

# **Bridging Digital Divides through Collaborative Innovation: Lessons from the StudiesDIG Project in Public Administration and Higher Education**

**David Ferraz<sup>1</sup>**

*ISCTE - University Institute of Lisbon; CIES, Portugal, [david.ferraz@iscte-iul.pt](mailto:david.ferraz@iscte-iul.pt)*

*ORCID: 0000-0002-1470-6464*

## **Abstract**

As digital transformation accelerates across sectors, there is a pressing need for educational systems to bridge the gap between traditional practices and the competencies required for the digital era. This paper presents the StudiesDIG Project, an EU-funded initiative that seeks to reshape higher education and public administration through the development of a new collaborative agenda. The project emphasizes the importance of multi-sector partnerships—connecting academia, government, and industry—to address the challenges of digital literacy, skill development, and digital inclusion.

At the heart of this agenda is the integration of digital literacy across all disciplines, fostering a digitally competent workforce capable of navigating the demands of e-governance and digital public services. The project promotes the inclusion of technologies such as AI, big data, and cybersecurity in curricula, supporting public institutions in aligning practices with the needs of a digital society.

Fieldwork in Portugal and Bulgaria, but not only, highlights implementation through partnerships with institutions such as the Ministry of E-Government and IS in Bulgaria, ESPAP, AMA, PLANAPP and DGAEP in Portugal and, in both countries, the Institutes of Public Administration. These collaborations aim to enhance digital governance, promote transparency, and support adaptive learning models that facilitate lifelong learning for public servants. Digital inclusion and equity, particularly for marginalized communities, are central to the project's mission, as illustrated by initiatives such as the Escola 42 in Portugal and Arete Foundation's work in Bulgaria, bridging the digital divide.

This paper argues that fostering a collaborative digital agenda is essential for equipping educational institutions and public administrations with the tools needed to remain agile in the face of technological change. The StudiesDIG Project's recommendations focus on expanding partnerships, encouraging digital innovation, and establishing flexible educational frameworks to meet future challenges.

**Keywords:** *Digital Transformation, StudiesDIG Project, Digital Literacy, Public Administration, E-Governance, Lifelong Learning, Collaboration, Digital Inclusion*

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<sup>1</sup> Associate Professor and Researcher at Centre for Research and Studies in Sociology (CIES-Iscte), ISCTE - University Institute of Lisbon, Portugal.

## ***Introduction***

Digital transformation has profoundly impacted various sectors—from business to governance—prompting educational systems to evolve in response to the competencies required for the 21st-century digital era (Pérez-Escoda et al., 2017). While significant investments have been made in the integration of digital technologies into education, the literature identifies the need for a more comprehensive, cross-sectoral strategy to bridge persistent gaps (Gayyur, 2021).

The StudiesDIG Project—an EU-funded initiative—addresses this challenge by promoting a collaborative agenda that unites academia, public administration, and industry (Kusumasari, 2018). By fostering partnerships across sectors, the project aims to drive meaningful digital transformation in education and public services (Filippi et al., 2020).

A central tenet of the project is the integration of digital literacy into all academic disciplines. This objective reflects the recognition that students and public servants must acquire not only technical skills but also the competencies to navigate emerging challenges in digital public service delivery and e-governance (Janowski, 2015). Consequently, the project advocates the incorporation of technologies such as artificial intelligence, big data, and cybersecurity into curricula, aligning educational outcomes with the needs of digitally transformed institutions (Yehya, 2021).

To achieve this vision, the StudiesDIG Project undertook fieldwork in Portugal and Bulgaria, engaging with key institutional partners such as the Ministry of E-Government and the Institute of Public Administration (Secundo et al., 2020). These collaborations revealed the need for adaptive learning models and emphasized the importance of lifelong learning, especially among public sector professionals (Pereira et al., 2021; Dode & Dode, 2015).

In addition to workforce development, digital inclusion remains a core principle of the project. Initiatives such as those undertaken by the Arete Foundation in Bulgaria exemplify community-based interventions that reduce digital inequalities and empower marginalized groups through targeted training programs.

This paper aims to demonstrate how the StudiesDIG Project serves as a model for cross-sector collaboration in digital transformation. It draws from empirical research and stakeholder engagement to propose a collaborative framework for advancing digital competencies, fostering inclusion, and strengthening the digital readiness of educational and administrative institutions.

