

# The Community Educational Triangle of Digital Citizenship

A Toolkit on Media and Digital Literacy Skills for Children  
and Youth from Migrant and Lower-Income Families



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## List of Acronyms and Abbreviations

**ANBPR:** National Association of Public Librarians and Libraries in Romania

**AW:** ActiveWatch

**COLIBLITE:** Community Libraries and Digital Literacy Skills for MLF Children

**DigComp:** The European Digital Competence Framework

**DGGMLF:** Digital Generation Gap in Migrant and Lower-Educated Families

**ERVET:** The Territorial Development Agency of Emilia-Romagna Region

**EU:** European Union

**FAV:** Aldini Valeriani Foundation

**IC15:** Istituto Comprensivo No. 15

**MLF:** Migrant and Lower-Educated/Lower-Income Families

# SECTION 1

# THE DIGITAL CITIZENSHIP EDUCATIONAL TRIANGLE

# A CONCEPTUAL FRAMEWORK

## IN THIS SECTION

Chapter 1: Introduction

Chapter 2: The COLIBLITE Project

Chapter 3: Why Research is Useful

Chapter 4: A Local Educational Partnership: the  
“Educational Triangle”

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# CHAPTER 1: INTRODUCTION

*Digital citizenship is the willingness and ability of citizens to participate actively and democratically in the digital society. It includes the norms and values of appropriate and responsible use of technology, among them digital participation, identity and democratic awareness.*



**Digital technology** has acquired an indispensable place in our social life, education and the labor market. If you want to participate as a fully-fledged citizen now and in the future, and also want to be successful in the (future) labor market, then digital skills are an absolute precondition, in addition to language and reading skills.

The [DESI Index 2020](#), provided by the European Commission, reports that only 58% of Europeans have at least basic digital skills (meaning 42% don't even have basic skills), despite the fact that the job market demand for ICT and digital competences is growing. Therefore, children must acquire these skills from an early age. This applies not only to basic ICT skills, but also to competences referencing the conscious and critical use of digital technology.

**Children and teenagers** are heavily involved in the online world, but they are often mistakenly considered digital natives because they were born or brought up in the age of digital technology.

Even though many of them can go online with the help of smartphones and tablets, this does not automatically lead to a proficient use of technology that could give them an advantage in education (school homework, online research, distance learning opportunities) and, later on, in the job market. They are vulnerable without adult and educational guidance.

Therefore, this is an important task and responsibility of schools, libraries, parents and other education professionals.

## DIFFERENCE IN EDUCATIONAL ENVIRONMENT

Research shows that the skills indicators are strongly influenced by **socio-demographic factors**.

For children who grow up in higher-income families, the digital education support is, most of the time, comprehensive:

- digitally-skilled parents who can guide their children's online activities or provide them with digital devices, ICT courses;
- private schools or schools in good and safe neighbourhoods that are technologically equipped and might offer better opportunities for digital literacy, citizenship programmes and online safety.

In contrast, school closures due to the COVID-19 virus in all EU-countries highlighted, once again, a clear digital- and socio-economic divide.

Children from migrant and lower-income families (MLF) often have no personal and suitable digital devices, and their parents often have low education, insufficient digital skills and insufficient financial resources to support their children in their (educational) online environment.

This is not a new observation. The importance of digital literacy for citizens, and children in particular, has been identified by **a large body of research** throughout the years.

There are numerous reports, pilot projects and experiments to improve digital literacy. In practice, it appears that in most EU countries this has not yet led to substantial improvements in most disadvantaged neighborhoods.

The knowledge is available at policy and research level, but in practice, the sustainable improvement of digital literacy in schools and disadvantaged neighborhoods has proven to be a laborious process.

Research shows that some schools in disadvantaged areas have encountered problems teaching basic digital skills and digital citizenship skills to their pupils and students.

Furthermore, these schools have problems **reaching the parents**. This happens for several reasons:

- (1) inadequate technical and digital **infrastructure** in these schools;
- (2) little space in the school **curriculum** for basic digital skills and digital citizenship skills;
- (3) insufficient **digital citizenship competences** and pedagogical knowledge to deal with these issues among teachers;
- (4) little time (and interest) for contacting and **involving the parents**.

## COLIBLITE means Community Libraries and Digital Literacy Skills for Children from Migrant and Lower-Income Families



**This COLIBLITE toolkit** helps neighbourhood organisations (NGOs, schools, libraries, youth workers) develop local educational partnerships to improve digital literacy in migrant and lower income families.

The toolkit builds on the experience of the COLIBLITE project which was executed in **the Netherlands, UK, Italy and Romania** and funded by the European Commission through the Erasmus Plus Programme.

**COLIBLITE** moved away from new pilot projects, but built on existing research and existing good practices. It focused on building sustainable infrastructures and the improvement of digital skills and competences of educational professionals.

The willingness and ability of professionals to cooperate with local educational partners proved crucial.

This toolkit contains the lessons learned from COLIBLITE that can support other organisations in their efforts to improve digital literacy in their neighborhoods and institutions.

**The toolkit is divided into two sections: conceptual and practical.**

### Section 1

Section 1 details the concepts, challenges and lessons learned related to digital citizenship and the development of the educational triangle in the community.

It also focuses on the digital-literate elements of institutional capacity building and why national and local research are equally important to project activities.

### Section 2

Section 2 shares COLIBLITE's experiences and products to encourage and support others to take similar steps and initiatives.

Make good use of the toolkit's practical tips, good practice examples and lesson plans.

# CHAPTER 2: THE COLIBLITE PROJECT

*COLIBLITE is a follow-up to the The Digital Generation Gap in Migrant and Lower-Educated Families, 2014-2017 (DGGMLF) initiative.*



Photo by Ebru Aydin

## THE DIGITAL GENERATION GAP IN MIGRANT AND LOWER-EDUCATED FAMILIES

DGGMLF developed methods to support migrant and lower-income / lower-educated parents in coaching their children in their use of the internet.

DGGMLF observed that efforts to support the parent groups at the local level were being undermined by the following factors:

- Digital citizenship is **very low on the list** of governmental, institutional, social and educational priorities;
- **Lack of sufficient attention and expertise** in working with migrant families;
- **Fragmentation of services** and policies: many local authorities and organisations develop activities targeting only one issue;
- **Lack of consensus** and trust between neighbourhood organisations;
- **Lack of cooperation** and leadership on digital citizenship issues.



Based on the project outcomes, DGGMLF recommended:

- A** **Developing** a local network in support of parents and children;
- B** **Encouraging** public libraries to take a central and supportive role in digital literacy initiatives and local networks;
- C** **Establishing** a step-by-step action plan on how to initiate “digitally literate” educational partnerships with schools, libraries, neighbourhood organisations and other educational institutions.



## READ THE TOOLKIT

Intercultural Digital Citizenship  
in the Community

## COMMUNITY LIBRARIES AND DIGITAL LITERACY SKILLS FOR CHILDREN FROM MIGRANT AND LOWER-INCOME FAMILIES

The COLIBLITE project was developed as a follow-up **in response to DGGMLF**.

COLIBLITE developed and coordinated neighborhood approaches, methodologies and actions involving schools, libraries, youth work, community centers and parents from an MLF background in order to promote and teach the **necessary digital citizenship skills** (basic ICT skills, digital information and critical thinking skills) to children and youngsters.

In order to achieve this, special attention was given to the digital skills and competence development of educational professionals.

DGGMLF showed that **the lack of digital skills and competences with educational professionals** proved to be one of the most important barriers to improving digital literacy in families with an MLF background.

Therefore, in order to successfully deliver and implement the new policies, methodologies and actions, educators should be made aware of **practices and problems faced by children and youngsters**.

Educators should also be able to work together with outside partners and with joint competence schemes on digital- and citizenship skills and should obtain the needed intercultural- and **digital citizenship competences** and skills themselves.

**COLIBLITE focused on:**

- Building sustainable partnerships between stakeholders at the local level, consisting of a school, a library, a social organisation or community centre and, preferably, a parents' group;
- Making each educational partner "digitally literate" in terms of policies, skills and competences of the staff;
- Exchanging of knowledge between educational professionals of partner organisations;
- Co-creation of existing learning materials;
- Educational and support activities inside and outside school for children and their parents;
- Mentoring students, who were already trained in digital citizenship, to pass on their recently acquired know-how with the help of peer education practices.



## [READ THE EXTERNAL EVALUATION REPORT](#)

The project achieved these goals in transnational cooperation and by using all the available EU, national and local expertise and know-how of participating national and local partners.

The project aimed to prepare children and youngsters from an MLF background for participation in the future labour market and digital citizenship. This would help bridge a further digital and social divide.



### The activity roadmap included:

**A** National and local research into the specific digital education developments and policies;

Local action plans to develop and support cooperation between families, schools and libraries and/or community centres;

**B**

**C** Training and “inspiration” sessions for teachers and librarians on digital citizenship aspects, how to create lesson plans, new educational apps, cooperation in the neighbourhood, etc.;

Digital literacy and citizenship programmes dedicated to children and teenagers;

**D**

**E** Encouragement of parent engagement in the digital world of their children;

Implementation of sustainable policies.

**F**



## THE TEAM BEHIND COLIBLITE



**Utrecht Library** is in the process of developing its transition process fulfilling its new mission regarding the advancement of 21st century skills and digital citizenship competences.

**Mira Media Foundation** is a local center of expertise on media literacy and diversity in Utrecht. They develop methodologies and strategies for promoting digital citizenship elements in the multicultural neighbourhoods of Utrecht.

**Me'kaar** is a “social broker organisation” in Utrecht North-West that strengthens local networks around migrant and low income families and educational professionals.



In Modena, the social cooperative **Open Group** has collaborated closely with the Delfini central library and neighbourhood schools and libraries to involve pupils, teachers and librarians in “digital citizenship labs”.

Digital citizenship activities were also developed in the Navile neighbourhood of Bologna by the VET school run by **Aldini Valeriani Foundation (FAV)**. FAV worked first with its own teachers and students and then involved the lower secondary school **Istituto Comprensivo No. 15** in delivering COLIBLITE labs on digital literacy and citizenship to educational professionals and pupils.

Due to its extensive experience in working in European projects on digital literacy and citizenship, **ERVET** (Development Agency of Emilia-Romagna Region) has been assisting the Italian partners throughout project implementation.



**ActiveWatch** is a human rights organisation based in Bucharest that has long been advancing media literacy among teachers. In Coliblite, they teamed up with **School no. 117** to offer webinars to students on various digital citizenship aspects.

The **National Association of Public Librarians and Libraries in Romania** (ANBPR) promotes the concept of a public library system that is in tune with the needs of the local community. In partnership with ActiveWatch, they encouraged local libraries in small communities to take on a more active role in digital citizenship issues.



In London, **Consonant**'s mission is to remove the barriers that prevent migrants, refugees and asylum seekers from fully contributing to society. Together with their partners, the **African Community School** and other neighbourhood schools and libraries, they aim to bridge the existing digital divide.

# CHAPTER 3: WHY RESEARCH IS USEFUL

*In a (transnational) project, it is essential that all partners recognise and understand each other's (national) differences, policy backgrounds and expertise, but also take into account future policy developments. Therefore COLIBLITE partners started the project by learning about each other's policy environments and structures at a national and local level.*



## INTRODUCTION

COLIBLITE partners started the project by learning about each other's policy environments and structures at **a national and local level.**

In each country, research was done on existing and developing digital literacy programs and policies in schools, libraries and social organisations.

Additionally, extensive research was done into existing implementation strategies

and into the digital needs of children and parents from migrant / lower-income families, and the necessary digital skills and competences of professional educators.

The COLIBLITE research focused on information useful for building sustainable local educational partnerships involving a school, a library, a social organisation/community centre and preferably a parents' group.

The outcomes revealed a serious gap between theory and local practice. In most countries, governments and national (research) institutions have **detailed visions, policies and methodologies**.

However, locally **this information is often unknown**, has no priority and/or is not fully implemented.

The research also showed that, in several cases, **insufficient digital skills** and competences with educational professionals such as teachers and librarians (and also parents), is an important barrier to improving the digital literacy of children from migrant / lower-income families.

Finally, it became clear that locally “the wheel is often reinvented”: valuable existing information is not being used, which often results in “new” small-scale, non-sustainable projects.



**The purpose of research is to collect the necessary data in order to take informed actions and verify your theories.**

**Based on the transnational research conclusions, COLIBLITE chose:**

- 
**To make the school or the library the focal point** in the local educational partnerships aimed at teaching digital skills and competences to children and supporting their parents;
- 
**To link the activities of local partners**, such as homework support, out of school activities and parent support, to the school program;
- 
**To further analyse the cause of the lack of digital skills** and competences with educational professionals;
- 
**To find ways to improve the digital skills** and educational competences of educational professionals in a sustainable way, by using European and nationally agreed competences schemes for educational professionals.

## The transnational COLIBLITE partners conducted research on three levels:

### EU-level

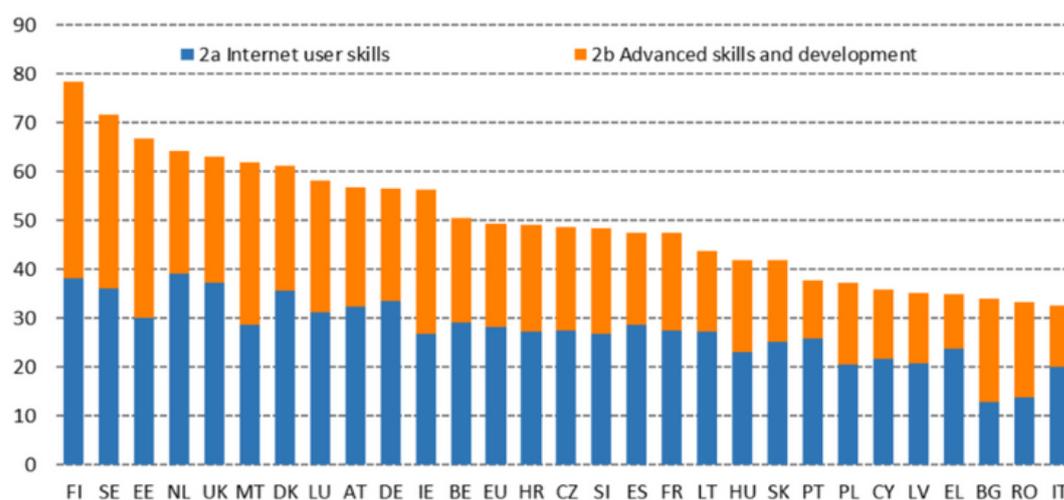
In transnational projects such as COLIBLITE, partners have to find a **common ground** to be able to carry out their projects based on joint aims and objectives.

