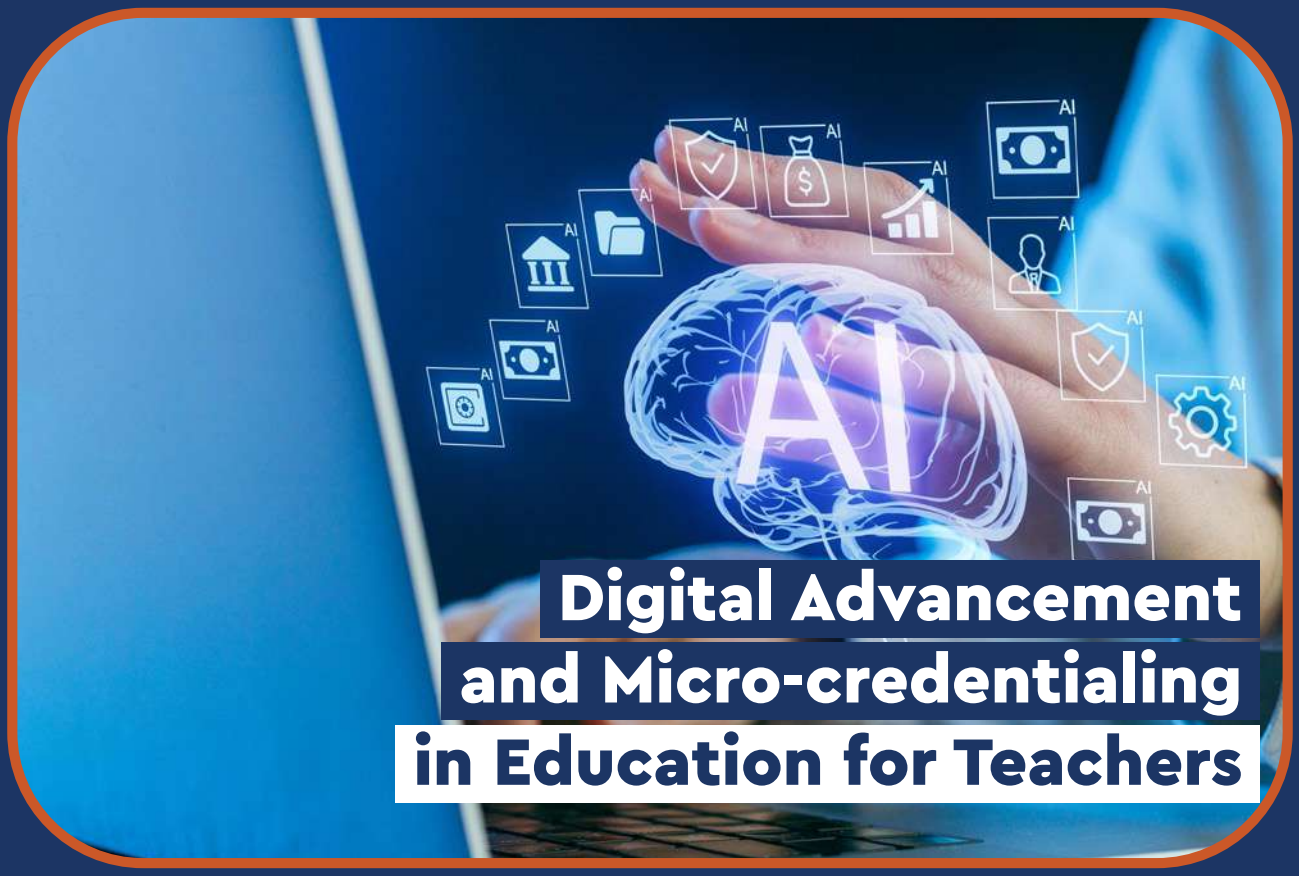
DAMET



Digital Advancement and Micro-credentialing in Education for Teachers

Newsletter

Volume 2
October 2026

Project number: 2025-1-SI01-KA220-ADU-000355500

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DAMET

The **DAMET project** officially started in October 2025 and will run until September 2027. It is an Erasmus+ international cooperation project aiming to **strengthen the digital competences of adult educators**, with a strong focus on **artificial intelligence (AI)** and the development of a **European-aligned micro-credential system** for continuous professional development.