## Digital transformation in education and public administration

The emergence of collaborative models in public administration marks a significant departure from traditional governance paradigms, often characterised by hierarchical, technocratic, or adversarial approaches. As public policy challenges grow in complexity and interdependence, more inclusive, dynamic, and horizontal forms of decision-making and implementation are required. In this context, the seminal contribution of Ansell and Gash (2008) presents a contingency model of collaborative governance, grounded in a systematic review of multiple case studies. Their model identifies key variables—such as the history of cooperation or conflict between stakeholders, power and resource imbalances, facilitative leadership, and institutional design—as fundamental to the success of collaborative processes. Their emphasis on small wins and trust-building suggests that successful collaboration is both incremental and structurally embedded.

Furthering this perspective, Torfing and Sørensen (2011; 2016) conceptualise collaborative innovation as a process of multi-actor co-creation in the public sector. Drawing from a transdisciplinary theoretical framework and empirical evidence, they argue that innovation is not merely a technical or technological outcome, but a social process involving conflict resolution, resource mobilisation, and joint problem-solving. As such, collaborative innovation provides a means to overcome political impasses, rigid organisational routines, and legitimacy deficits. The authors stress the importance of institutional arrangements, participatory practices, and shared leadership, particularly in times of institutional instability, resource constraints, and growing policy complexity.

At the institutional level, Newman, Raine and Skelcher (2001) provide a critical perspective on how national policy frameworks influence local innovation. Their analysis highlights a structural tension between centrally imposed normative directives and the institutional autonomy of local actors, positing that innovation hinges on the ability of local institutions to reinterpret and adapt top-down policies to local realities. This insight is particularly relevant within the context of multilevel governance, which increasingly characterises contemporary democracies.

Adding a more localised, empirical perspective, Dente, Bobbio and Spada examine urban governance dynamics in Italian cities such as Milan and Turin. Their study demonstrates that the density, diversity, and interconnectedness of governance networks are key determinants of urban innovation. Turin, with its more complex and integrated network of public and private actors, is found to be more effective in promoting innovative policies. However, the authors also highlight the ambiguous role of institutional leadership: while it can offer strategic direction and stability, it may also restrict openness to civil society contributions, thereby raising concerns regarding the balance between government and governance.

Digital transformation has become a central pillar of public sector innovation. Verhoest et al. (2024) offer a comprehensive analysis of internal and external collaboration as enablers of digital transformation across public services, drawing on pan-European case studies in smart cities, e-health, and digital platforms. Their findings reinforce the argument that multi-actor collaboration—including partnerships with the private sector and end-users—is essential for inclusive and effective technological change, particularly in politically and technically complex environments.

Focusing on the Italian context, Savignon et al. (2024) identify significant cultural and structural barriers to inter-institutional collaboration in digital transformation initiatives. Fragmented organisational structures, inadequate coordination mechanisms, and resistance to data sharing are among the key obstacles. The authors suggest that overcoming these requires adaptive leadership, enhanced institutional capacity, and governance models explicitly designed for collaboration.

From a regional perspective, Avila et al. (2014) analyse ICT policy implementation in southern Spain through the lens of endogenous development. Their study demonstrates that digital inclusion and territorial cohesion rely on a coherent mix of infrastructure investment, human capital development, and institutional networking. These elements must be integrated and locally contextualised to generate sustainable impact.

The COVID-19 pandemic further exposed the deep-rooted nature of digital inequalities, particularly in education. Laferrière and Breuleux (2017), drawing on Dede's (2006) multilevel model, propose a framework for understanding the key dimensions of effective digital innovation in education: depth, sustainability, spread, ownership, and evolution. Their work underscores the importance of collaborative educational design in under-resourced rural settings.

Similarly, Chauhan et al. (2024) explore the impact of accelerated digitalisation on higher education institutions, identifying both strengths—such as administrative optimisation and global connectivity—and serious challenges, including cost barriers, institutional inertia, and concerns over data privacy. These challenges tend to disproportionately affect disadvantaged groups, exacerbating structural inequalities in access and retention.

On a normative level, Bandopadhyay et al. (2025) argue that access to the internet should be recognised as a fourth-generation human right, particularly in emergency contexts such as the pandemic. Their framework positions digital connectivity as essential for the realisation of other rights, including education, participation, and access to information. Complementing this, Patel (2022) critically examines the growing privatisation and commodification of higher education in India, noting how digitalisation often reinforces socioeconomic exclusion. His findings highlight the emergence of a two-tier education system, in which marginalised students are pushed out of high-quality institutions due to financial barriers.