European research helped COLIBLITE partners agree on **common terminologies and methodologies**. EU institutions and the Council of Europe did groundbreaking work on “digital citizenship.” Their reports are often more detailed than national ones.

Hence, the national reports often refer to the European reports and agreements. COLIBLITE based the development and skill frameworks on proposals of the European Digital Competence Framework (DigComp) [2.0](#) and [for Educators](#) and the data from the [European Digital Economy and Society Index \(DESI\)](#).

Key messages from the PLA, The Hague, 20-22 April 2016, and conclusions of the European Council on developing media literacy and critical thinking became the ideological base of the project.

Figure 1 Human capital dimension (Score 0-100), 2019



Source: DESI 2020, European Commission.

According to [EU data](#), COLIBLITE partner countries are at the opposite ends of the figure, with the Netherlands and UK having much higher shares of “above basic” population compared to Romania and Italy.

## National reports

Based on the conclusion of the EU-research, COLIBLITE partners compiled a national report addressing:

- (1) national school and library **systems** and **policies**;
- (2) national state of **digital citizenship** and 21st century skills;
- (3) existing basic **digital skills frameworks** and/or national digital strategies;
- (4) **definitions** of digital citizenship in schools and libraries;
- (5) **digital citizenship skills** and competences among children and youngsters and educational professionals.

After analysing this information, the partners mapped initiatives by broad domains/actors **from national to local level** (initiatives in schools, libraries, youth work organisations and third sector organisations).

## Local action plans

Based on the national conclusions research was done on a local level.

National data and findings were **verified by local research**: interviews with stakeholders, municipalities and potential partners.

Based on all this information, local choices were made concerning the age group of children, information needs of the communities etc.

## READ THE COLIBLITE NATIONAL REPORTS

Italy ([Click to open](#))

The Netherlands ([Click to open](#))

Romania ([Click to open](#))

The United Kingdom ([Click to open](#))

## THE OVERALL ROLE OF RESEARCH IN IMPLEMENTING A DIGITAL PROGRAMME

Problems in the neighborhood should be addressed by creating a visual educational map of the community and the national and local factors that pull the strings. Research that takes into consideration the following factors will have a positive impact on designing local action plans and achieving project sustainability.

- A. Decode** how the educational system and policy work in practice;
- B. Gain a deeper understanding** on national views on digital literacy aspects;
- C. Map** existing initiatives for digital citizenship from national to local level.

### **A** Decode how the educational system and policy work in practice

Who decides what children learn in class? Research fills in the gaps and illustrates the main drivers and executors in education. The educational systems in COLIBLITE countries are centralized, and national governmental policies provide core objectives and broad targets. However, the **individual interests and personal agenda** of teachers and librarians have an impact at the local level.



#### Research questions to be considered:

- How is the national school system structured?
- What is included in a school curriculum? Is digital literacy a part of it?
- Who decides the teaching content?
- Who is responsible for the digital infrastructure?
- How are schools financed?
- How much budget flexibility do they have for innovation?
- What are the possibilities for schools, teachers and partners to change or add elements to the curriculum?
- How is the educational parent-support teacher regulated?
- How do policies and activities of libraries relate to the school curriculum?
- What is their additional role in the school system?

#### COLIBLITE Story

Research carried out by **Mira Media in the Netherlands** showed that the government allows schools and teachers a large amount of **curriculum freedom** as only the final objectives are formulated.

Digital literacy has not been a government priority so far. Therefore, teachers are the final decision makers when it comes to what pupils learn in the classroom, so introducing digital citizenship in schools is up to the teachers' personal interests. Education delivered to students can vary not only from school to school, but also from teacher to teacher.

## **B** Gain a deeper understanding of national views on digital literacy aspects

After decoding the educational system, we must take an in-depth look at the aspects of digital citizenship.

The term "**digital citizenship**" is still not widely used in Europe. Mentions of digital competence, media literacy, digital citizenship and skills do occur in various national agendas and guidelines.

Notions are often interchangeable and **shared definitions are lacking**; educational and social stakeholders rarely speak the same language.

Each local institution often adapts a definition (if any!) that fits its purposes and services.



### How did COLIBLITE partners deal with national views on digital citizenship?

- They **shared** national definitions and referred them to DigComp in order to find common ground for the development of activities at the local level;
- Their services **promoted** elements of digital participation and identity, online security, digital information skills and critical thinking;
- They **facilitated** basic ICT/digital programmes for students from vulnerable families and disadvantaged backgrounds.

#### COLIBLITE Story

There is a new ICT education curriculum in Romania that is mostly aimed at preparing students for future IT careers, rather than teaching them to use digital tools in their everyday life. Online behaviour and digital citizenship are therefore not covered, and neither are subjects such as fake news and online grooming.

Due to the fact that the **library agenda is more flexible**, librarians are more in touch with the needs of their communities. Encouraged by local initiatives, more and more librarians offer digital citizenship programmes in their libraries.

## Map existing initiatives for digital citizenship from national to local level

The actors who play a key role in digital education are: various government and municipality agencies, community centres, NGOs, schools, libraries and parent groups.

It is essential to understand how each local actor understands and advances digital competences and how they can support you!

### The following aspects should be examined:

- the elements of digital citizenship that these actors choose to focus on, their target groups and methods;
- the main challenges in implementing their programmes;
- whether they have a broader strategy or only occasionally organise digital citizenship interventions;
- whether they are working alone or engaging with other partners in the neighbourhood;
- whether the staff's overall competences are in line with the organisation's strategic views.



### COLIBLITE Story

**In Modena (Italy)**, there are established mechanisms to support the collaboration between schools and libraries when creating learning opportunities for teachers and students on digital literacy related topics.

These mechanisms are built on a continuous dialogue between the Municipality's educational (MeMo) and digital agenda (Digital Gym) services, the Municipal library system, and schools.

The Italian partners have also noticed that awareness of the need to both increase and blend IT skills with social and civic competences is growing among policy makers and education stakeholders. This facilitated the wider dissemination of COLIBLITE's new learning offers on digital citizenship.

## COMMUNITY NEEDS AND SKILLS ASSESSMENT

National data on digital skills is a starting point, but it may not reflect the local realities. Factors such as the **educational or social background, financial security, and access to information** and technology, play an important role in the development of digital skills.

Assessment of digital skills, challenges and needs shared by children and other actors at the local level is essential to the success and efficiency of the project in the selected community.



The COLIBLITE research confirms that many of the children, parents and educational professionals who live and work in disadvantaged communities and poorer rural areas are lacking the necessary ICT competences, as well as digital information and critical thinking skills, which are essential to education, work and participation in society.

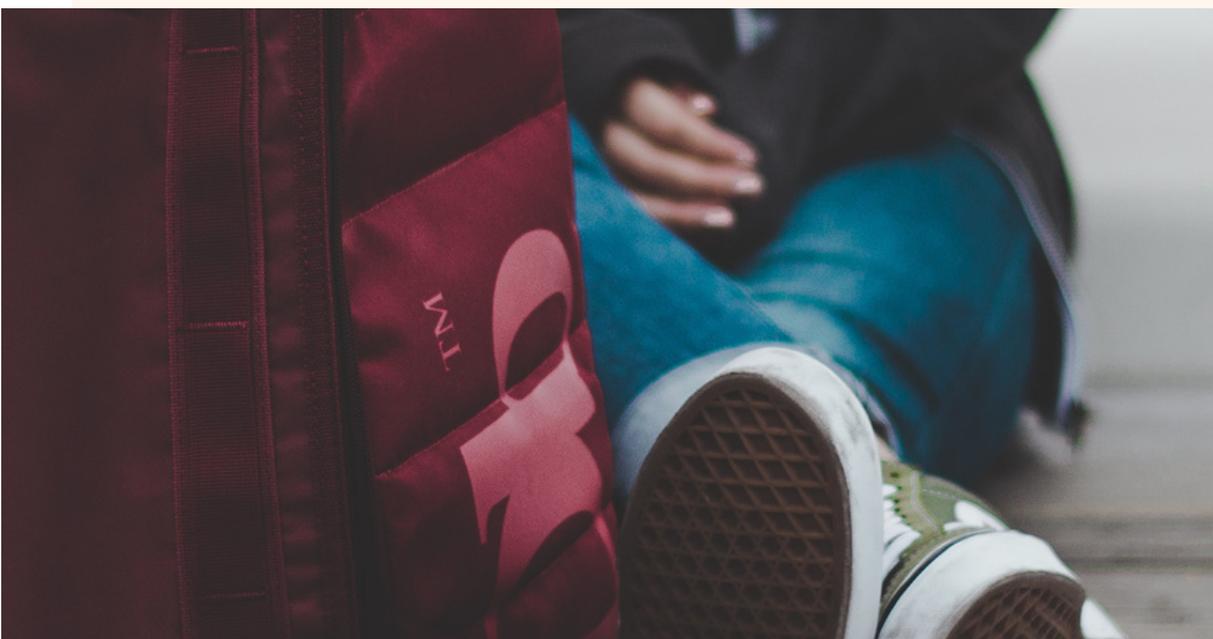


## CHILDREN AND TEENAGERS

Research confirms that children going to school in disadvantaged neighbourhoods/areas have poorer ICT skills than average. Other aspects should also be taken into consideration:

- These children are less likely to have an **internet connection at home** or access to digital devices.
- There are **fewer wide networks of digital support**. Many young people learn to navigate the internet on their own or from their peers because their parents lack the necessary time and know-how; the use of digital devices in the classroom is still minimal; libraries focus more on reading and languages and less on offering digital training support.
- In terms of **smartphone use**, there is a risk that inequalities in digital literacy will emerge among children who do not have multiple devices for going online. Smartphones enable access to entertainment and communication, but they are not as useful in educational and professional situations.
- Parents tend to associate the importance of digital citizenship with **older children** and teens and diminish its importance and relevance for younger children. But younger children are also exposed to inappropriate content and situations that require good digital skills.

All the above aspects became evident during the COVID-19 lockdown and the shift to distant education in all the partner countries.





## PARENTS

**Parental education** and digital competences matter the most in guiding children online, but most parents from a lower socio-economic background are not fully digitally skilled. These parents often:

- are **less confident** internet users than those who have a higher income: they do not use a computer or the internet at work or at home;
- **fall behind** in understanding technology, digital developments and digital media;
- are sometimes **unaware** that their own behaviour online is not safe;
- don't have the improvement of their own digital competences high on their **priority list**;
- **avoid conversations** on digital matters for fear they might make mistakes or out of the belief that their children know more about computers than they do;
- look to **schools** for digital educational support for their children.





## SCHOOLS AND TEACHERS

Introducing basic ICT programmes in the school curriculum has become the norm. But interviews with teachers in COLIBLITE countries and other national studies show that teachers indicate that they **do not have enough skills** and competences to teach all the elements of digital literacy.<sup>1</sup>

This often happens because:

- Teachers also believe that their students **know more** about ICT and computers than they do.
- Training courses for teachers usually just focus on teaching them how to use a computer. These courses often **don't keep up** with digital developments. There is a lack of attention given to digital citizenship.
- There is no obligation or guidance from the government to introduce digital literacy and citizenship, so schools and educational professionals are **on their own** in dealing with the everyday digital needs of their students.
- Schools are targeted by a large variety of high-quality offers of mostly free training and digital and non-digital activities to perform with students. This reduces the interest and time available for new offers. Unless a pre-existing cooperation is already in place, initiation of a **new partnership** can be difficult.



1. Updated data on this topic can be found in the OECD report: "[Measuring Innovation in Education 2019. What Has Changed in the Classroom?](#)"



## LIBRARIES AND LIBRARIANS

The library is considered a **“safe” and “trusted” educational environment** by all generations and members of the community. Libraries usually cooperate with schools to encourage and develop the reading and language skills of children. Increasingly, libraries also offer digital facilities for vulnerable families (free access to the internet, computer courses for parents, etc).

They are in the process of becoming **a community facilitator** for digital citizenship matters in their cities and neighborhoods. However, they face the following challenges:

- **policy limitations:** lack of encouragement and lack of additional resources that leads to an unwillingness to initiate activities outside of their mandate;
- they may be involved in basic IT support activities, but many of them have **limited digital skills** and competences to discuss media literacy and online awareness;
- schools and other stakeholders may give very little consideration to the educational competence and potential of librarians in relation to students;
- **budget cuts** stifle their professional development and extra activities;
- local libraries in poorer areas lack a proper IT and internet infrastructure;
- they tend to **focus on the threats** of using the internet and digital devices rather than on the advantages;
- digital technology is still looked at very often by librarians as an **additional channel** to deliver established library services rather than as the potential content for new activities. Some librarians find digital educational activities too distant from their established professional role.



# CHAPTER 4: A LOCAL EDUCATIONAL PARTNERSHIP: THE “EDUCATIONAL TRIANGLE”

*Research shows that children and youngsters learn their practical digital skills mostly from peers, siblings and from the internet.*



## THE EDUCATIONAL TRIANGLE

There is a growing awareness that children and youngsters are living in a digital world which overarches and surpasses their schools, street and family environments.

Research shows that children and youngsters learn their practical digital skills mostly from **peers, siblings and from the internet**. They often receive mixed and contradictory messages at school and at home about when and how to go online, the benefits and dangers of navigating the internet and so on. This leads to **poor ICT skills** and competences in using digital technology in a conscious and critical way.

The children’s digital world becomes more and more invisible and unknown to their parents and educational professionals, who often themselves do not have the skills and competences to know about or to be part of the children’s online world.

This causes problems not only concerning bullying, grooming, conspiracy thinking and filter bubbles, but also regarding difficulties in their studies and in their future careers. This requires **the combined educational efforts** of all the educators around children and youngsters: schools, libraries, community centers, sports clubs and parents groups.

The educational triangle is a cooperation between different educational environments: family, school and neighbourhood. **The school** is the central point of learning. **The family** is the central point of personal education. **The library** acts as a natural community facilitator between schools, families and other actors.

**Youth- and community centres**, as well as sports clubs, engage with children, youth and their parents in an informal educational environment.

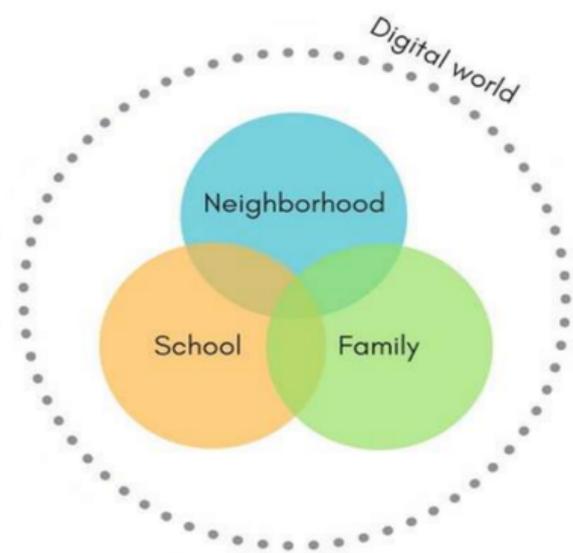
All these actors have an educational role towards the children. Children and youngsters use (their) digital devices in all these environments.

