CET!



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DE MÁLAGA



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OF TIRANA



Co-funded by
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Introducing: the European Digital Education Hub Community

Channa van der Brug
2026-04-29

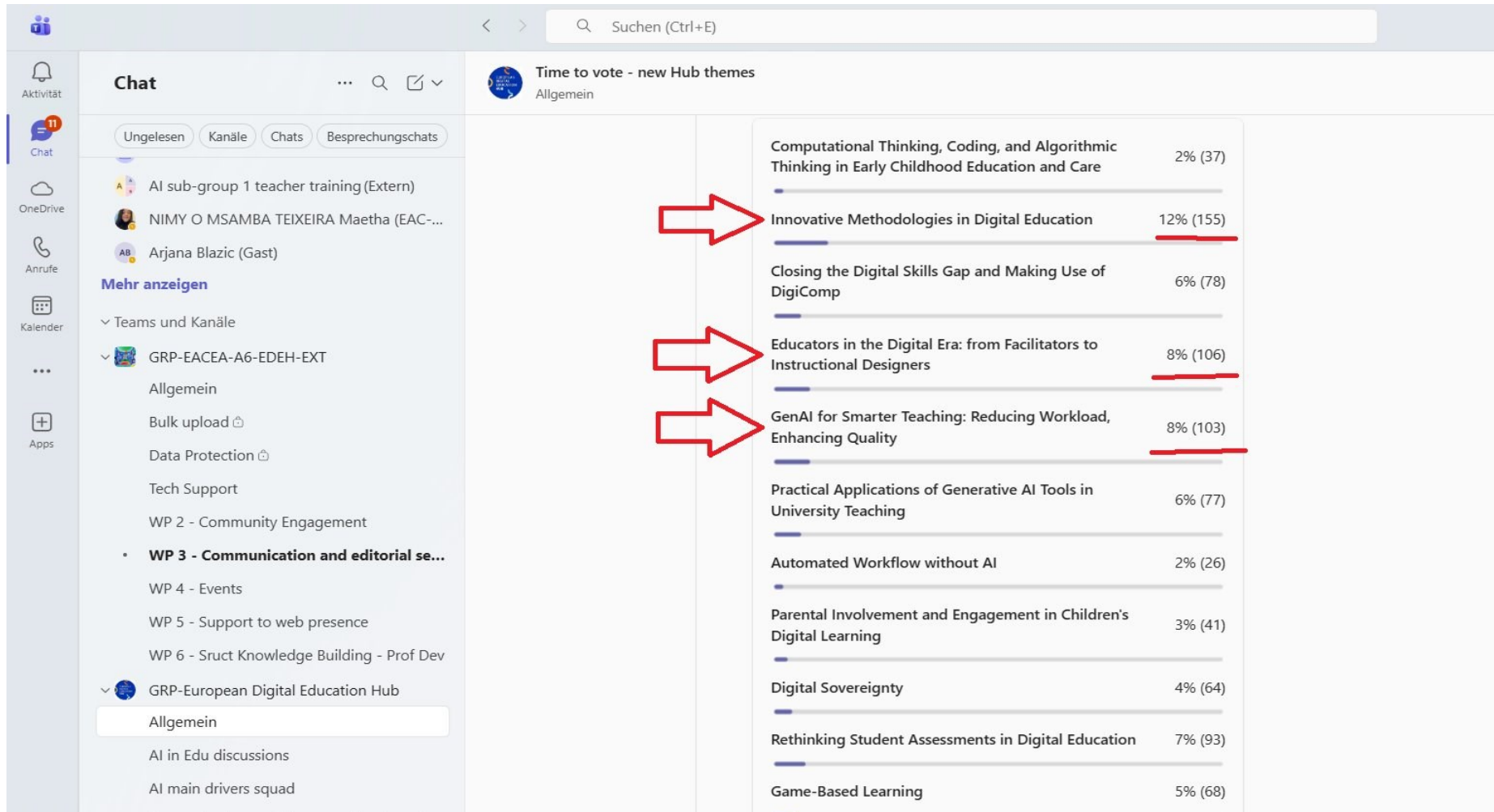
EUROPEAN
DIGITAL
EDUCATION
HUB



EDEH - Background

- Funded by the European Commission
- Implemented by a consortium led by DAAD
- ~7300 participants
- Cross-sectoral and Europe-wide
- "... open, inclusive, supportive and practice-oriented community for digital education stakeholders..."
- February 2022 – February 2029

"Innovation funnel"





EDEH - activities

- Webinars
- Online working groups ("squads")
- Face-to-face workshops
- Articles, reports, discussion space
- **Collaborate for Impact.** 18 June (all day), Brussels and online
- Upcoming webinars
 - **AI guidelines.** Thursday, 7 May, 14:00-15:00 CEST.
 - **Disinformation guidelines.** Tuesday, 12 May, 10:00-11:00 CEST.



Thank you

Channa.vanderBrug@stifterverband.de

EUROPEAN
DIGITAL
EDUCATION
HUB



Upcoming activities

June 10

Next webinar

Leading Sustainability
in Education



July 06

Study visit

New Bulgarian
University, Sofia (Jul.
2026).

June

CEI Poll

3-question poll on
Education for Green
and Digital Innovation.



Rolling bases

Call for Good Practices

Initiatives, practices,
policies on green and/or
digital innovation.



Thank you!

CEI



cei@ppmi.it