University in Türkiye seeks consortium partners for ERASMUS-EDU-2026-POL-EXP-T03, focusing on AI-driven and VR-integrated personalized learning pathways.

Summary

Profile type	Company's country	POD reference
Research & Development Request	**Türkiye**	**RDRTR20260211027**
Profile status	**Type of partnership**	**Targeted countries**
PUBLISHED	**Research and development cooperation agreement**	**• World**
Contact Person	**Term of validity**	**Last update**
Enrico FRANZIN	**11 Feb 2026** **11 Feb 2027**	**11 Feb 2026**

General Information

Short summary

The University is spearheading a European policy experimentation initiative under the ERASMUS-EDU-2026-POL-EXP call, designed to transform basic skills acquisition through a high-tech anticipatory laboratory. The project merges Virtual Reality (VR) immersive environments with Machine Learning (ML) analytics to create high-fidelity Personalised Learning Pathways for initial VET students.

Full description

A university from Türkiye, specialized in the convergence of immersive technologies, data science, and pedagogical innovation, is preparing a proposal under the ERASMUS-EDU-2026-POL-EXP call.

The project positions itself as a European policy experimentation laboratory designed to bridge the widening gap in basic skills (literacy, science, and digital) through the deployment of AI-powered Personalised Learning Pathways (PLPs) within immersive environments. It focuses on initial Vocational Education and Training (iVET) students (EQF levels 1-4), targeting those at risk of falling behind due to the decline in traditional basic skills achievement. By capturing behavioral data in VR and utilizing ML for predictive modeling, they aim to deliver an adaptive, data-driven framework that bridges the gap in literacy, science, and digital competencies.

A central feature of the initiative is the creation of VR-based Learning & Assessment Ecosystems that simulate realistic vocational tasks. While the primary engagement is driven by digital skill acquisition, the environments are strategically engineered to integrate and measure literacy and scientific inquiry as "embedded outcomes." The project's core innovation lies in its Predictive Analytics Engine: by capturing multidimensional behavioral data within VR, it utilizes machine learning models to map individual learning curves, identify specific skill gaps, and autonomously generate adaptive, ethical, and transparent learning plans tailored to each student's pace.

By fostering this data-driven educational environment, the project aims to address the urgent need for inclusive and scalable evidence-based models that enhance student motivation and performance without replacing the vital role of the educator. The initiative will contribute to the definition of a European framework for AI-integrated basic skills education, providing actionable policy recommendations supported by real-world data from international, multi-lingual pilots.

Advantages and innovations

• Immersive Behavioral Analytics (VR): Unlike traditional assessment methods, our VR-integrated environments allow for the collection of high-fidelity behavioral data in real-time. This provides a multi-dimensional view of learner progress, capturing nuanced interactions that paper-based or standard digital tests cannot detect.

• Predictive Personalization through ML: The core innovation lies in the application of Machine Learning (ML) algorithms to analyze learning curves and risk profiles. This enables the system to move from reactive support to predictive intervention, anticipating individual skill gaps in literacy and science before they consolidate.

• Interdisciplinary "Hidden Curriculum": The project uniquely positions digital skills as the primary vehicle for acquiring basic skills. By embedding literacy and scientific inquiry into realistic vocational VR tasks, they increase student engagement and demonstrate the functional relevance of basic competencies in the labor market with the project.

• Explainable and Ethical AI (XAI): The university prioritizes a human-in-the-loop approach. Their ML models are designed to be "explainable," providing teachers with transparent dashboards that interpret AI-generated insights, thereby enhancing—not replacing—the educator's pedagogical autonomy.

Technical specification or expertise sought

The partner should be experienced in one or more of the following skills.

1-)The GDPR and Data Protection partner
2-) Technology Provider (VR Development – Open Source Focus)
3-)Technology Provider (AI Integration)
4-) The Pilot Upper Secondary School/VET

Stage of development

Concept stage

Sustainable Development goals

- **Goal 4: Quality Education**
- **Goal 10: Reduced Inequality**

IPR Status

No IPR applied

IPR Notes

Partner Sought

Expected role of the partner

The GDPR and Data Protection partner: The GDPR and Data Protection partner will be responsible for ensuring full compliance of all project activities with EU data protection regulations, particularly in relation to the collection, processing, modelling and storage of school-level data and learner-related information used in AI and VR-based

- conduct a Data Protection Impact Assessment (DPIA) for all AI-driven data modelling and VR learning scenarios;
- define data governance frameworks, including data minimisation, anonymisation/pseudonymisation strategies and ethical AI principles;
- provide guidelines and protocols for secure data handling across partner institutions;
- support the design of GDPR-compliant AI models, ensuring transparency, explainability and accountability;
- contribute to risk assessment and mitigation strategies related to algorithmic bias, profiling and automated decision-making;
- deliver capacity-building activities (training sessions, guidelines, policy briefs) for educators, school leaders and policymakers;
- support the development of policy recommendations for the ethical and lawful use of AI and immersive technologies in school education.

The Pilot Upper Secondary School/VET: The pilot upper secondary school, preferably from Northern or Western Europe, will serve as the main testing and validation environment for the project's AI-driven data modelling tools and AI-supported VR-based science learning scenarios.

The school will:
- provide real-life educational context and non-identifiable school data for piloting purposes, in full compliance with GDPR requirements;
- facilitate the implementation of pilot activities with teachers and students in selected science subjects;
- actively participate in the co-design and feedback process, contributing to the refinement of AI models and VR learning scenarios;
- support the evaluation of pedagogical effectiveness, usability and learner engagement; • contribute to the formulation of evidence-based recommendations for scaling up AI- and VR-supported learning approaches in secondary education.

Technology Provider (VR Development – Open Source Focus) : The technology provider will be responsible for the design and development of AI-supported VR learning modules using an open-source and reusable-by-design approach.

The partner will:
- develop modular, interoperable and open-source VR learning components aligned with science curricula;
- ensure that all developed VR modules are documented, reusable and adaptable by other schools and education providers;
- integrate AI-driven adaptivity and feedback mechanisms in a transparent and explainable manner;
- collaborate with pilot schools and educators in the co-creation and iterative refinement of the VR content;
- provide open technical documentation, repositories and guidelines to support replication, scaling and long-term sustainability beyond the project lifetime.

Technology Provider (AI Integration) : The technology provider responsible for AI integration will lead the design, development and implementation of AI components supporting data modelling and adaptive learning within the project.

The partner will:
- develop and integrate AI models for educational data analysis, prediction and pattern recognition based on school-level data;
- ensure ethical, transparent and explainable AI design, in alignment with GDPR and EU trustworthy AI principles;
- enable AI-driven adaptivity and personalisation within VR-based science learning modules;
- collaborate closely with the VR developer, pilot schools and data protection partner to ensure technical

Type of partnership

Research and development cooperation agreement

Type and size of the partner

- **R&D Institution**
- **Other**
- **University**

Call Details

Framework program

ERASMUS+

Call title and identifier

ERASMUS-EDU-2026-POL-EXP-T03

Submission and evaluation scheme

Anticipated project budget

Coordinator required

No

Deadline for EoI

27 Mar 2026

Deadline of the call

8 Apr 2026

Project duration in weeks

Web link to the call

Project title and acronym

Dissemination

Technology keywords

- **11002 - Education and Training**

Market keywords

- **02007010 - Education software**
- **07005004 - Education and educational products and materials**

Targeted countries

- **World**

Sector groups involved

- **Digital**