**The formal educational environment** in each country, city, neighborhood or school is quite different. Moreover, **the educational approach** among potential partners can also be different. Therefore, there is no one standard format for an educational triangle.

However, all children are engaging daily with different offline and online environments, with and without adult guidance.

COLIBLITE identified several **essential elements** needed to create an effective and sustainable educational cooperation and partnership in any situation:

- ▶ Clear aims and objectives, target groups and definition of roles;
- ▶ Trust and full (sustainable) cooperation between partners;
- ▶ Commitment to joint action- and activity plan;
- ▶ A sustainable implementation plan.



- ▶ Existing contacts and networks. It is more difficult and time-consuming to start from scratch;
- ▶ Similar interests for specific activities from different organisations;
- ▶ Active listening and communication to identify your partners’ needs, questions and priorities;
- ▶ Adding activities to an existing offer;
- ▶ Addressing strategic change by acting at both political and operational levels;
- ▶ Piloting a project to show that its objectives and activities are attainable and lead to results;
- ▶ Evaluating, monitoring and reporting your progress and results to your network.

## COLIBLITE STRATEGY AT THE LOCAL LEVEL

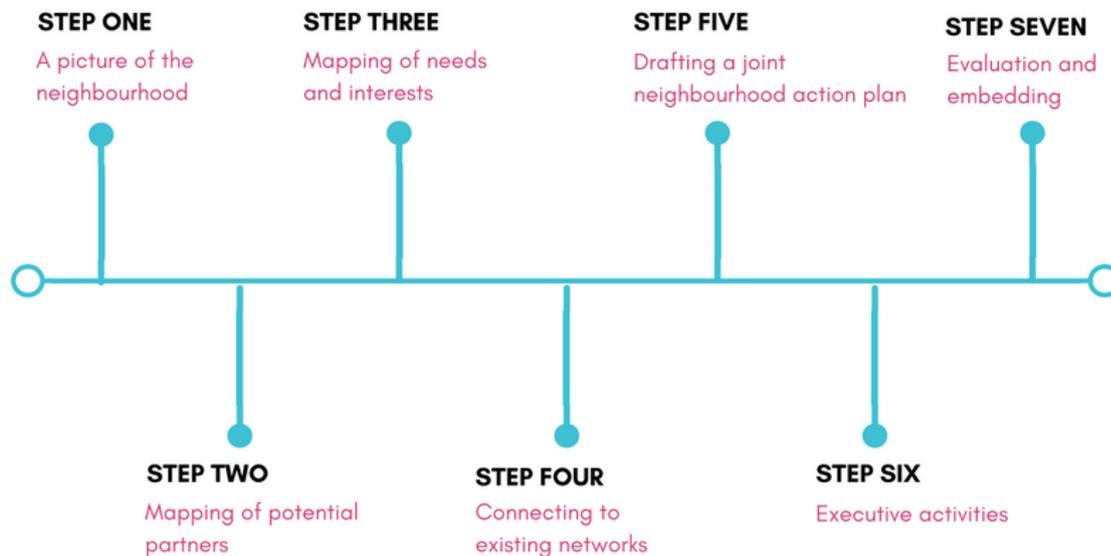
Each partner developed a partnership taking into account the conclusions from the national reports. Depending on national policies, chosen target groups and local environments, partnerships were always created consisting of **a school, a library and a social organisation**.

**The elements of the educational triangle strategy are:**

- A** **Local action plans** and a clear coordination;
- B** Developing a **joint** educational environment;
- C** Regular **inspiration** meetings and joint training sessions;
- D** Comprehensive **activity programmes** for children and parents inside and outside the school;
- E** **Sustainable** embedding of joint activities and support of the educational triangle and individual partners.

## A Local action plans (LAPs) and a clear coordination

The educational triangles in the COLIBLITE project have been developed based on the recommendations from the [DGGMLF toolkit Chapter 5](#) and follow a six-step strategy:



The various action plans take into account the local context and involve existing or new partnerships in the neighbourhood. They are also a reflection of the similarities in needs and common objectives of local partner organisations. One partner takes the lead to provide clear coordination of activities.

### COLIBLITE examples of local action plans (LAP) in the UK, Italy (Modena and Bologna), Romania and the Netherlands.



#### LAP UK ([Click to open](#))

Consonant has teamed up with the African Community School, which is a supplementary provision for predominantly ethnic minority children who sometimes struggle with the school structure.

***"We provide a holistic service which enables parents and children to learn together as a family."***

NETWORKING ACTORS IN MODENA (Y1-2)



LAP Modena, Italy  
([Click to open](#))

Networking actors in Modena include COLIBLITE partner Open Group, the Delfini central library, the neighbourhood school and libraries.

LAP Bologna, Italy  
([Click to open](#))

Networking actors in Modena include COLIBLITE partners FAV and Istituto Comprensivo 15 and the Navile neighbourhood libraries. Their partnership was supported by deciding stakeholders at local and regional levels.

NETWORKING ACTORS IN BOLOGNA (Y1-2)



Ocnița

- Town Hall
- Local school
- Local infirmary
- Volunteers



LAP Romania  
([Click to open](#))

ActiveWatch and ANBPR have partnered with libraries in disadvantaged rural areas to develop educational triangles and community networks.

**LAP Netherlands**  
([Click to open](#))



In Utrecht, local action plans were developed in two different neighborhoods. In each neighborhood, an “educational triangle” was created composed of the library, one or more schools, welfare organisations, community groups and parents. It became clear that each neighborhood has its own “cooperation” culture and also that each school operates in its own way. The local action plan is supported by cyber-parents and intercultural media coaches (parents and professionals who are digitally skilled and are active members of the community).



### COLIBLITE Story

It is best if digital literacy workshops end up reaching children and parents from the most vulnerable groups. However, the COLIBLITE experience shows that these groups are usually the hardest to have access to. We have welcomed the approach in COLIBLITE where the multiple stakeholders have been encouraged to work together to increase the level of digital competences of vulnerable groups and we are planning to include a new stakeholder among the ones that team up for this task: **the social workers**.

They should be trained to:

- (1) **include digital competence** criteria when evaluating the situation of the families they work with;
- (2) **look for training opportunities** for the kids in need (such as courses offered at libraries or at other NGOs) and
- (3) **manage the relationship** between the vulnerable families, children, training providers and schools.

## B Developing a joint educational environment

To create an environment in the library, school and youth work in which digital literacy and citizenship skills can be taught to children, it is important that teachers, librarians, youth workers and digitally competent parents (“**cyber parents**”) meet each other on a regular basis and learn to work together.

This is an essential part of the local partnership.

Professionals see each other’s potential and possibilities to teach children and youngsters the necessary skills. They can also exchange experiences and jointly observe trends in the internet and the media use of their target groups.

The cooperation with “cyber parents” offers openings to cooperate more regularly with parents from an MLF background on these matters.



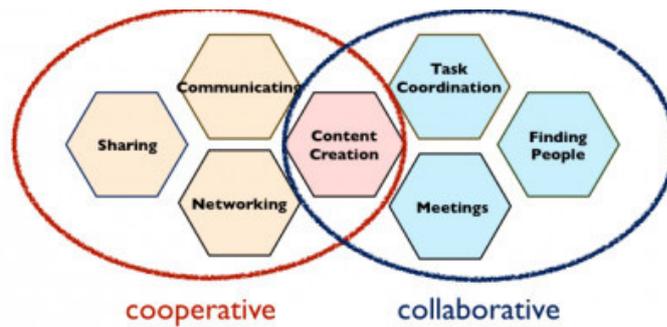
## C Regular (inspiration) meetings and joint training sessions

Local COLIBLITE partners developed (**joint**) training programmes for librarians, teachers and youth workers.

These training programmes included:



- **Horizontal training programmes** for librarians, teachers, youth workers and MLF parents on digital developments, necessary skills and competences and online behavior of children and youngsters from an MLF background;



DIGITAL COMPETENCIES:

- Sharing openly with colleagues
- Communicating effectively in social networks & work teams
- Networking to improve business performance
- Capturing knowledge to use and share throughout the organization
- Coordinating tasks with minimal time & effort
- Conducting & participating in meetings to maximize impact & minimize wasted effort
- Quickly finding people best suited to solve a given problem

InternetTimeAlliance



- Regular **inspiration sessions** in which educational professionals are updated about the latest developments and share experiences;
- Training programmes on **horizontal cooperation** with various stakeholders in the community (schools, libraries, youth workers and MLF parents) on how to set up joint protocols and make use of each other’s facilities and expertise for promoting and advancing digital citizenship skills among children and youngsters.

### COLIBLITE Story: Reflections from Bologna

#### Strengths

##### Participation

Teachers, trainers and librarians attended a quite demanding training programme: 7 meetings, 2:30 h each, run in late afternoons.

##### Why

- ✓ the teachers were motivated to get to know the subject in greater depth, leaving behind attitudes of prejudice or superficiality (such as “since I use digital technology I know it”)
- ✓ facilitating group climate
- ✓ joint definition of the calendar of meetings
- ✓ laboratory and interactive activities
- ✓ competence of senior trainers

#### Weaknesses

##### Relationship with libraries

The only deflection among the participants was that of librarians who had difficulty in seeing themselves “transformed” into trainers. The training seemed to be a parenthesis of their work. They never questioned their role and rarely wondered if and how to implement this new activity. None of them made themselves available to carry out the workshops with the teenagers (possibly, their management did not give a clear direction for that).

##### Why

- ✓ Contacts with library management were difficult, as they had other priorities
- ✓ Both the librarians and some IC 15 teachers were “afraid” of teenagers. It seemed very difficult for them to get out of their comfort zone.

##### What to do about this

- ✓ find solutions closer to their world (e.g. short workshops in the library)
- ✓ meet with the Management of Neighborhood Libraries to report on the activity and identify solutions to integrate the activity in the library
- ✓ present in a meeting the Coliblite activities carried out to teachers, trainers and librarians

## **D** Comprehensive activity programmes for children and parents inside and outside the school environment

As mentioned earlier, some schools and parents in multicultural neighborhoods have **problems teaching** basic digital literacy and citizenship skills to pupils and students. This is caused by several factors:

- 1 Inadequate technical and digital **infrastructure in schools**;
- 2 Inadequate technical and digital **infrastructure** for children **at home**;
- 3 **Limited space** in the school curriculum for basic digital skills and digital citizenship skills;
- 4 **Insufficient** digital citizenship competences and pedagogical knowledge to deal with these issues among parents;
- 5 **Little time** for parent contacts, and limited time for teacher involvement.

### **A comprehensive activity programme can offer in-school and out of school solutions:**



#### **LIBRARIES**

- Offer digital facilities and guidance to children to do their homework;
- Facilitate digital literacy lessons in schools as well as in libraries as part of the school programme;
- Organise out of school activities for children (video projects, animation, robotica).



## YOUTH AND COMMUNITY CENTRES

- Activities to raise awareness of digital education topics.

Such activities are very important to prepare the ground for the launch of educational activities, by creating a sufficient level of understanding and interest about them among educators, families and children;

- Social media projects;
- Digital coaching of youngsters and parents.



## STUDENTS AND PARENTS

- Parent-support meetings;
- Training of cyber parents;
- Student-support for learning digital skills and learning remotely.

As part of the activity programme, partners agree to **work with the same competence schemes**, use the same online code of conduct rules in App groups, monitor online developments and share/signal negative developments to other partner organisations in the neighbourhood.

Several of the aforementioned activities can be **executed in partnership**, such as joint information meetings for parents outside school time, homework support.

### COLIBLITE Story

These activities are part of [a comprehensive action programme](#) in the Netherlands for children in the neighbourhood:

1. Children reporters, as part of a media project during lunch-time in elementary school “De Cirkel”
2. An after-school robotica project for children in the laboratory of library;
3. Support with online homework in the library;
4. An online training for basic digital skills (Schoolly) for children in school, at home and at the library;
5. A community media project involving the school and a neighboring community serving people with intellectual disabilities.



## Sustainable embedding of joint activities and support of the educational triangle and individual partners

COLIBLITE is focused on a community approach in which **the library** has a special supportive role in the educational partnership.

The library was chosen because libraries have an important and **trusted role** in local communities. Libraries also have a long-standing **cooperation with schools** and other institutions. They are involved in literacy projects and are potentially also becoming centres of expertise concerning digital literacy.

By appointing the supporting and coordinating role of the educational triangle to the libraries, the educational partnerships have a good base to be **sustainably embedded**.

### COLIBLITE Story

In some locations in Italy, schools face many difficulties in setting up an effective and durable relationship with outside/local partners on digital education matters.

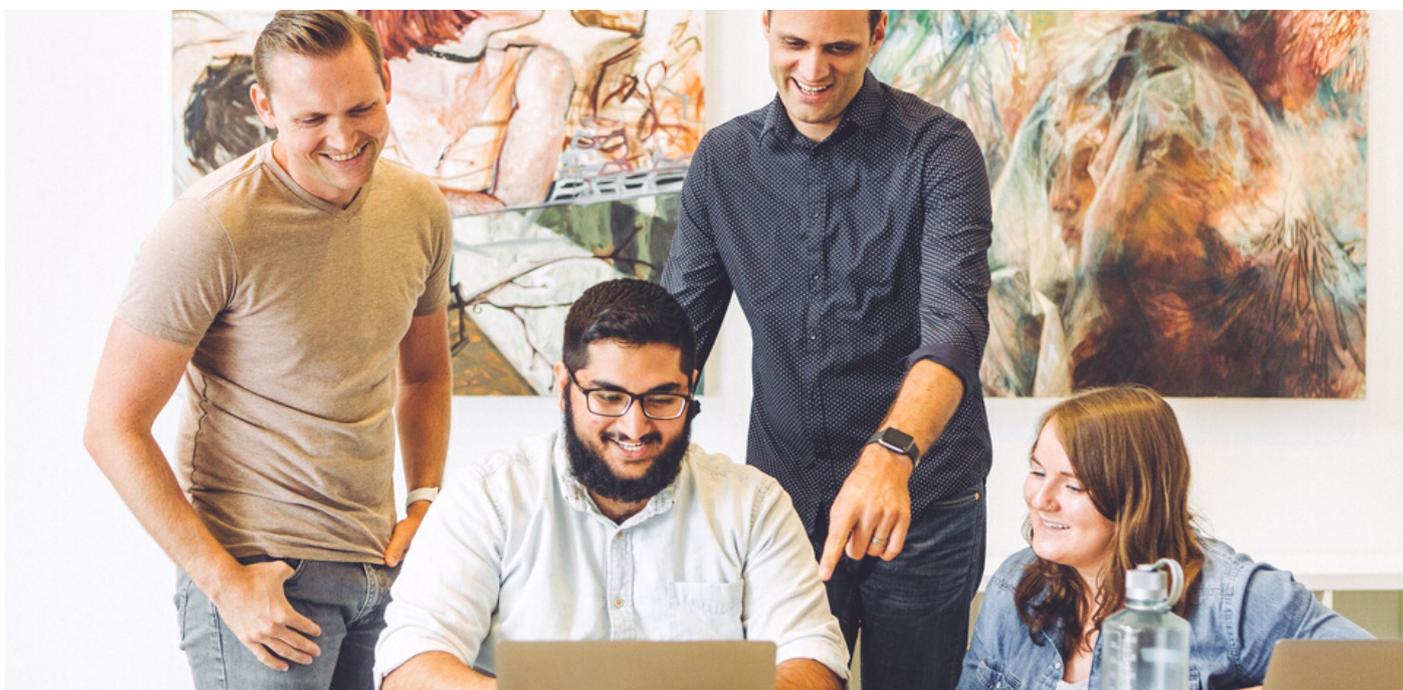
In Modena, there are local partners (the MeMO educational service, the Digital Gym, and to some extent local libraries - all run by the Municipality) with a clear remit to contribute directly and indirectly to digital education. So it is relatively easy to identify who might be the school's interlocutors and what their role is. Therefore, it's easy to discuss and negotiate the roles and responsibilities of each partner in this collaboration.