Technological partnerships between the public and private sectors also play a vital role in driving innovation, especially in high-risk domains. Dick et al. (2011) document collaborative efforts between governments, private enterprises, and universities in the United States and Germany focused on geothermal energy innovation. These cases illustrate how risk-sharing, pooled expertise, and co-financing can accelerate applied research and bridge critical market gaps—particularly in fields vital to sustainable development.

In parallel with these sector-specific analyses, a complementary body of literature has emerged around digital transformation in education and governance, placing emphasis on systemic, cross-sectoral strategies. A key concern is the development of digital literacy and digital competencies as foundational to meaningful participation in a digital society (Eynon, 2020; Gayyur, 2021). Several studies emphasise the need to embed digital skills within educational curricula, extending beyond technical proficiency to include media literacy, critical thinking, and responsible digital citizenship (Pérez-Escoda et al., 2017; Mattson & Curran, 2017). Teacher training is particularly crucial, as noted by Gayyur (2021) and Gómez-Pablos et al. (2022), while Nguyen and Habók (2023) provide frameworks for the assessment of digital competence.

Public administration also plays a vital role in steering digital transformation. Janowski (2015) and Kusumasari (2018) discuss the evolution of digital democracy and administrative innovation, underlining the importance of transparency, public engagement, and service delivery modernisation. Filippi et al. (2020) reinforce this view through their exploration of participatory digital platforms for institutional and urban renewal.

The alignment of digital literacy strategies with goals of equity and inclusion has become an urgent imperative. Costa et al. (2015) and Pereira et al. (2021) advocate for adult education and lifelong learning frameworks that address digital exclusion and promote universal access to digital resources. The pandemic further reinforced these arguments. As Martzoukou et al. (2020) highlight, the abrupt shift to online services exposed deficits in digital infrastructure, competencies, and pedagogical preparedness. Consequently, there is a growing consensus on the need for adaptive learning models and resilient digital ecosystems that support both formal and informal education.

Collaboration remains a central tenet of this agenda. The “quadruple helix” model—which brings together academia, government, industry, and civil society—has gained prominence as a driver of innovation (Legg-Jack & Ndebele, 2022). Co-creation processes, as emphasised by Eynon (2020), are essential to ensure that digital transformation is inclusive and reflective of diverse societal needs. These collaborative efforts also support the integration of emerging technologies such as artificial intelligence, big data, and cybersecurity

into teaching and public service practices, while fostering continuous professional development for educators and civil servants.

Ultimately, digital transformation must be framed not solely as a technological endeavour, but as a broader institutional, cultural, and ethical challenge. Embedding digital literacy within civic education and grounding it in democratic values is essential for cultivating empowered, critically engaged digital citizens (Dode & Dode, 2015; Mattson & Curran, 2017).

In summary, the literature reviewed offers a comprehensive foundation for the StudiesDIG project. It validates the project's focus on collaborative governance, integrated curricular design, and inclusive digital strategies. It also provides a conceptual and empirical framework to interpret project findings within broader academic and policy debates on public sector transformation and educational equity in the digital age.

## Methodology

The StudiesDIG Project employed a mixed-methods research design to explore the drivers, barriers, and impacts of digital transformation in education and public administration. The methodology combined extensive desk research, qualitative fieldwork, and participatory analysis across multiple phases of implementation in two contrasting national contexts: Portugal and Bulgaria.

The initial phase involved a comprehensive literature review, which provided the theoretical framework underpinning the study. The review encompassed peer-reviewed academic articles, policy reports from international organizations, and grey literature focused on digital education, public sector innovation, and cross-sectoral collaboration.

Building on this foundation, the empirical phase began in 2023 and continued into 2024, centering on fieldwork in Portugal and Bulgaria.