Developed by **Lycee La Fayette – Greta Auvergne**

Designed by **EMVIO**

October 2026

Project at a Glance

Duration: 1 October 2025 – 30 September 2027

Coordinator: Ljudska univerza Ptuj (Slovenia)

Partnership: 6 organisations from 6 EU countries:

- LIETUVOS SVIETIMO IR MOKSLO PROFESINE SAJUNGA (Lithuania)
- OMNIS (Italy)
- Lycee La Fayette (France)
- EMVIO (Greece)
- LaLliga d'Afectats Reumatològics i Discapacitats de les comarques de Tarragona (Spain)

Main focus:

- Digital and AI competences for adult educators
- Micro-credentials and flexible learning pathways
- Digital transformation of adult education

DAMET responds directly to European priorities by supporting educators in adapting to rapid technological change and building resilient, innovative adult-learning ecosystems.

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DAMET Project Meeting Update

At the beginning of July, DAMET partners gathered in **Patras, Greece**, for a project meeting dedicated to reviewing progress and preparing the transition to **next steps**.



The meeting highlighted key achievements across the project, including advances in mapping activities, the development of the e-learning programme, the DAMET platform, and the evaluation framework. Partners also exchanged good practices on micro-credentials and discussed the next steps needed to support the implementation of future project activities.

Patras, Greece

02/07/2026

Main topics discussed:

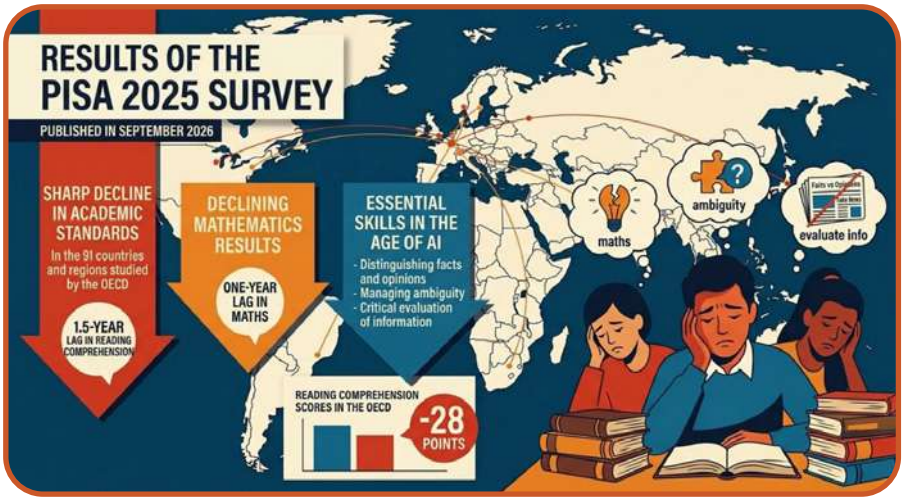
- **Review of project progress and key developments.**
- **Update on mapping activities and e-learning development.**
- **Preparation for the transition to WP3**
- **Presentation of the methodology and evaluation framework.**
- **Progress on the DAMET platform and technical integration.**
- **Exchange of good practices on micro-credentials and framework development.**



The discussions confirmed the strong commitment of the consortium and the steady progress being made towards the project's objectives, while ensuring a shared vision for the next phase of development.

With AI: how can we maintain the desire and ability to learn?

The results of the PISA 2025 survey, published in September 2026, highlight a sharp decline in academic standards across the 91 countries and regions studied by the OECD since the last report in 2023. Over the past ten years, pupils have fallen behind by one and a half years in reading comprehension and just over one year in mathematics. The report highlights a decline in reading skills and in skills that are essential in the age of AI: distinguishing facts from opinions, dealing with ambiguity and critically evaluating information. Indeed, it is reading comprehension that has seen the sharpest decline, with scores falling by 28 points across OECD countries. Countries that have recorded the largest declines in reading also tend to experience the most significant declines in mathematics and science.