In other cases (e.g. Bologna) local interlocutors with an educational function on digital matters are missing or they are not easy to identify.



# CHAPTER 5: “DIGITAL-LITERATE” ORGANISATIONS

*A local educational partnership can only operate fully if it consists of “digital-literate” organisations. Schools, libraries, youth centres and other educational partners should be fully dedicated to the promotion of digital literacy and citizenship with children and youngsters.*



A local educational partnership can operate fully only if it consists of **“digital-literate”** organisations. Schools, libraries, youth centres and other educational partners should be fully dedicated to promoting digital literacy and citizenship with children and youngsters. Too often initiatives are short term and executed by passionate individual professionals without the full backing of their institutions.

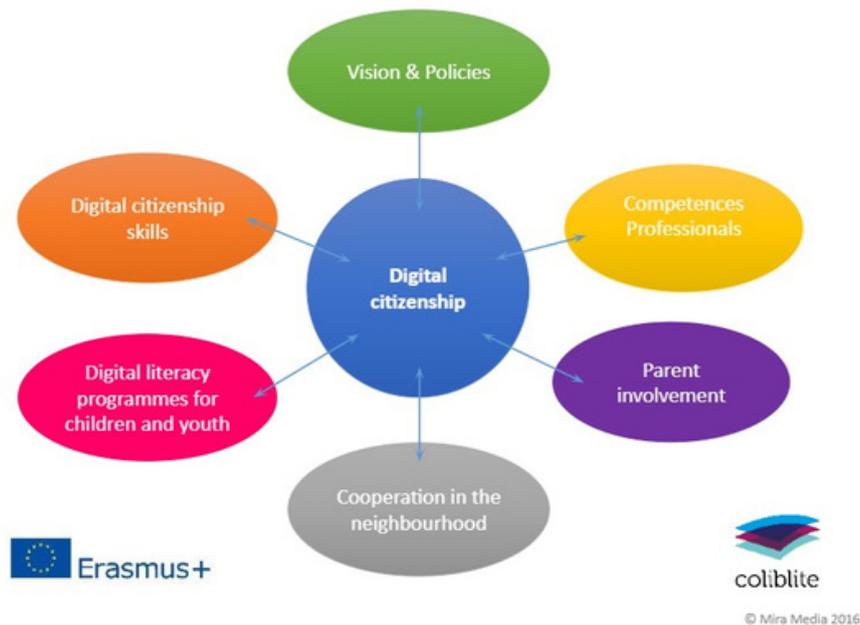
In order to create a sustainable and effective educational partnership, all participating organisations should brand the promotion of digital literacy and citizenship as integral elements of their overall pedagogical goals.

These goals have to be translated into a vision and policies with long-term objectives and milestones that involve and are supported by all staff. This has direct consequences for activities and lesson programmes, skills and competences of staff members, and the working relationships with partners and parents, as well as with the children and youngsters themselves. It is a comprehensive process that stretches over a long period of time.

This chapter offers some **insights, tips and lessons learned** on this topic.

## COLIBLITE AND THE 6-CYLINDER METHOD

The COLIBLITE project developed strategies for individual educational organisations on how to become “digital-literate”. To do so, organisations have to operate on several levels, sometimes in parallel. The development of a vision and long-term policies is key to the whole process. It is important for the internal (vertical) discussions with staff, but also for the (horizontal) discussions with other educational partners.

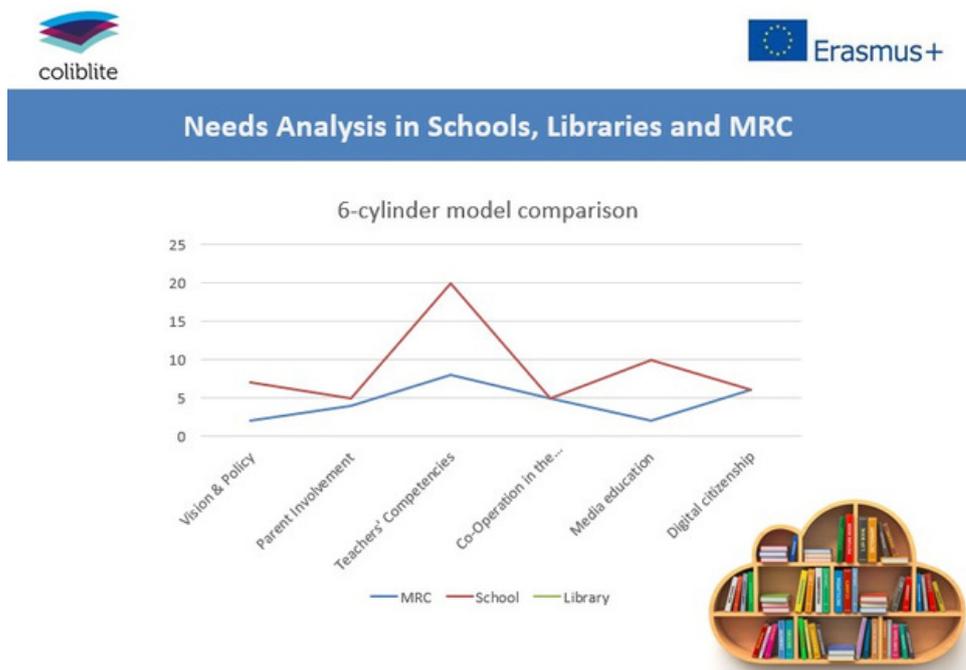


**Here are 6 important steps to become a fully “digital-literate” organisation:**

- 1 Development of vision and policies on digital citizenship;
- 2 Development of digital literacy skills programmes for children and youth;
- 3 Improvement of competences and skills of educational professionals;
- 4 Development of a cooperation with children and youngsters (peer teaching, teacher assistance);
- 5 Development of a parents cooperation and/or support programme;
- 6 Cooperation with external partners.

The six-cylinder tool of digital literacy can be used to map and discuss the present state of the organisation concerning digital literacy and digital citizenship. Similarly, it can be used to monitor and evaluate the progress of the whole process. As mentioned, a shared and fully supported vision, combined with policies, is key to the whole process.

The tool symbolises **the six cylinders** of an old car engine. If one of the cylinders does not function properly, the engine won't run. The same principle applies to the implementation of digital literacy and citizenship.



*The tool consists of a scheme and a list of questions for each of the six elements. Have a look at how COLIBLITE partner Consonant (formerly MRC) has used the method to evaluate and compare the present strategy and state of affairs of digital literacy/citizenship within their local network.*

The 6-Cylinder model is the architecture of a synergy capitalization strategy. Its role intervenes in different moments of our organization activities in the project. For the planning, it is of capital importance to think all interventions in such a way that all the relevant actors for the digital citizenship education are kept in mind for their potential roles. Then, during the actual interactions, the model helps to identify new possible opportunities to involve the other actors and/or to identify specific digital competences that may be developed to answer particular needs" - **ActiveWatch**



## STEP 1: THE DEVELOPMENT OF VISION AND POLICIES ON DIGITAL CITIZENSHIP

Organisations working in education have an institutional vision and policies that sometimes include elements of digital literacy. When digital literacy is included in this vision, it clearly focuses on improving the basic ICT skills of their employees and their target groups. However, this does not reflect current digital developments and needs. The current vision and policies should be **adapted** to the new digital environment by **integrating digital citizenship**.

### Preconditions

- A visible commitment of management is essential;
- Having an internal policy group with representation of different layers of the organisation;
- Maintaining open and frequent communication about developments, planning and decisions.

COLIBLITE aimed to create an educational environment in libraries, schools and youth work organisations in which digital literacy and citizenship can be taught.

### How to adopt a “digital-literate” vision

- ▶ draw a **clear line between ICT and digital literacy**. ICT refers to the technical use of digital devices, while digital literacy is an umbrella term for various elements, such as information skills, media wisdom, etc);
- ▶ **involve** staff, network partners and parents (essential stakeholders for schools) in the development- and decision-making process;
- ▶ create policies in response to the rapid **digitalization of society**;
- ▶ rethink the role of your institution within the new digital context, and the desirable impact on your target groups;

### How to adopt a “digital-literate” vision (cont.)

- ▶ align your **vision** to the national and local policy environment concerning digital literacy. Also take into consideration the expectations of your organisation’s **private and public donors**;
- ▶ reconsider priorities and objectives: how can we **support students** in becoming digitally literate adults (developing critical thinking skills and information literacy skills, using digital technology to solve problems creatively, etc)?
- ▶ **integrate** digital literacy into the current school curriculum and activity programmes;
- ▶ develop new programme lines for **introducing** digital literacy;
- ▶ develop **digital competence frameworks** and train the staff accordingly in order to execute the new programmes;
- ▶ review and **update** ICT infrastructure.

### Possible obstacles

- ⌘ Insufficient financial resources;
- ⌘ Insufficient skills and competences with staff members concerning digital literacy, project management and cooperation with external partners;
- ⌘ Complicated organisational **structures**, with many other priorities and rules;
- ⌘ Constant **reorganisations** and changes of staff and management;

### Possible solutions

- ▶ Ask for **support** from external partners and stakeholders according to specific needs (project management, trainers, digital infrastructure);
- ▶ Build crossover personal **relationships** within and outside your organisation;
- ▶ Do not get distracted; find new creative ways to **involve** organisations in your community;
- ▶ Regularly speak about and **support digital citizenship** as a priority for management with the organisation. Also openly share your new vision and policies with partners, target groups and stakeholders.

## STEP 2: DIGITAL LITERACY PROGRAMMES FOR CHILDREN AND YOUTH

Based on the decisions and choices made in the policy plan, schools and other organisations have to include digital literacy in their curricula, school programmes and activity plans.

### COLIBLITE Story

COLIBLITE partners use various reference frameworks that they adapted to their local realities in order to improve the understanding and development of digital competences. The [European Digital Competence Framework](#) (DigComp 2017) has been the most influential in the execution of local action plans. According to

DigComp, being digitally competent means that children and adults develop competences in the following areas, to meet their personal, social and professional needs and goals.

#### The elements of digital literacy:

**A. Information and data literacy:** how to browse digital content and critically evaluate the credibility of online content;

**B. Communication and collaboration:** how to use digital technology for communication, collaboration and co-creation of information and materials;

**C. Digital content creation:** creativity and self-expression through digital technology in accordance with copyright and licences;

**D. Safety:** becoming aware of online dangers and learning how to protect personal data and privacy;

**E. Problem solving:** how to use digital technology to creatively solve problems.



## 21-st century skills vs. digital literacy

The 21st-century skills comprise the abilities and knowledge that citizens need in order to participate successfully in our current and future society (in the workplace, at school, in our communities and in the online environment).

The set of skills required for the 21st-century may vary from country to country, but most frequently includes three competence pillars: learning and innovation, digital literacy, and career and life.

### COLIBLITE Story

In the Netherlands, Kennisnet and SLO collaborated to provide a new model of **21st century skills** which has been accepted by all Dutch ministries and major support networks. This includes 11 skills that students will need in the future, among them ICT basic skills, computational thinking, media literacy and information literacy.

**digital literacy = digitale geletterdheid**

Model voor 'digitale geletterdheid'



## Inclusion of digital literacy in school curricula and programmes

In order to include digital literacy elements in school curricula, it is important to take into account the outcomes of the **national reports and research** (see Chapter 3).

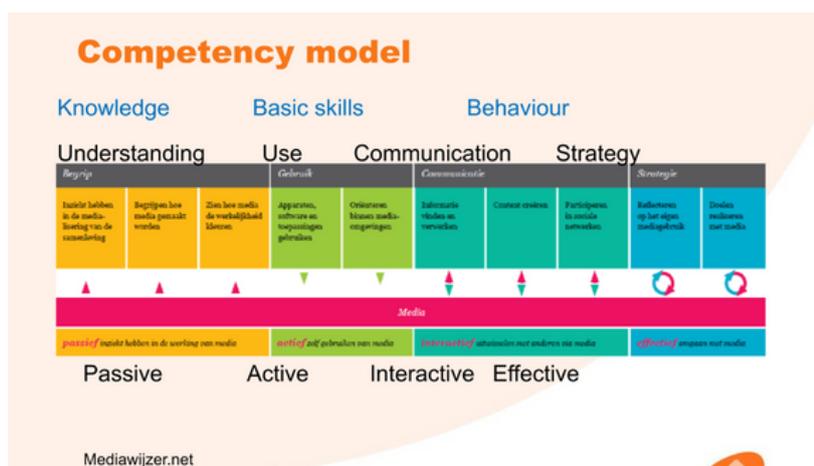
Each EU member state has its own general regulations concerning the content of the curricula and the way in which schools have to develop and execute their school programmes.

In some countries, (certain elements of) digital literacy is (are) **already part** of the school curriculum. In other countries, digital literacy is part of **future planning** of educational policies. This is important knowledge to take into account for policy development in schools and partner organisations. They will have to abide by the new regulations part of these new policies and their preparations have to be done accordingly.

