

Case Study

Vilnius EdTech POC

How a 4th-grade class in Lithuania advanced its digital literacy in a single academic year — and what it taught us about meaningful EdTech integration.

Pedagogy first. Technology in service. Outcomes that last.

Across the 2024–2025 academic year, jp.ik delivered a proof-of-concept EdTech integration at Vilnius Good Hope Pro-Gymnasium. A single 4th-grade class — heterogeneous in learning levels and including 30% of students with special educational needs — became the testbed for a 1:1 device deployment paired with jp.ik's iKES software ecosystem and the ik.impact methodology for pedagogy-driven transformation. The results were measurable, consistent, and benchmark-comparable to European digital empowerment initiatives.

Problem

A heterogeneous classroom

A 4th-grade class in Vilnius with significant differences in learning pace, levels and needs — and no prior experience with 1:1 EdTech integration.

Method

ik.impact methodology

Pre-assessment, customised teacher training, continuous monitoring, and frameworks anchored in DigComp 2.2, UNESCO ICT-CFT and ik.model.

Outcome

+15.4pp digital literacy

Increase in students at the most advanced DigComp levels, +15% gain in iKES proficiency, and a 4.5/5 teacher rating of project impact.

The setting

Lithuania has made considerable progress in its digital transformation, yet the education sector continues to face structural challenges. National initiatives — the 2022 Digital Education Transformation "EdTech" Project and the Millennium School Progress Programme — aim to improve teachers' digital skills and modernise school infrastructure. Recent reforms, including the digitisation of textbooks and exams, have encountered resistance from many educational agents, while the teaching profession faces an ageing workforce with significant reskilling needs.

Against this backdrop, jp.ik partnered with Vilnius Good Hope Pro-Gymnasium and the local education institution EduVilnius to deliver a proof-of-concept project. The objective: to test whether a pedagogy-driven, 1:1 EdTech model — lending student and teacher devices alongside the iKES software ecosystem — could meaningfully transform learning outcomes, motivation and digital literacy in a heterogeneous classroom, over the course of a single academic year.

Vilnius, Lithuania · 4th grade, single class · 2024–2025 academic year · Partner: EduVilnius

The challenge

Teachers, school leadership and EduVilnius identified the same core challenge: integrating technology meaningfully into a classroom where students differed widely in learning pace, level and need — and where neither teachers nor students had prior experience of a 1:1 EdTech model.

~30

Students and educators in the cohort, with wide variation in digital readiness

30%

Of students with special educational needs requiring intentional differentiation

0

Prior experience with 1:1 EdTech integration among teachers or students

2

Subjects targeted for transformation — English and Science

How impact was measured

ik.impact is jp.ik's methodology for monitoring and evaluating EdTech transformation. It runs across four phases — pre-assessment, professional development, assessment, and follow-up — and is anchored in three internationally recognised frameworks. Together, they enable a rigorous read on both student outcomes and teacher practice change.

Students

DigComp 2.2

The Digital Competence Framework for Citizens. Used to assess student proficiency across five dimensions: information and data literacy, communication and collaboration, digital content creation, safety, and problem solving.

Teachers

UNESCO ICT-CFT

The ICT Competency Framework for Teachers. Used to position each teacher along the progressive stages of EdTech integration — Emerging, Applying, Infusing, Transforming.

Practice

ik.model

jp.ik's proprietary framework. Analyses pedagogical practice transformation across four domains: technological, content, relational, and process.

What was delivered

The intervention combined infrastructure, software, professional development and local partnership — each element designed to reinforce the others across four implementation phases.

01

Alignment

Kick-off training and project alignment with school leadership and EduVilnius. April–September 2024.

02

Pre-Assessment

Toolkit adaptation and pre-assessment of teachers and students, with instruments translated and age-adapted. Nov 2024–March 2025.

03

action.enable

Eight-hour customised pedagogical training programme grounded in pre-assessment data and the iKES software stack. March–April 2025.

04

Final Assessment

Implementation of student and teacher toolkits, document analysis, interviews, and full ik.impact data report. June–July 2025.

Deployed: 1:1 student and teacher devices · iKES software ecosystem · Customised teacher training · Continuous monitoring

Measurable impact

Across digital literacy, software proficiency, and teacher-rated outcomes, the project delivered consistent, statistically significant gains — comparable to other European digital empowerment initiatives using the same frameworks.

+15.4pp

Increase in students at Advanced and Highly Specialised digital literacy levels

–12.5pp

Drop in students at the lowest proficiency levels (Pre-Foundational and Foundation)

+15%

Average gain in proficiency across the iKES software ecosystem

4.5 / 5

Teacher rating of project impact on student results, motivation and SEN response

Highlights: Programming (+0.75) and Problem Solving (+0.74) led DigComp dimensions. · 5,000+ activities completed on ubbu. · Toolkit established as benchmark for future POCs.

Four principles for replication

The Vilnius POC validates a method jp.ik applies across every engagement. For organisations, governments and institutions designing similar EdTech transformation programmes, four principles emerge as decisive.

01

Pedagogy precedes technology

Every device, every iKES software, every training hour was anchored to a defined learning goal. Technology is the means; transformation is the end.

02

Teachers are the engine

Customised pedagogical development — built from pre-assessment data — turns devices into deeper learning across all four ik.model domains.

03

Inclusion is engineered

In a classroom where 30% of students had special needs, intentional EdTech strategies became one of the most powerful tools for differentiation.

04

Monitoring is built in

The ik.impact methodology integrates assessment into every phase, ensuring data drives decisions throughout the lifecycle.

Let's transform classrooms together,
one ik.impact at a time.

Pedagogy at the centre. Technology in service. Outcomes that last.