PISA 2025 also shows that the decline in skills no longer affects only the lowest-performing pupils, but above all the most advantaged quarter of the population, which tends to produce the best pupils due to a family environment offering greater support. High-achieving pupils are therefore becoming less successful.

Students who reported not using AI to draft text for writing assignments outperformed those who did. However, learning outcomes also depend on how AI is used and on the guidance students receive.

In the longer term, it is difficult to predict the impact AI will have on the way we learn, remember and think. We can, however, assume that if pupils and students continue to shirk learning by letting AI do the work for them, things will not improve and that it is our ability to think that risks a significant decline. Indeed, to think, one must have memorised knowledge; it takes time; and one must have experienced frustration – all things that the basic use of AI allows us to bypass.

Although one might argue that frustration is still very much present, it is not a constructive form of frustration. It is a terrible frustration that kills the desire to learn. What can one do when one thinks, 'Whatever I do, AI does it better and faster than I do'?

This risk of demotivation towards learning first began to emerge with the development of search engines: when all information becomes easily accessible online, what's the point of learning? And now that generative AI answers all my questions, what's the point of learning to reason?

The trainer's role is therefore becoming more complex. Faced with learners who no longer possess the essential skills required to master AI, they must both try to fill these gaps and find ways to guide their use of AI so as to preserve their ability to learn and think, whilst instilling in them a taste for and desire to learn. That is a lot to ask.

As for decision-makers, they might do well to look at what is happening in Singapore, where the only good news is coming from: pupils are achieving excellent results in science, even though the vast majority report using AI.

Inspiration for Innovative Teaching

Explore three inspiring articles from our website and discover new perspectives on how Artificial Intelligence can enhance teaching practices, foster innovation, and support meaningful learning experiences.

Why AI Ethics Matters More Than Ever in Adult Education



Learn how artificial intelligence is transforming the way trainers design assessments by making quizzes faster to create, more personalised and better aligned with learners' needs.

CLICK HERE

Bridging Education and the Labour Market



Discover how the DAMET project is helping bridge the gap between education and the labour market by promoting innovative approaches that better align learning outcomes with the skills employers need.

CLICK HERE

How AI is revolutionising the creation of assessment quizzes for trainers



Discover how AI tools like ChatGPT, Copilot and NotebookLM are helping trainers create smarter, faster and more personalised assessments, freeing up more time to focus on what matters most: supporting learners.

CLICK HERE

Looking Ahead

With all six training modules finalised, DAMET is moving into its next phase, focusing on training adult educators, making the learning materials available in multiple languages and testing the project results in practice.

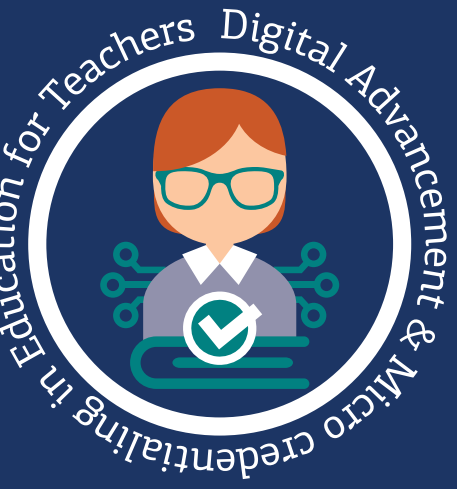


Coming up next:

- Development of the DAMET e-learning platform
- Translation of the training course into all project languages
- 3-day Training of Adult Educators in Vilnius, Lithuania (15–17 December 2026)
- Piloting activities to test the training course and gather feedback from adult educators
- Development of the Micro-credential Framework for digital competences

Stay connected and follow our journey towards the future of adult education





DAMET

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omnis

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