## Digital competence and skills frameworks

The elements of digital literacy should be translated into digital competence / skills frameworks for all target groups. COLIBLITE partners were inspired by and adapted from the following models that were agreed and developed at European and national levels:

- [🔗](#) EU’s Digital Competence Framework 2.0 ([CLICK TO OPEN](#))
- [🔗](#) The Tech Partnership, Basic Digital Skills Framework 2015 ([CLICK TO OPEN](#))
- [🔗](#) Mediawijzer’s competence model ([CLICK TO OPEN](#))
- [🔗](#) Media Smarts Digital Literacy Framework for Canadian Schools ([CLICK TO OPEN](#))
- [🔗](#) Mozilla Foundation’s Web Literacy Framework ([CLICK TO OPEN](#))



## Continuing learning lines

The digital competences and skills have to become part of "continuing learning lines" covering all age groups.

Schools can choose to integrate digital literacy elements in:

- **existing subjects;** For example:
  - ✓ digital information skills can be included in "language learning"
  - ✓ media awareness can be part of "citizenship programmes"
- **separate "learning lines"**, such as "ICT basic skills" and "computational thinking"

Partner organisations in "the educational triangle" can support and link to these approaches:

### Libraries can offer:

- ✓ computer programming activities and projects (robotica);
- ✓ lesson series on digital information skills (as part of the school programme);
- ✓ training of ICT basic skills as part of homework support, etc.

**Community centres** can offer media projects (for children and youngsters) that pay special attention to media awareness.

**Youth workers** can follow online the developments and behaviour of youngsters. Youth workers can assist schools by signaling trends and possible problems and assist teachers by dealing with problems in the classroom and by contacting parents.



## Free available materials, methods and experiences

Lessons and activities which can be part of the “continuing learning lines” can often be based on materials, methods and experiences which are available online for free.

If needed, new methodologies have been developed.

Project Evolve ([CLICK TO OPEN](#))

Digital Literacy UK ([CLICK TO OPEN](#))

Mediawijzer ([CLICK TO OPEN](#))

Future NL ([CLICK TO OPEN](#))

Vodafone Ziggo Digitaal Leven ([CLICK TO OPEN](#))

Internet Literacy Handbook ([CLICK TO OPEN](#))

Pane e Internet ([CLICK TO OPEN](#))

ABC Digitale ([CLICK TO OPEN](#))

During the first COVID-19 lockdown, Mira Media, the Utrecht Library and the Mediateam in Utrecht (the Netherlands) developed a special website for schools, organisations and parents, with a selection of all existing digital literacy programmes and tips:

<https://www.onwijsdigwijs.nl/>



The screenshot shows the website 'onwijsdigwijs.nl' with a navigation menu at the top: Basisonderwijs, Voortgezet onderwijs, Opvoeders, Digitale wasstraat, Contact, and a search icon. The main content area features a text block: 'In dit digitale overzicht voor leerkrachten (& nieuwsgierige ouders) zijn handvatten voor #thuisopschool te vinden. Onder 8 thema's ontdek je inspiratie voor thuisles- en ontspanningsmogelijkheden! Zie de tabbladen PO, VO, Tips voor ouders en Kleuters. Goed voor afwisseling, ontwikkeling van digitale vaardigheden en extra inzetten op taal. Meer weten? **Klik hier.**' Below this are three cards: 'Computational thinking' with a robot icon, 'ICT-basisvaardigheden' with a calendar icon for '16 Maart 2020' and the headline 'Houd mij niet voor de hack!', and 'Informatievaardigheden' with a robot icon.

## STEP 3: THE COMPETENCE AND SKILLS OF EDUCATIONAL PROFESSIONALS

Vision, policies and activity plans can only be successfully executed in a sustainable way when all educational staff members are **equipped with a set of basic digital skills and competences**.

However, educational professionals do not always have the needed digital skills, ideas and information on how to fully implement digital literacy in their school programmes and activity plans. Moreover, the skills of staff members often **differ very much** from each other. In most cases, there is little time available within the working schedules to work on or to repair these skills.

### Development of digital skills and competence schemes for professionals

Before developing and organising a training programme for educational staff members, it is very important to decide on a set of minimum digital and educational skills and competences for educational professionals.

These skills and competences should become part of HR policies and training/support programmes for staff members. This agreed-upon basic set can be used as a base for surveys **to measure** the current skills and competences of staff members, **to organise** training programmes and **to assist HR** departments in monitoring individual progress.

COLIBLITE made use of existing EU- and national competence schemes and methodologies.

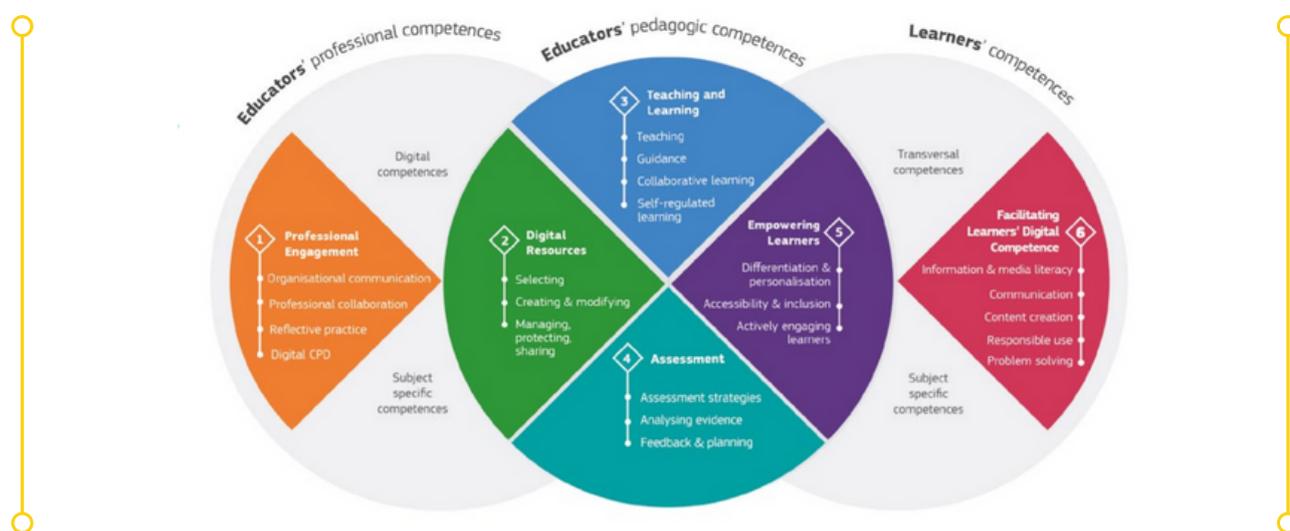


FIGURE 4: SYNTHESIS OF THE DIGCOMPEDU FRAMEWORK

DigComp for Educators ([SOURCE](#))

It is important to keep in mind that each institution has its own reference framework. Therefore libraries, schools and youth organisations do not always work with the same competence- and skills schemes. The schemes were used as the base for individual evaluation, HR monitoring, internal training and support programmes.



### An important aspect

It is relatively easy to decide upon a basic set of digital competences and skills. It is more **difficult to measure** the digital skills and competences of the current staff and develop and implement a tailor-made training programme for a very **diverse group of staff members**.

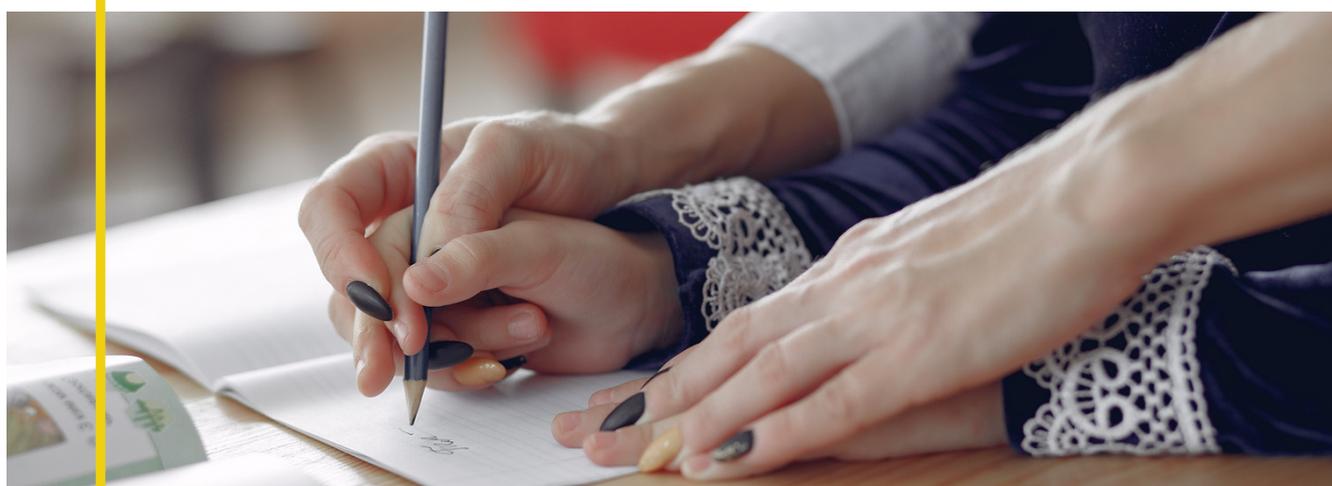
Professionals are of different ages, have different skills and different educational wishes, and are motivated by different factors. Some staff members can already use online training tools, while others need personal guidance. This makes it difficult to organise training in groups.

Finally, how can we make sure that all staff members will make efforts **to continuously update their necessary skills** and competences?

### Some tips and guidance

UNESCO's Competency Framework for Teachers harnessing Open Educational Resources ([CLICK TO OPEN](#))

UNESCO's media literacy resources ([CLICK TO OPEN](#))



## Skills assessment of teachers

### SELFIE | Education and Training ([CLICK TO OPEN](#))

SELFIE is a free, easy-to-use, customisable tool developed by the European Commission and already tested and used by thousands of schools across Europe.

This tool can help schools make informed decisions by reviewing and continuously improving how digital technologies are used for teaching, learning and assessment. It helps schools discover their digital potential by bringing into focus this question:

#### Is the school making the most of digital technologies for teaching and learning?

The first step is assigning a person or small team to coordinate the exercise. Then, SELFIE requires involving students, teachers and school leaders in a collective reflection on technology use. Its results can highlight issues by answering questions such as:

*In what areas is technology used effectively and **where can the school improve?***

*Does the school **have a vision** for how it wants to use technology and, if so, do staff and students know what that vision is?*



*What kind of **training** do teachers find most beneficial?*

*Where should **funding** be allocated?*

#### COLIBLITE Story

In Bologna, the VET school FAV used SELFIE to identify the gaps and better understand the digital training needs and expectations of all school actors. This step helped frame COLIBLITE activities in a broader perspective and set its digital competence development priorities. There were several meetings to present the tool and explain its usage, and over 90 FAV students and all teaching and administrative staff replied to the SELFIE questionnaires.

## Skills assessment of teachers (cont.)

### DigCompEdu’s Check-In ([CLICK TO OPEN](#))

DigCompEdu’s Check-In is a tool for self-assessment that supports teachers working in primary, secondary and vocational schools to reflect on their digital competence. This is how **Consonant** (in the UK) used the Check-In tool:

#### “Check in” self-assessment test for teachers

- 22 questions based on **DigComp Edu**, developed by JRC

Area	N° questions	LEVELS
1: Professional engagement	4	A1: Newcomer
2: Digital resources	3	A2: Explorer
3: Teaching and learning	4	B1: Integrator
4: Assessment	3	B2: Expert
5: Empowering learners	3	C1: Leader
6: Facilitating learners' digital competence	5	C2: Pioneer

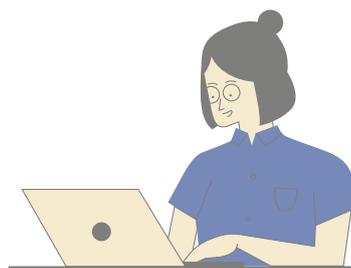
- Make respondents aware of which digital competences are needed in education today + broadly assess their level
- Feedback: score by Area + total score + link score-level (Area and total)
- Feedback: score + comment + «to level up» suggestion on each answer
- Available at <https://ec.europa.eu/eusurvey/runner/DigCompEdu-H-EN>

## Training programmes and methodologies for educational professionals

Teachers and other educational professionals do not have much time for training. They need support on the spot if questions and problems arise.

Here are some examples on how to improve the digital skills of education staff within their current work schedules:

- A **Group learning**
- B **Individual learning**
- C **Coaching on the job (i-coaches)**
- D **External assistance**





## A GROUP LEARNING

Because of the busy schedules of schools and other organisations, it is difficult to find time slots for staff members to take part in joint training activities during work hours. Therefore it is important to **link training activities to internal policies and procedures** concerning staff training. This means that “the rhythm of the school/organisation is leading” and schools should take ownership of the project. For example, schools could organise short “training sessions” during scheduled team meetings and annual study days.

**Skills and competence levels** between professionals are very different. It is important to nurture openness and trust between colleagues. This creates an environment in which staff members can express their issues with their skills in team meetings or with other colleagues and ask for their help, advice and assistance.

Schools and educational institutions could also make digital literacy training part of their **annual training program**. However, they should make a careful choice of training subjects for joint sessions and take into account the difference in skills- and competence levels of individual staff members. Information on internet trends among young people and new online educational methods can be suitable subjects.



## B INDIVIDUAL ONLINE LEARNING

Given the difference in skills, lack of time and the fast changing online environment and software, several schools and bigger organisations **created their own online learning space** for educational professionals.

In this space, educational professionals can find short tutorials and links to short online training courses, tips and blogs about experiences on specific topics and skills.

These online learning spaces can be created by enthusiastic staff members, as well as part of a **joint effort of partners** in a local educational partnership.



## C COACHING ON THE JOB

The COLIBLITE project showed that a “stronghold” in the school/organisation, in the form of an **"i-coach"** a or working group of teachers dedicated to digital literacy is “a must-have”.

It is important for the "i-coach" to have **dedicated hours** in their work schedule to carry out this task. Staff members can direct their support questions concerning digital literacy to the “i-coach”. The “i-coach” is also responsible for monitoring the implementation of digital literacy and for advising the management on necessary steps and initiatives.

### COLIBLITE Story

All the partner schools in Italy have had such an i-coach (a teacher) called **"digital animator"** for the past 4 years, supported by an "innovation team" (made up of other teachers). New projects could be an opportunity both to share their experience with other countries who are heading in the same direction and to study and experiment with new ways to support them (possibly on new topics such as personal data and privacy).