The fieldwork methodology comprised several interrelated techniques:

1. **Technical visits and on-site workshops:** Researchers conducted visits to over a dozen institutions involved in education and public sector digitalization. These included universities, government ministries, municipal administrations, and civil society organizations. Workshops during these visits enabled the exchange of practices, presentation of digital initiatives, and shared reflection on implementation challenges.
2. **Semi-structured interviews and focus groups:** Interviews were held with key informants such as chief information officers, academics, training coordinators, and NGO representatives. Focus groups with public servants and students were also organized to capture diverse user perspectives. These interactions explored perceptions of digital competence, training needs, barriers to adoption, and views on cross-sectoral cooperation.
3. **Participant observation and documentation:** Project members engaged as participant observers in pilot training sessions and digital education classes, both in university and public administration settings. Practices were recorded through field notes and multimedia documentation, enabling the identification of good practices and systemic challenges. Examples included digital service design workshops and the use of simulation platforms for civil servant training.
4. **Validation and co-creation sessions:** Findings were systematically reviewed in internal consortium meetings and during multi-stakeholder seminars. These sessions enabled the triangulation of data and the refinement of project recommendations through feedback loops involving academics, practitioners, IT professionals, and civil society actors.

From an analytical standpoint, qualitative thematic analysis was applied to interview transcripts, field notes, and supporting documentation. Analytical categories were derived deductively from the theoretical framework (e.g., digital skills, interoperability, organizational culture, inclusion) and inductively from the empirical material (e.g., trust in digital services, motivation to adopt new tools).

Key research questions guided the data collection and interpretation:

- How can cross-sector collaboration accelerate digital transformation in higher education and public administration?
- Which innovative practices have proven effective, and how can they be integrated into institutional strategies?
- What obstacles and critical success factors have emerged across different contexts?

The methodological approach is iterative and adaptive. As the project is scheduled to continue until 2027, further research phases in additional partner countries are planned. Research instruments will be refined based on the lessons learned, and continuous monitoring of pilot implementations will generate ongoing data for analysis. This aligns with the principles of participatory action research, emphasizing responsiveness, stakeholder engagement, and a feedback loop between theory and practice.

The next section presents the findings from this methodological framework, organized along three key axes: digital skill development, innovation through partnership, and inclusive governance strategies.

## **Findings**

The analysis of the fieldwork carried out by the StudiesDIG Project has yielded several critical findings, which are presented here in three key domains: (1) development of digital skills and literacy, (2) cross-sectoral partnerships fostering innovation, and (3) governance improvements and inclusion strategies. These findings provide the basis for the project's strategic recommendations and offer valuable insights into the mechanisms through which collaborative digital transformation can be effectively pursued.

### **1. Integration of Digital Literacy into Curricula and Training Programmes**

The project identified a clear and growing need to mainstream digital competencies across all levels of education and training. In both partner countries, efforts to embed digital literacy beyond traditional ICT courses were observed. For instance, the University of National and World Economy (UNWE) in Bulgaria is developing courses on Digital Governance and Data. Similarly, ISCTE in Portugal introduced courses on Artificial Intelligence, Big Data, Service Design-Thinking, open to students from multiple disciplines and in the training of top and middle level managers in Public Administration, which reflect a shared understanding that digital literacy is an essential transversal skill.

With respect to in-service training, the Bulgarian Institute of Public Administration (IPA), in cooperation with the Ministry of E-Government, launched a continuous learning programme focused on both basic and advanced digital competencies, as well as Portuguese National Institute of Administration with the modernization agency. StudiesDIG contributed by assessing training needs and facilitating knowledge exchange with Portuguese experts working as managers in PA. Over 200 civil servants participated in pilot workshops covering online collaboration, open data analysis, and cybersecurity fundamentals. Participants reported greater confidence and readiness to use digital tools in their applied projects, reinforcing academic findings that digital literacy is foundational for e-government initiatives.

## **2. Cross-Sector Partnerships Driving Innovation Projects**

The StudiesDIG Project catalyzed the creation and formalization of partnerships between universities, public agencies, and civil society—actors who often operated independently prior to the project. Cooperation agreements between the Ministries and public agencies and universities enabled mutual exchanges: ministry and agencies staffs were invited to lecture at the university, while students and faculty contributed to practical projects, such as proposals for improving public service and digital portals. This co-production model brought academic knowledge into real-life governance contexts and enhanced student engagement.

In Portugal, ISCTE partnered with several institutions like ESPAP, PLANAPP, AMA, DGAEP, SGGOV to organize hackathons aimed at contributing to complex problems solving and modernizing public services. Mixed teams composed of students, institutions representatives, and civil servants co-developed prototypes of citizen-centric digital applications in complex problems. This initiative embodied the quadruple helix innovation model and highlighted the benefits of coordinated problem-solving.

While challenges such as differing institutional cultures and administrative times were noted, the partnerships yielded clear benefits: practical solutions were provided, and networks of trust and mutual understanding were established.