## D EXTERNAL ASSISTANCE/TRAINING ON THE JOB



Schools, libraries and organisations cooperate regularly with external partners in executing digital literacy projects and lessons as part of the school programs and activity plans. These can be media awareness projects on grooming, sexting, fake news, basic skills, etc.

These lessons and activities are often delivered by **external media coaches** from these external partners. These external media coaches can be asked to carry out their projects more closely with the regular staff, and to **share their expertise** and coach the regular staff in delivering the activities and lessons by themselves. It is also possible to hire external media coaches to observe and coach teachers and other educational staff within their own classroom and/or working environment.

## STEP 4: STUDENT INVOLVEMENT

- A Peer education:** students are engaged as trainers in their neighbourhood. Digitally skilled students act as role-models and deliver digital literacy activities to younger children;
- B Co-development:** students assist teachers in the development of lesson plans and educational materials;
- C Teacher support:** students support the digital skills of teachers and offer them guidance on how to use digital devices and how to create a digital presentation.

## STEP 5: PARENT INVOLVEMENT

When dialogue between teachers and parents takes place, it focuses on educational performance and conduct at school. It hardly touches digital literacy and citizenship.

At times, **different perspectives** on education and society lead to a difficult relationship between schools and parents. Both teachers and parents may avoid discussing difficult topics. However, trained and involved parents can have a **positive impact** on educational activities inside and outside the school. Some parents will engage if they receive an incentive to do so and if schools streamline open communication.

An increasing number of schools also experience problems in communicating online with parents from a lower-income/lower-education background. This often happens because:

- 📌 parents have poor digital skills: they don't own or know how to use modern digital devices with internet connectivity;
- 📌 parents are not able to access and use the school's digital student system, a platform that tracks a student's daily progress and enables communication with parents.

## Possible solutions for increasing parent involvement

-  **train active parents** to become cyber parents and take on a supportive role in the school and in relation to the other parents;
-  **offer thematic workshops** to introduce parents to the school’s digital communication system and apps;
-  **offer basic digital skills workshops** to parents from an MLF background;
-  There are parents who don't come to school, but they do meet in community centres and religious organisations. Ask **the support of these partners** to reach the parents who attend their services.

## STEP 6: COOPERATION WITH NEIGHBOURHOOD PARTNERS AND OTHER EXTERNAL PARTNERS

This includes building cooperation with various stakeholders based on their expertise:

-  central and neighbourhood libraries;
-  specialised organisations: educational, social and youth work actors;
-  the police (on matters of internet safety);
-  ICT companies;
-  local public institutions, etc.



# CHAPTER 6: DIGITAL EDUCATION DURING AND BEYOND LOCKDOWNS AND SCHOOL CLOSURES

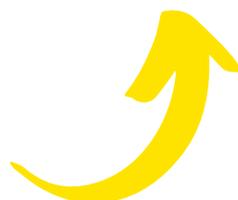
*School shutdown and distance learning have fueled talks of a digital literacy educational revolution. However, urgent action is needed to address the digital divide. Children and educational professionals learning and teaching in disadvantaged areas are at risk. Their digital inclusion should be a top priority.*



The educational programmes and services provided by schools and libraries have become intensely examined and debated following COVID-19 lockdowns.

Whereas before this global crisis unravelled, basic digital skills were a means to preparing students for future employment, they have now become **indispensable competences** for teaching and learning the majority of school subjects within the national curriculum.

Even though European schools are slowly reopening, a **hybrid teaching model** that combines classroom-learning and remote education is more likely to take place.



## CHILDREN FROM DISADVANTAGED AREAS DURING LOCKDOWN

The Covid-19 emergency exposes the social and digital divide in all COLIBLITE countries. Both national and European data show that access to the Internet and computers at home is not equally distributed in the student population. Children from lower-income families who live in disadvantaged neighbourhoods and poor rural areas are most affected.

- 📌 PISA data from 2018 revealed that 21,3 % of Italian students with migrant backgrounds did not have access to technology. And according to the Italian Internet authority Agcom, 12.7% are **excluded from distance learning during the lockdown**;
- 📌 Dutch primary and secondary schools are also working hard **to maintain contact** with vulnerable children. [A poll by the association for school leaders AVS](#) indicate that 22% of schools have around 5200 school kids “missing from distance learning”;
- 📌 According to Save the Children Romania, 51% of children **do not have access to desktops or tablets** - devices considered to be the only ones that can be used for online classes;
- 📌 The coronavirus also widens the education gap in the UK: children from poorer families are spending 30% **less time on home learning** than better-off children and have less online resources at their disposal. Only 47% of vulnerable families receive active help from schools ([Institute for Fiscal Studies](#)).



The Ministry of Education in Romania was not able to provide clear guidelines on how the teaching activities should take place. Teachers were instructed to carry out their activity online, but no platforms or methods to do so were specified. As a result, teachers and schools had to improvise, which resulted into a very heterogeneous approach to online teaching, based on the existing digital skills of each teacher or cluster of teachers - **ActiveWatch**

### Factors preventing students from distance-learning:

-  an **inadequate** Internet connection;
-  **sharing** the device among several siblings or family members;
-  the **absence** of devices;
-  in Romania, children attending so-called “problem schools” were hit hard: their teachers were generally **less likely to go the extra mile** and discover solutions to teach online effectively;
-  some schools have problems providing online classes and online video conferencing with teachers (due to **deficient infrastructure** or a complete lack of infrastructure);
-  lower-income and lower-educated parents report **struggling with supporting home learning**: poor digital skills of parents made digital communication with schools difficult;
-  **family issues** and difficulties: children don't have their own dedicated study space at home;
-  geographical aspects reflecting mostly **socio-economic conditions**: significant gaps between Northern and Southern Italy; rural communities in Romania without 4G coverage.

#### COLIBLITE Story

Aldini Valeriani Foundation (FAV) who manage their own school shifted to the online mode very quickly. In parallel, they got in touch with every single student and family to understand their situation and needs: 60% of the students were found lacking equipment or connectivity (or both) at home.

FAV immediately distributed resources and lent laptops to the students who needed them most (before funding to purchase them became available). In quite a short time, no FAV students were left without distance learning access.

## HOW SCHOOLS COPE WITH DISTANCE LEARNING

Pressure is being put on teachers to deliver online classes. Furthermore, children's attendance is no longer a given: teachers need to reach out to students and their families and find solutions for their distance learning problems.

- ▶ the teachers who in the past few years participated in digital training or experimented with forms of digital teaching were able to reorganize and **offer online teaching** to their students;
- ▶ but many schools from disadvantaged areas were **not prepared to switch** to e-teaching when the lockdowns were imposed. They are trying to “stay alive” in the hope that the traditional way of teaching will soon resume;
- ▶ many teachers and schools **had to improvise**, which resulted in a very heterogeneous approach to online teaching, based on the existing digital skills of each teacher;
- ▶ discussions about the **choice of educational platforms** based on safety implications have taken place;
- ▶ efforts were put into **developing the skills** that would allow teachers to carry out their teaching activity. In Romania, this often meant **asking for help** from colleagues who seemed to get by better with e-teaching and engaging in exchange of best practices;
- ▶ **messaging platforms**, such as WhatsApp, are popular among teachers because many of them already relied on these platforms to discuss school matters with parents. Assignments were delivered via WhatsApp, and pupils were sending in their responses via this platform, sometimes in video format.

### COLIBLITE Story

In Utrecht, the COVID-19 emergency and distance learning highlighted existing problems within schools. Some schools in multicultural neighborhoods have insufficient ICT infrastructure: (1) very few computers; (2) low-quality operating system, (3) poor implementation of digital educational and administrative environments, (4) insufficient digital skills of teachers. Situations caused by COVID-19 helped to raise the digital awareness concerning infrastructure and teachers' digital skills and competences. Some schools made great progress in three months, which was unthinkable before the lockdown. However, most schools still do not have policies in place regarding the implementation of digital literacy, and still lack a decent ICT plan. This raises questions about the lessons learned during lockdown.

Schools focus on the students' needs for internet connectivity and access to digital devices, but other important aspects of digital literacy have not been given attention. Elements of online awareness, identity and digital citizenship are further ignored although both teachers and students are spending more time online than ever.



### **Skills and knowledge teachers need for distance learning**

- ICT / computer skills;
- operational skills to participate and make full use of digital educational environments;
- knowledge on how to produce digital learning materials and lessons;
- skills and competences to monitor the engagement and involvement of the online students. (Are students multitasking by doing other things online during distance learning?)
- e-pedagogies: how to keep students engaged;
- internet safety: safe searching, reminding children to be careful of the information they give out online;
- safe searching: content filters;
- online information literacy: how to recognize fake news, copyright aspects;
- digital participation and identity.

### **COLIBLITE Story**

FAV's school experience offers input on how teachers tackled distance learning. At first, lessons supported the traditional way of teaching with professionals delivering the lecture. As time went by, each teacher felt the need for student engagement and implemented the flipped classroom approach: activities that allowed the students to study and produce material independently from class/home, which was then shared and discussed during the online lesson. This led the students to work with more autonomy and also to show greater satisfaction and participation.

## STEPS BEING TAKEN TOWARDS DIGITAL LEARNING

Government and private initiatives have been active to various degrees in supporting schools and struggling families in achieving access to the internet and digital devices.

Their action was supported by local organisations who had a major contribution to increasing awareness about the digital divide in their communities. They recognized the special needs of vulnerable children and parents and stepped in to organise initiatives in cooperation with schools and libraries:

- ▶ online homework support;
- ▶ supply of computers to lower-income families;
- ▶ making facilities available in libraries.

It was also a turning point for libraries and librarians who started reflecting on what they could do in terms of providing various services online.

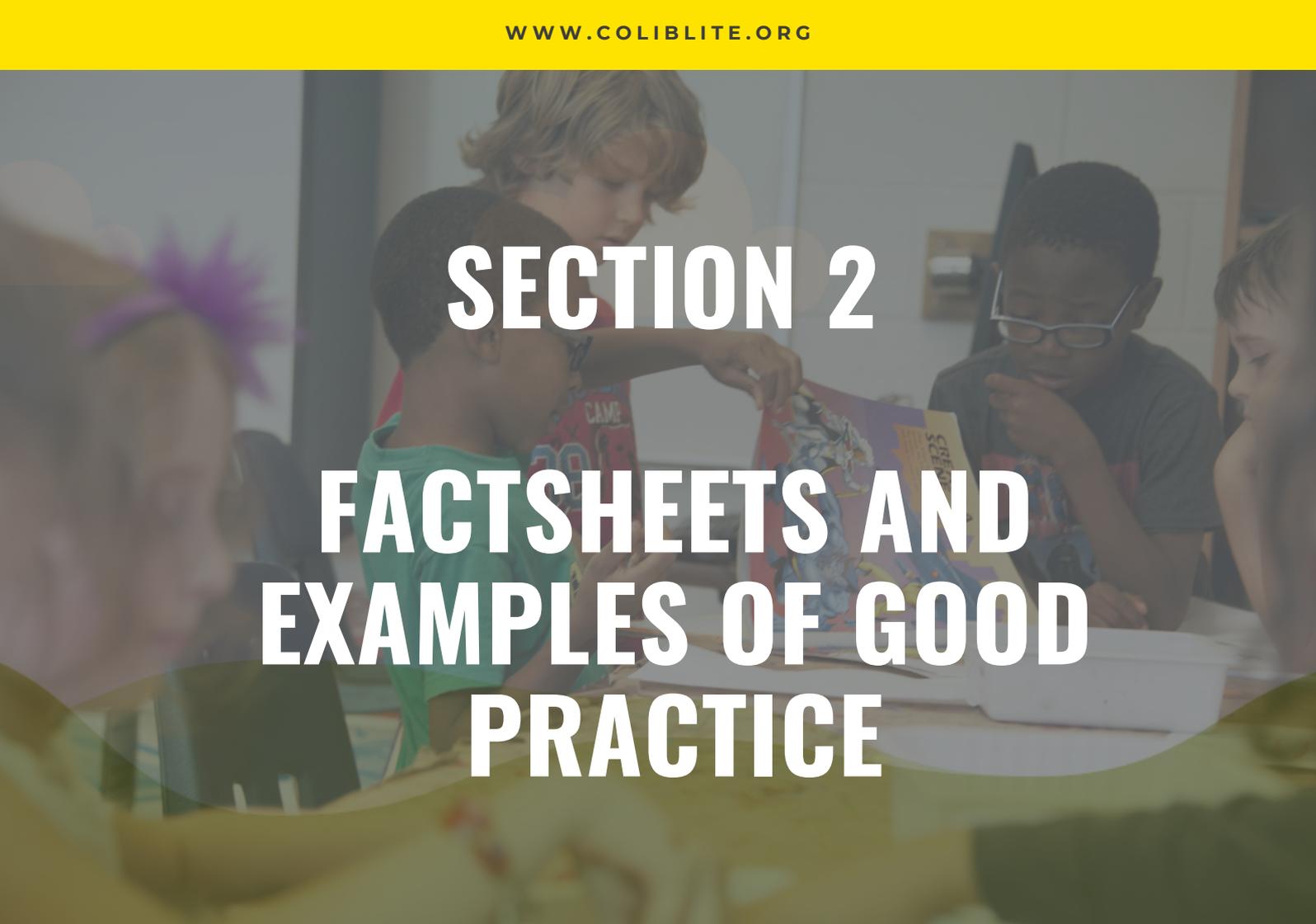
### COLIBLITE Stories

**Open Group** intensified the development of easy-to-use learning support tools by creating three video pills for teachers about active learning methods, digital storytelling and WebQuest, along with didactic suggestions about how to organize educational activities with them ([CLICK TO OPEN](#)).

**ActiveWatch and School no. 117** have organised a joint online digital citizenship programme during school lockdown. They engaged groups of 12-13 year-old pupils in online discussions and training about cyberbullying, fake news and clickbait, tools for democracy and participation, identity theft and data protection.

**The African Community School** in London established and remained in contact with the disadvantaged children who were attending their courses and provided them with tablets in support of distance learning.

**The Library of Utrecht and Mira Media Foundation** launched a website ([CLICK TO OPEN](#)) for parents, teachers and other educational professionals during the COVID-19 lockdown. The website contains tips for parents on how to support their children online during distance learning, practical suggestions for teachers on media literacy-related online lessons, and links to training modules to update teachers' digital skills. The website was/is linked to an online/telephone helpdesk and digital newsletter.

A photograph of several children sitting around a table, engaged in reading books. The image is slightly blurred and has a semi-transparent overlay. The text 'SECTION 2' is at the top, and 'FACTSHEETS AND EXAMPLES OF GOOD PRACTICE' is in the center in large, bold, white letters.

# SECTION 2

# FACTSHEETS AND EXAMPLES OF GOOD PRACTICE

## IN THIS SECTION

Factsheet 1: Guidelines to Research and Local Action Plans

Factsheet 2: Playing Chess on Different Levels

Factsheet 3: Connecting the Dots

Factsheet 4: Lesson Plans



## GUIDELINES TO RESEARCH AND LOCAL ACTION PLANS



### GOLDEN RULES: NATIONAL / LOCAL RESEARCH AND HOW TO DEVELOP AN ACTION PLAN

#### NATIONAL RESEARCH



**decode** how the national system and policy work in practice;



gather information about **national views** on digital literacy: the main actors whose opinions are essential are the schools, the government, libraries, parents and other local influencers;



use updated and **official (government) information** when available, but **be open** to the studies and research done by fellow organisations and actors in the field;



use **international surveys and reports** in order to better set and analyse your country's situation in a wider European context;



organise **meetings and discussions** with educational professionals and stakeholders to see whether they can confirm or shed a new light on the various aspects of your research;



do not hesitate to directly **ask officials** to deliver up-to-date information about the stage of the implementation of specific educational strategies.

#### LOCAL RESEARCH AND ACTION PLAN



perform **community skill-assessments** and research in order to identify needs and issues of action;



**map initiatives** for digital literacy at the local level;



**involve** some of your partners (libraries, schools) from the start, as a way to share responsibility and ownership of activities and results;



create the local action plan as a way to move forward and plan future activities;

- the plan should be strategical, but flexible enough to adapt to new realities, unforeseen events and the involvement of certain stakeholders
- use the opportunities the different partners are creating to **get information** about the specific needs and level of competencies from the beneficiaries: i.e. an invitation letter a teacher is sending to parents (inviting them to participate in a digital citizenship training) can already contain a few questions about the personal and family digital resources, perceptions and habits.

## MONITORING AND EVALUATION

- periodically organise a meeting with your local partners to **assess the problems** faced and the achievements to-date, and discuss how to improve subsequent activities;
- at the end of train-the-trainer sessions, always set aside some time to **gather feedback from participants** about what they liked most and what should be improved.



**“Research on local, national and European experiences brings much useful knowledge to design project activities in a broader, shared perspective. It also creates or facilitates new relationships and leads to identifying potential partners with whom to co-design and carry out such activities.” - ERVET**



## GOOD PRACTICE: LOCAL ACTION PLAN IN UTRECHT

Local action plans were developed in two different neighborhoods. In each neighborhood, an “educational triangle” was created to include the library, schools, welfare organisations, community groups and parents. It became clear that each neighborhood has its own “cooperation” culture and that each institution operates in its own way.

### The library took initiative in the neighbourhood by:

- Holding introduction meetings with all potential partners to learn about their (1) experience with cooperation projects; (2) work culture; (3) involvement with digital literacy, and (4) their needs and priorities.
- Putting the needs of the schools at the centre of the “educational triangle”. The partnership prioritised joint activities on communication between parents and school, and educational digital support for children.

- Organising progress and inspiring meetings on a regular basis. This improved the feeling of joint responsibility and built mutual trust and recognition. The library held separate meetings with all potential partners to learn about present and previous experiences with cooperation projects and to understand: how each partner is working, what their involvement with digital literacy is, and what their needs and priorities are.

### **Joint initiative #1: School-Parent Digital Communication**

Many parents are not in contact with schools online due to insufficient digital skills. Digital communication skills are essential for:

- following online the activity and homework assignments of children;
- managing digital citizenship emergencies, such as cyberbullying or grooming. Parents and schools must be able to communicate efficiently in order to prevent further escalation and to find solutions.

This initiative requires the cooperation of all the stakeholders in the community. Teachers do not have time to meet parents frequently, but libraries meet parents while they visit the library with their children or take part in other activities. Parents also have their own gatherings in community centres.

Based on this mix, the following strategies and project activities have been developed:

- (1) training of cyberparents;
- (2) workshops with parents in schools, libraries and community centres and
- (3) periodical consultation hours for parents.

### **Joint initiative #2: Basic Digital Skills for Children**

Following talks with secondary schools, libraries learned that many children did not have sufficient digital skills to use their laptops in the school environment. Children are very skillful in using social media, but cannot handle software programs and often have problems typing.

COLIBLITE assisted elementary and secondary schools in developing a joint online training program for children aged 10-14.

The library offered homework support outside schooltime and provided online access to the online training program of the schools in the library. Librarians were also trained to support the children.



## PLAYING CHESS ON DIFFERENT LEVELS

### A. INTRODUCE DIGITAL CITIZENSHIP IN LIBRARIES



#### GOLDEN RULES

-  Make libraries the central actor in the pilot;
-  **Empower librarians** to carry out digital literacy activities. Make sure they realize that, a few years from now, they will need more digital skills than they can probably imagine at the moment. However, you have to be sympathetic to their concerns regarding the (over)use of the internet. Do acknowledge their contribution. After all, for most of them, carrying out the training activities is a supplementary task that they are doing *pro bono*.
-  Encourage the library to formulate **their own vision** on digital citizenship and what it means for their strategic positioning, programming and skills and competences of staff members;
-  Create a **long-standing relationship** with libraries, not only project-based. They will be more open to your suggestions that are outside their mandate when you have already established contact;
-  Encourage library management to **give librarians the “space”** to practice what they have learned in digital trainings and courses;
-  Is there an **association of librarians** at the regional or national level or a central library in your city? Get in touch with them to access their network of libraries. They can put you in contact with decision-makers and librarians;
-  Use the **skills librarians already have** in order to deliver presentations and sessions to pupils: some of them may know less about how to use the internet, but they can raise awareness about the risks the children are facing online;
-  Are librarians in your country familiar with delivering information sessions on various topics to pupils? Then make your **training very practical**: co-design and co-create lesson plans during a workshop;
-  **Adapt** your project to fit into existing library development and transformation strategies.



## COLIBLITE GOOD PRACTICE EXAMPLES

### DELFINI LIBRARY AND OPEN GROUP (ITALY)

The Delfini Library and the other municipal libraries in Modena have several projects and activities aimed at schools on the use of bibliographic sources and library services. The digital citizenship education proposal made by Open Group has been perfectly integrated with these projects without replacing them.

COLIBLITE introduced digital citizenship skills development activities in the work that libraries are already doing in promoting reading, retrieval and understanding of information.

Librarians know how to select bibliographic sources and retrieve information with traditional tools, but often feel inadequate and without specific skills with respect to the web and its overabundance of information.

The COLIBLITE proposal of training sessions with experts and tools to work with children on these topics has met the interest of libraries.

The opportunity to co-design with teachers the educational activities for children on fake news and digital content creation made the experience even more interesting for librarians, as it ensures the possibility to design a learning activity that really meets the needs of schools and students.

#### The characterizing elements of the experience were:

- **broadening the offer** of libraries to schools in terms of training on literacy information;
- **collaboration** and co-designing between librarians, digital experts and teachers;
- the creation of **dedicated working tools** made available in digital format (video pills, educational cards) that can also be used remotely.

This proved important, because like schools, libraries have also enhanced their digital services in the COVID-19 emergency phase and offered content and activities that can be used remotely.

## UTRECHT LIBRARY (THE NETHERLANDS)

Utrecht Library used the COLIBLITE project to reposition itself in the new digital environment. The organisation designed its own vision and priorities on digital citizenship and developed new policies and strategies. The library experimented with (1) building the educational triangle in the neighborhoods and creating a joint strategy with partners; and (2) providing new digital literacy programmes for children and parents.

**Initiator, implementer and coordinator:** The library wants to offer children and parents opportunities to become fully-fledged digital citizens and online critical thinkers.

**How?** Using an integrated view of the educational offer and the extraclassroom activities:

### 1. A local expertise point to support schools and neighborhood organizations by:

- Following national and local developments on digital citizenship in relevant sectors;
- Facilitating joint projects and project applications;
- An online platform providing schools with free materials and information about digital literacy events and campaigns;
- Facilitating an online learning environment for professionals;
- Coordinating collaboration with digital literacy experts from partner institutions.

### 2. The educational triangle involving schools, cyber parents and community actors.

- Educational broker activities in line with school curriculum and linked to extraclassroom services provided by other organisations;
- The Labs of all library branches will be equipped with media facilities such as cameras and “green screens” to be used by schools in extracurricular media literacy programmes.

### 3. An overall program for schools offering reading-language-digital lessons and projects, based on the continuous learning paradigm.

- digital information literacy provided by librarians in schools and in the library;
- media literacy activities, computational thinking and library visits (coordinated by librarians or external/freelance media coaches).

**Where?** The library offers online and offline activities inside and outside school premises. The library in each neighborhood should be a place that invites different target groups to acquire knowledge, ask for digital support, develop skills and do homework after school.

**With whom?** The library cooperates with school boards, schools, educational and other relevant organisations. Moreover the library decided based on the COLIBLITE project to integrate the Mira Media expertise and activities in the library program.

## ROMANIAN COMMUNITY LIBRARIES IN COOPERATION WITH ACTIVEWATCH AND ANBPR

Libraries and librarians were right at the heart of the intervention paradigm because they carried out the majority of the activities at the community level.

### Steps for attracting librarians who are dedicated to their roles:

1. The launch of a call for expressions of interest among librarians;
2. An introductory workshop in which librarians received information about their involvement in the project and were further motivated to implement digital literacy activities in their communities;
3. Testing the librarians' engagement by asking them to carry out initial local research that helped design the local action plans for the communities.

### Three-day training workshop

The workshop did not focus specifically on increasing the digital competences of the librarians, but rather their ability to engage in discussions with pupils and encourage critical thinking.

The strategy was to equip the librarians with the skills required to act as a digital behaviour compass and curiosity instigators, rather than digital literacy educators.

Our premise is that turning novices into digital literacy pros would be extremely time and resource consuming. At the same time, it would not guarantee that they wouldn't meet pupils with better ICT skills that could undermine their authority as digital educators.

### Activities in the community

The librarians planned lessons and designed activities for the children and youngsters in their communities. They exchanged ideas and materials on an interactive collaborative platform. When needed, ActiveWatch and ANBPR provided feedback and mentoring and followed up on the progress of the training sessions held by the librarians with children and teenagers, parents and teachers.

Because they had expert knowledge of their local communities, the librarians invited local stakeholders to educational community building workshops. They also developed working partnerships with local schools and other organizations, both public and private.

### Involvement in project upscaling

The librarians were confident enough to hold their own workshops with other librarians in the area, thus exporting project activities to other communities.



## B. INTRODUCE DIGITAL LITERACY IN SCHOOLS



### GOLDEN RULES



Give **ownership** of the project to school management. They are the leaders delivering the outcomes, but your organisation coordinates activities on their behalf;



**Encourage** school management to include digital literacy and citizenship in their mission and vision and to work with professionals who will commit themselves to advancing digital skills;



Digital and information skills can be part of the **school curriculum** (e.g. language, civic education, history classes);



Create **“inspiration meetings”** with teachers: introduce them to online programs and apps they could use in the classroom in a concrete way;



Show teachers that they **don't need to be digitally proficient** in order to work with online programs;



Teachers see that their pupils sometimes get into trouble online, even during school time (cyberbullying, grooming). You can suggest a digital literacy **“intervention”** as an answer to the problem they face;



Make teachers aware that **ICT skills and media literacy** and digital citizenship competences are interrelated;



Teachers must provide **extracurricular content** and are eager to allow access to guest trainers addressing such topics; this is an important opportunity to get to work with children and, sometimes, their parents.



**A systemic intervention** is needed to create formal competences for teachers to address digital/media competences specifically and separately from the ICT ones. Considering the Romanian experience, in the absence of an institutional effort, any approach to develop such competences for the teachers is not sustainable.



Schools and/or libraries could facilitate a weekly additional **physical help desk** where cyber parents support parents who do not have the necessary skills;



The ICT skills of teachers, ICT environment and protocols in the school, and digital literacy are often confused and conflated in school discussions. Make two distinct **policy plans: for ICT and digital citizenship.**



## GOOD PRACTICE: THE CO-DESIGN APPROACH IN ITALY

The co-design of learning activities aimed at developing young people's digital citizenship skills (such as critical search and assessment of information, or digital content creation) has been the **distinguishing approach** adopted by COLIBLITE partners Open Group and FAV in Italy.

In most cases, **co-design involved three actors**: digital education experts, teachers and librarians. Students were also involved in the FAV experience (see section D below).

The co-design process followed in all cases a similar **sequence of steps** carried out in a multi-sessions workshop:

1. **Presentation** of the digital citizenship topics selected for the workshop;
2. **Definition** of objectives, duration and the overall structure of the educational activity;
3. **Proposals** of learning activities and educational tools through discussions among mixed groups of participants;
4. A **plenary session** for the groups to present, discuss and improve their ideas;
5. **Production** of tools and materials (videos, quizzes, stimulus questions);
6. Last meeting during which two of the participants **test the learning activities** by acting as teacher-tutors, while the rest of the group plays the role of learners.



**SEE THE CO-DESIGN APPROACH IN LESSON PLANS 1 AND 2 ANNEXED TO THIS TOOLKIT ([CLICK TO OPEN](#))**

### The co-design approach has three key benefits:

- a) it contributes to develop the digital citizenship competence of teachers, librarians and whoever else is involved in it playing the educational role;
- b) it ensures that the educators' and learners' capabilities and needs are better taken into account in the design of the educational activity. This increases the chances of a smooth delivery by the educators and of its acceptance by the end beneficiaries;
- c) it enhances the ownership of the designed activity by the educators and their motivation and capability to further promote it among their colleagues in the school or elsewhere.

All the above factors make the co-design approach an effective way to better integrate digital citizenship competences into didactics at school.

## C. PARENTS AND CHILDREN INVOLVED IN DIGITAL CITIZENSHIP EDUCATION



### GOLDEN RULES



#### Parents



Lower-income parents usually **lack the time** to attend activities in either schools or libraries. Be mindful about their time limitations and offer them more options for involvement.



Due to their own poor educational skills, parents may feel that their input is unnecessary or unwanted. Show them that their **participation matters**.



Parents are **reluctant** to participate in workshops dedicated to their own digital needs, but they may be open to actively participate in school or library events together with their kids;



Parents might first focus on their fears and on the dangers the internet poses. Refocus the discussion on the **benefits of the internet**.



Ask what they can do **to encourage** the desired online behaviors of their children.



#### Children and teenagers



Encourage pupils to become **peer educators** and to pass knowledge to others of the same age or younger;



Give children the opportunity to **test their parents'** digital citizenship skills and to show them what they have learned so far;



Support them to **express their opinion** in class and share their own experiences;



Challenge children to reveal the content of their digital activities and digital culture. Such knowledge is an **access key** to the children's universe and enhances the efficiency of the educational intervention: the educator is accepted as "member of the culture" and acts from the interior of the group, as a peer.