## **3. Improving Governance and Inclusion Strategies**

At the governance level, public policy formulation was influenced. Findings related to digital access disparities were presented at workshops and subsequently informed the drafting of a new national strategy for digital inclusion in Bulgaria. Specific proposals—such as those inspired by the Arete Foundation's workshops for Roma youth—were acknowledged by policy makers.

The Bulgarian Ministry of Education is also considering the transversal integration of digital literacy. This aligns with international guidance advocating the recognition of digital literacy as part of the right to quality education from an early age.

In Portugal, where a national Digital Transition Plan is in place, the focus was on documenting best practices at all levels. These could be compiled into a knowledge repository for use by the StudiesDIG consortium and partner entities. Beyond formal policy changes, intangible outcomes were also recorded. These include increased awareness among public managers of the cultural dimensions of digital transformation and the emergence of a cross-border community of practice. Participants began to perceive digital transformation not only as a technological update but as a broader organizational and cultural shift requiring leadership, cooperation, and continuous learning.

Findings also revealed persistent challenges. Despite the success of pilot training and inclusion initiatives, their scale remains limited relative to national needs. Structural inequalities, such as regional infrastructure deficits, continue to hinder digital access for vulnerable populations. Moreover, the sustainability of successful pilots remains uncertain without institutional and financial commitment.

Innovative models such as Escola 42, which operates without formal teachers and prioritizes peer learning and project-based development, were identified as promising approaches to lifelong digital learning. In Bulgaria, the Arete Foundation's community-based digital literacy work with Roma youth exemplifies the potential of civil society in fostering inclusive transformation. These cases demonstrate that inclusive digital transformation requires not only institutional reform but also creative pedagogical and governance models that are sensitive to local realities.

Together, these findings validate the project's core hypothesis: that cross-sectoral, inclusive, and innovation-driven approaches are key to building a digitally competent and resilient public sector and educational system.

## Results

The empirical findings of the StudiesDIG Project corroborate and expand upon the theoretical foundations identified in the literature, offering practical insights into the mechanisms that drive effective digital transformation. This section reflects on how the project's implementation illustrates key concepts such as collaborative governance, adaptive learning ecosystems, and inclusive digital innovation.

First, the project reinforced the centrality of multi-sector partnerships in promoting digital transformation. The integration of universities, government agencies, and civil society organizations enabled resource sharing, mutual learning, and the co-creation of tailored solutions. This was exemplified in the cooperative design of training curricula, innovation hackathons, and cross-institutional teaching initiatives. These experiences confirmed the added value of the "quadruple helix" model, where academic, governmental, industrial, and civil actors converge to address complex public challenges.

Second, the project highlighted the necessity of reframing digital literacy as a multidimensional competency. Rather than limiting it to technical skills, the project emphasized a holistic approach encompassing critical thinking, media literacy, data ethics, and digital citizenship. This approach aligns with the vision of empowering learners and professionals not only to use technology but to shape its development in socially responsible ways. It also reflects a paradigm shift from digital tools as ends to digital practices as means to civic and professional empowerment.

Third, adaptive and flexible learning models emerged as critical enablers of continuous digital upskilling. Initiatives such as modular training for public servants and the integration of digital governance topics into non-technical academic programmes exemplify how education systems can remain agile. These practices resonate with the literature advocating for lifelong learning and competence-based education.

Fourth, digital equity and inclusion were consistently emphasized across project activities. From localised interventions with marginalised communities to policy-level advocacy, the project addressed structural barriers to access and proposed inclusive strategies. The transfer of good practices between countries—such as Portugal's accessible municipal portals informing Bulgarian policy discussions—demonstrates the potential of transnational collaboration for policy learning and innovation diffusion.

The project also encountered challenges, which are important for contextualising its findings. Chief among these were limitations in scale, institutional inertia, and infrastructure disparities. For example, while training programmes reached hundreds of participants, systemic coverage remains a longer-term goal. Similarly, sustaining pilot initiatives beyond the project's duration requires dedicated resources and political will.

Nevertheless, the emergent outcomes—including the development of communities of practice, increased managerial awareness of digital transformation as an organisational shift, and tangible improvements in curricular content—suggest that the project has contributed meaningfully to a longer-term transformation agenda.

These results illustrate the convergence between theory and practice: they validate conceptual models through empirical application and highlight real-world nuances that can refine existing frameworks. As such, the StudiesDIG Project contributes both to academic discourse and to the pragmatic advancement of digitally inclusive governance and education systems.

In the next section, we translate these insights into actionable recommendations to support policymakers, educators, and public sector leaders in sustaining and scaling digital transformation.



## Recommendations

Based on the empirical findings and theoretical grounding of the StudiesDIG Project, the following recommendations are proposed to support the strategic advancement of digital transformation in education and public administration:

1. **Foster Multi-Stakeholder Partnerships** Institutionalize collaborative structures that bring together academia, public administration, industry, and civil society. These partnerships should be designed not merely as project-based arrangements but as long-term governance ecosystems that facilitate co-creation, experimentation, and mutual learning. Dedicated coordination platforms, inter-institutional steering committees, and policy labs can serve as enablers of such collaboration.
2. **Embed Holistic Digital Literacy in Curricula and Training** Educational and training programmes must go beyond technical instruction to include critical thinking, ethical reflection, media literacy, and digital citizenship. These components should be embedded transversally in higher education curricula and integrated into continuous professional development for public sector staff. This will prepare learners and professionals to act not only as users but as conscious shapers of digital systems.
3. **Adopt Flexible and Adaptive Learning Models** Support the design and implementation of modular, context-responsive learning programmes that accommodate diverse learner profiles and institutional needs. Emerging technologies such as artificial intelligence and data analytics should be incorporated not only as content but as tools to personalise learning experiences. Public sector training systems must embrace continuous upskilling to remain aligned with evolving digital demands.
4. **Prioritise Digital Inclusion and Equity** Ensure that digital transformation initiatives are inclusive by design. This includes targeting underserved populations, reducing access barriers, and collaborating with community-based organisations. Digital literacy should be recognised as a foundational right, and strategies must address socio-economic, geographic, and cultural disparities. Transnational cooperation should be leveraged to share practices and scale successful models across regions.
5. **Promote Policy Alignment and Institutionalisation** Align national and local digital strategies with education and public sector innovation agendas. Pilot initiatives and project-based successes should be institutionalised through policy frameworks, funding mechanisms, and evaluation systems. This ensures the sustainability and scalability of impactful practices developed during projects like StudiesDIG.
6. **Encourage Open Innovation and Experimentation** Create spaces for innovation within public institutions through the establishment of civic labs, co-working hubs, and innovation accelerators. These environments foster experimentation, agility, and engagement with external actors, enabling public institutions to adapt more rapidly to technological change and citizen expectations.
7. **Strengthen Monitoring, Evaluation, and Research** Embed monitoring and evaluation mechanisms into digital transformation programmes from the outset. These mechanisms should assess not only technical outcomes but also cultural, social, and institutional impacts. Further research is needed to explore how different models of cross-sector collaboration and digital literacy development perform across varying socio-political contexts.

Together, these recommendations provide a roadmap for advancing a digitally inclusive, collaborative, and adaptive transformation agenda across the interconnected spheres of education and public administration.

## **Conclusion**

The StudiesDIG Project has demonstrated that meaningful digital transformation in education and public administration requires more than the adoption of new technologies. It depends on the capacity of institutions to collaborate, adapt, and address the complex human, social, and organisational dimensions of digital change. By fostering multi-stakeholder partnerships, promoting inclusive and ethical digital literacy, and encouraging flexible learning models, the project offers a comprehensive and practice-based blueprint for public innovation.

The project's implementation across different national contexts confirms that collaboration among academia, government, industry, and civil society can generate sustainable solutions to digital challenges. It also shows that equity and inclusion must be at the heart of transformation agendas to prevent the deepening of existing inequalities.

Key to the success of StudiesDIG has been its iterative and participatory methodology, which ensures that emerging findings inform action and that stakeholders remain central to the innovation process. Through this approach, the project has contributed not only to immediate capacity-building outcomes but also to the long-term transformation of institutional cultures and policies.

Looking ahead, the continuation and expansion of StudiesDIG into additional countries and sectors will provide further opportunities to refine its collaborative model and scale up its impact. Policymakers, educators, and public leaders are encouraged to adopt and adapt the project's insights to their own contexts, building on the foundation of shared learning and mutual commitment.

As digital transformation continues to reshape the public sector and the educational landscape, the StudiesDIG Project stands as a compelling example of how a thoughtful, inclusive, and partnership-driven approach can empower individuals and institutions to thrive in a digital society. Its agenda points the way toward a future where digital innovation serves not just efficiency, but also equity, participation, and democratic resilience.

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