**"In Romania, parent-children workshops were held on the topic of screen-time. The parents and children were invited to negotiate on the spot a contract on how much time children would use their internet-connected devices (laptops, phones, tablets, etc.) and what for." ActiveWatch**



## GOOD PRACTICE: PEER EDUCATION IN BOLOGNA

The peer education experience carried out by FAV in Bologna was divided into two steps:

### Step 1

Twenty FAV students (16-18 years old) were trained on information literacy competences related to DigComp and designed learning activities for children on those same topics.

- Workshop and additional work at home were devoted to exploring and understanding the main challenges of online information search and critical evaluation.
- Students learned to use three online tools that could help stimulate participation and online interaction - Mentimeter, Kahoot and Plickers;
- They designed and developed a presentation and a Kahoot quiz;
- Rehearsed the future activity planned at IC15, so that they can build confidence in their new role as trainers and to identify any possible problems in delivery.

### Step 2

Six of the same FAV students were engaged as trainers in the IC15 school. Here they delivered to younger colleagues (11-12 years old) the learning activities that they had designed in step 1.

In a first two-hour session, the FAV students-trainers ran their presentations, the Kahoot quiz and other interactive activities to stimulate the participation and learning of information literacy topics.

In a second two-hour session, the younger students were split into smaller groups and asked in turn to create Kahoot questions and answers that were eventually merged and uploaded online to be shared with other teachers and peers in their school.



**YOU CAN SEE THIS ACTIVITY IN LESSON PLAN 4 ANNEXED TO THIS TOOLKIT ([CLICK TO OPEN](#))**

The FAV students felt empowered, learned new information on literacy skills, and developed group work skills. The IC15 pupils appreciated the novelty of being engaged in an active learning experience by not much older teenagers from the same neighborhood.

The COLIBLITE peer education experience was originally inspired by the successful Capital Digital project run by Maks vzw in Brussels ([CLICK TO OPEN](#)).



## GOOD PRACTICE: ONLINE CHILDREN MEDIATORS IN UTRECHT

A group of children (6 - 8 years old) participated in a six-week programme for **“online children mediators”**. This initiative is part of the “Vreedzame wijk” project (peaceful neighborhood) in which children, parents and professionals learn to resolve conflicts peacefully and to approach other residents in a positive way.

In most Utrecht neighborhoods, schools integrated this citizenship project in their school programmes, and other organisations adopted its philosophy and approaches.

The “online children mediators” project is **an online version** of “Vreedzame wijk”. Online mediators observe what is happening in their online environments and learn how to give warnings and how to solve online disputes between children.

The pupils received media literacy training in the library. They also made videos about their online observations combined with advice on online behaviour and risks.

At the end of the training, the children presented their videos to parents, teachers and friends and discussed their online findings with them. All productions were uploaded on the Wijkmediatoren website ([CLICK TO OPEN](#))

The screenshot displays the Wijkmediatoren website home page with several content blocks:

- Online wijkmediatoren stellen**: A video thumbnail showing a young girl speaking. Below it, the text reads: "Maak kennis met de nieuwe online wijkmediatoren. Hoi allemaal, wij zijn de nieuwe online wijkmediatoren. We willen graag iets over onszelf vertellen. Wil je weten waarom wij online wijkmediatoren zijn geworden? Klik dan op de video hierboven."
- WhatsHappy poster**: A yellow box with text: "Zit jij in een groepswhatsapp waar ook weleens iets misgaat? Dan is het misschien een idee om samen de WhatsHappy poster te maken! Je maakt gezamenlijke afspraken wat je wel en niet doet en zegt in de groepswhatsapp. Wij hebben 'm al gemaakt! Wil jij hem ook maken?" Below the text is a link: "KLIK HIER VOOR DE POSTER" and a thumbnail of the poster.
- Online Wijkmediatoren Overv...**: A video thumbnail showing two children at a table. Below it, the text reads: "Maak altijd screenshots! Kom je een online conflict tegen? En wil je het ons melden of wil je het aan je vrienden, ouders, buurvrouw of leerkracht laten zien? Maak dan een screenshot! Wij leggen in deze video uit hoe dat moet."
- Online wijkmediatoren - Cyber... wijkmediator**: A video thumbnail showing a young girl. Below it, the text reads: "Ehm, ik heb een conflict met een meisje".
- Volg je ons al op Instagram?**: A yellow box with text: "Hoe ga jij met je vrienden/vriendinnen om op Instagram? Kijk de serie Instavriendschap van Nettiquette. Vergeet je ons ook niet te volgen op [instagram.com/wijkmediatorenovervecht/](https://www.instagram.com/wijkmediatorenovervecht/) Kijk hier de serie Nettiquette"
- Wat is socialbesitas?**: A video thumbnail showing a cartoon character holding a smartphone. Below it, the text reads: "Wat is socialbesitas?"
- Wat als je een naar berichtje krijgt?**: A video thumbnail showing a young girl.
- Wanneer is iets fake news?**: A video thumbnail showing a young girl.

The Wijkmediatoren home page ([CLICK TO OPEN](#))

## D. INFLUENCE LOCAL POLICY ON DIGITAL CITIZENSHIP



### GOLDEN RULES

Digital Citizenship activities and educational partnerships can only become financially sustainable if they are **supported by school boards, management and local municipalities**. This will only happen if board members, managers and local councillors know about the projects and activities, and if they feel (personal) ownership. This should be a point of attention from the very beginning and can be an integral part of the initiatives:



Invite and give local councillors and board members an “official role” at events;



Ask local councillors and board members to become members of a committee of recommendation;



Arrange regular articles/interviews in the local online and offline press;



Create your own “news events” in the local press (e.g. sending children reporters to the town hall to interview local councillors or the mayor);



Organise meetings regarding digital citizenship with stakeholders from school boards, public institutions, schools and libraries and use video testimonials with parents, teachers, children and educational professionals.



Create a formal alliance with local partners in order to jointly express the need for cooperation and additional support activities to local authorities;



Be alert and use national developments or actual news developments related to aspects of digital citizenship to link local project events and experiences to these issues.

The Utrecht COLIBLITE project published a regular digital newsletter from the start of the project. The newsletter reached 2000 subscribers (teachers, librarians, town council members, policymakers, etc.) and was linked to the regular newsletters of the participating partners. All partners committed themselves to addressing the need for digital citizenship in all local meetings they attend concerning “citizenship”, “digitalization of society”, social- and digital inclusion of vulnerable groups, educational policies, COVID-19, etc.

Annual local conferences reported about the progress of the project. In the final conference ([CLICK TO WATCH](#)), the library presented its new digital citizenship programme, announced the integration of the Mira Media activities and initiated a local alliance on digital literacy with school boards, municipality, youth support organisations and other related local partners.

## E. UPSCALE THE PROJECT AT THE LOCAL LEVEL



### GOLDEN RULES

#### Internal upscaling



Strengthen the sustainability of your activities by making the project a part of the organisation's **long-term vision**;



Execute and evaluate pilot projects on a **smaller scale** before integrating them in school programmes;



Do not limit project execution to one or two project workers. Link the project to **internal training sessions** for all staff, present it during internal events, and make it part of internal policy discussions;



Integrate the planned outcomes of the pilot project in the next annual organisational **budget**. Make it part of your budget negotiations with your funders.

#### Disseminate activities to others



Encourage workshop participants to advance digital citizenship by promoting the activities and methods **to their peers**;



Use the **co-design approach** to develop the skills of teachers and librarians with respect to content and pedagogy. This increases their sense of ownership, autonomy and motivation to share this approach with their peers.



The creation of well-designed, ready-to-use and open educational resources for students and teachers facilitates the organisation of new affordable educational activities or the replication of existing ones.

#### Create a local expertise point on digital citizenship



Support schools and neighborhood organizations to enable the upscale of project results;



Facilitate an **online learning environment** for educational professionals;



Provide an **online platform** that offers schools free materials and information about events and campaigns;



Facilitate lectures, presentations and debates related to the importance of digital citizenship in the education of children.



## CONNECTING THE DOTS



### GOLDEN RULES: HOW TO BUILD THE EDUCATIONAL TRIANGLE AND FACILITATE A LOCAL NETWORK

- ▶ Trust each other and recognize each other's **expertise**;
- ▶ Work with schools and libraries that **already organise activities** and have a good relationship with parents. Otherwise the educational triangle will be very difficult to implement;
- ▶ It is best to initiate and sustain collaboration between schools and libraries if they are **in the same neighbourhood** and in close proximity;
- ▶ Organise **joint meetings** with parents, librarians and teachers to address various topics of interest: children and teenagers online, how to collaborate together on digital literacy aspects;
- ▶ Having teachers and librarians **co-designing educational activities** can be a very effective way to develop collaboration and design library-based activities which meet the schools' needs;
- ▶ Are librarians uncomfortable with the role of "training" pupils and teachers? **Encourage** them to take on the role of facilitators and to organise stakeholder meetings in the library;
- ▶ **Connect** a school that lacks the IT equipment for digital literacy sessions to a library that already has the necessary infrastructure (or vice-versa).



**"It is more efficient to build a programme than offer one-time sessions. It enables you to bring different actors together, and you're also learning in practice and together with the other participants. The collaboration is much stronger." - Consonant**



## GOOD PRACTICE: THE 7-WEEK PROGRAMME OF DIGITAL CITIZENSHIP IN THE UK

In London partners have developed a digital citizenship programme that brought together all the elements of the educational triangle: schools and teachers, media coaches and organisations in the neighbourhood, parents and librarians. Students benefited from digital citizenship courses in school and in the library, and interactive methods of teaching.

### Week 1

The COLIBLITE project is introduced in schools by exploring the training of teachers, their digital skills and needs. At the same time, the programme introduces children to digital citizenship: in the first session we discuss cyberbullying and peer pressure, topics that draw their attention and get them engaged and interested in the programme.

### Weeks 2-5

Parallel training for students and teachers takes place which includes a different aspect of digital citizenship each week: digital influence on self-image, passwords and data security, grooming, online safety issues.

For teachers, it is a self-learning method. In the first weeks, they observe how the media coaches deliver the sessions; they become gradually familiar with the topics and prepare their own lesson plans. In the 4th and 5th weeks, the teachers themselves will deliver classes to their own pupils.

### Weeks 6-7

A "school visit" to the neighbourhood library is organised. In the previous weeks, Consonant media coaches initiated conversations with librarians about their role in the community and in the digital lives of children.

Librarians have also been trained on digital collaboration and citizenship aspects. When students visit the library, the workshop session focuses on information literacy (how to be aware of online sources, fake news, proper referencing and copyright issues). Many librarians already have expertise on this topic, but the session will emphasise the digital aspects.

Back at school, the children will rehearse and deliver a performance about what they learned in the programme. The school invites parents to the event which is a great opportunity for teachers and media coaches to offer them an overview of the topic and to trigger discussions about their concerns regarding the children's use of digital devices and apps.



## LESSON PLANS

### Lesson plans Italy ([CLICK TO OPEN](#))

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1. Information Literacy for Educators / Teachers and Librarians
2. Online Digital Content Creation for Teachers
3. True or False? Surf the Net and Get Information
4. From Peer to Peer

### Lesson plans Romania ([CLICK TO OPEN](#))

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1. Cyberbullying
2. Understanding How Fake News Is Created and Combating It Online
3. Identity Theft and Data Protection
4. Online Participatory Citizenship
5. Time Spent in Front of the Screen

### Lesson plans The Netherlands ([CLICK TO OPEN](#))

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1. Parent-Child Activity: "Together on the Internet"
2. Cyberparents
3. Skoolzone
4. Online Neighbourhood Mediators



## GOOD PRACTICE: TEMPLATE FOR CREATING LESSON PLANS

### Title of the lesson:

**Introduction (optional):** Share information on where the activity took place, the conditions under which it was tested, who developed the activity and tested it or any other such information.

**Targeted competence:** Select at least one of the competences in the Competences Dimension 2 of the [DigiComp Conceptual reference model](#).

**Target audience:** Describe who the intended participants at the lesson are (e.g. parents, teachers, librarians, students); for students, please specify their age range or the range of the grades they are attending (e.g. grades I-II, high school)

**Objectives of the lesson:** E.g. The participants will become aware of the impact of fake news in society; the participants will become aware of how hard it is to combat fake news; the participants will find out about the CRAAP test to evaluate news, etc.

**Methodology (optional):** Include general information about the approaches during the class for which you have drafted the action plan. You can briefly describe how you blend different types of learning and teaching strategies, such as learning by doing, reversed classroom, gamification, etc.

**Required materials, software and equipment:** List all the materials and equipment you need in order to carry out the training: e.g. markers, flipchart, 3-7 laptops running PowerPoint, an example of a parent-child contract on the use of the home PC.

**Types of activities for the lesson:** List the types of activities used during the lesson (e.g. lecture, game, discussion, brainstorming).

**Description of activities:** For each activity used in the lesson, write a brief description, including the following aspects: initial set-up, actual content, duration, key ideas to be disseminated/mentioned/analysed.

**Description of the evaluation of the lesson:** Describe how the evaluation of the lesson will take place (e.g. observations of the trainer, quality of materials produced during the lesson by participants, application of evaluation questionnaires).

**Annexes:** Attach any materials that you have used during the lesson (e.g. PowerPoint presentations, resources used during the lesson, questionnaires, etc.).

# ACKNOWLEDGEMENTS

## Editorial team:

Mira Media  
<http://www.miramedia.nl>

ERVET  
<http://www.ervet.it>

Active Watch  
<https://activewatch.ro>

Consonant  
<https://consonant.org.uk>

Mickey Gast  
<https://cleangreencontent.com/>

## Special thanks to:

Utrecht Library  
<https://www.bibliotheekutrecht.nl>

Me'kaar Utrecht  
<http://www.mekaarutrecht.nl/>

Open Group  
<http://www.opengroup.eu>

Aldini Valeriani Foundation (FAV)  
<https://www.emiliaromagnastartup.it>

Istituto Comprensivo No. 15  
Bologna, Italy

School no. 117  
Bucharest, Romania

National Association of Public Librarians  
and Libraries in Romania (ANBPR)  
<https://anbpr.org.ro>

African Community School, London  
<https://acschool.org.uk>

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This publication was produced as part of the COLIBLITE Project: Community Libraries and Digital Literacy Skills for Children from Migrant and Lower-Income Families

<http://www.coliblite.org>



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This publication was produced with financial support from the European Commission's ERASMUS Plus Program. The information and views presented in this publication are those of the authors and do not necessarily reflect the official opinion of the Commission. The supporting entity does not guarantee the accuracy of the data included in this publication. Neither the Commission nor any person acting on its behalf may be held responsible for the use which may be made of the information contained within.