

**Community Libraries and Digital Literacy Skills for MLF Children
(COLIBLITE)**

A Project Funded by European Commission, Erasmus + Programme

External Evaluation Report

September 2020

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List of Acronyms

ACS: African Community School

ANBPR: The Romanian National Association of Public Libraries

AW: ActiveWatch

COLIBLITE: Community Libraries and Digital Literacy Skills for MLF Children

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

ICT: Information and Communications Technology

IT: Italy

MLF: Migrant and Lower-Educated Families

NL: the Netherlands

OG: Open Group

UK: United Kingdom

VET: vocational education and training

Executive Summary

This report presents the main findings and conclusions of the external evaluation process concerning the project COLIBLITE: Community Libraries and Digital Literacy Skills for MLF Children funded by the European Commission's Erasmus Plus Programme.

Between 2017 and 2020, COLIBLITE developed coordinated neighbourhood approaches, methodologies and actions involving schools, libraries, neighbourhood organisations and parents to promote digital literacy and citizenship skills among children and teenagers. The consortium formed by 12 partners carried out activities in Utrecht (The Netherlands), Modena and Bologna (Italy), London (UK), Bucharest and other small communities in Romania.

The COLIBLITE organisations met on a regular basis in international meetings and webinars to exchange ideas, lessons learned and to find a common approach to advancing digital citizenship. The partnership had a common vision of implementing digital programmes, but was also flexible to accommodate various needs and contexts identified at the local level. Local interventions were based on conclusions and findings from national and local research.

This has been a well executed project that has successfully achieved its aims and objectives. COLIBLITE worked proactively and efficiently to advance the educational triangle of digital citizenship, i.e. cooperation between three elements (family, schools, community actors) concerning digital literacy and citizenship. In some communities, the library was the main partner and driver of the COLIBLITE agenda. In other pilots, the librarians were encouraged to explore the digital citizenship elements linked to their profession and to share their knowledge to support teachers and students in improving their digital skills (such as information literacy skills).

The project invited important stakeholders at the local level to reflect on their vision, resources and the skills of their professionals and staff before engaging with students in digital citizenship activities. There is evidence that the educational professionals who actively participated in COLIBLITE activities (teachers, librarians, media coaches etc) acquired information about digital citizenship aspects and many of them put this knowledge into practice by creating lesson plans, delivering training sessions in schools and libraries or assisting the media and digital experts in activities with children and youngsters.

Furthermore, COLIBLITE intervened successfully to initiate conversations with children and teenagers about their digital citizenship skills and behaviour online. Local evaluation and monitoring suggests that the students involved in COLIBLITE have greater awareness and understanding of topics relevant to digital citizenship (online safety, fake news, cyberbullying, the use of social media etc). In addition to digital citizenship “soft” skills, COLIBLITE also offered students the opportunity to improve their ICT skills and practice digital content-creation, thus supporting some practical competences that are so necessary in the educational environment, but also later in their career.

The challenges that the consortium faced at the local level were mostly related to parent participation in training and the reluctance of some of the teachers / librarians to be involved in activities that were time consuming and perceived as too distant from their curriculum or job description. The partners reacted efficiently to these obstacles and were able to find solutions for adapting and executing their local action plan.

Covid-19 emergency impacted the organisation of activities at the local level. Consonant staff was furloughed due to the organisation's financial problems (exacerbated by the crisis), while school staff from IC15 managed the urgency of distance-learning activities and could not be part of COLIBLITE's last training experience at the end of the project. However, the consortium has managed to keep the project on track with various interventions: dissemination; online events, training and support; adoption of new digital internal policies etc.

Overall, the COLIBLITE programme and activities were well received and had a positive impact on the awareness and the learning experience of the participants. It made a clear distinction between ICT/digital competence and digital citizenship among target groups and local stakeholders and succeeded in building and activating partnerships. The project delivered its intended outputs and there is interest and commitment to continuing the COLIBLITE experience. COLIBLITE's expertise and connections will continue to be present in the communities they serve.

I. Introduction

'Community Libraries and Digital Literacy Skills for MLF Children' (COLIBLITE) is one of the projects funded by the European Commission, Erasmus Plus Programme. The project ran between September 2017 until August 2020. It was developed and managed by a transnational consortium comprised of eleven (11) initial partners and one (1) official associate partner (the African Community School, who joined COLIBLITE after the start of the project):

1. [The Library of Utrecht](#) | Stichting de bibliotheek Utrecht (lead partner): the 4th largest library system in the Netherlands and a long-time supporter of media and digital literacy activities with an extra focus on education and community building in disadvantaged areas and neighbourhoods in the city
2. [Mira Media Foundation](#): Dutch centre of expertise on media and diversity based in Utrecht, The Netherlands.
3. Me'kaar: a 'social-broker organisation' who responds to the needs of vulnerable groups and migrant and low-educated families in Utrecht (the Netherlands) by building and strengthening local social networks.
4. [ERVET – The Territorial Development Agency of Emilia-Romagna Region](#) (Bologna, IT): works in projects related to information society, welfare services, social economy and so on.
5. [Open Group](#) (Modena, IT): a social cooperative that is involved in integration and social activities and services dedicated to migrants and other vulnerable groups. The organisation has also been very active in the media and digital education fields by organising awareness events, training and labs for library staff, children and parents and developing various digital materials.
6. VET school (vocational education and training) run by [Aldini Valeriani Foundation](#) (FAV) in Bologna, Italy
7. [Istituto Comprensivo no. 15](#) (IC15): a school in the Navile district of Bologna (Italy), an area where many migrant and lower-income families live.
8. [ActiveWatch](#) (Bucharest): a Romanian human rights organisation and media watchdog that advocates for free communication in the public interest and develops research, methodologies and work instruments for media education and antidiscrimination programs.
9. The [Romanian National Association of Public Libraries](#) (ANBPR): a professional organisation of librarians that includes over 3300 active members across Romania.
10. [Gymnasium School no. 117](#) (Bucharest, RO): has about 2000 students enrolled per year (aged 7 - 14), many of them coming from lower-income families. The school has a consistent experience in international cooperation and regularly organises educational activities and clubs for its students.
11. [Consonant](#) | former Migrants Resource Centre (London, UK): works with migrants and refugees and in partnership with other agencies to effect social justice and change, enabling migrants and refugees to fully participate in the society.
12. [African Community School](#) (ACS) who officially joined the consortium after the start of the project. ACS is a London charity that delivers various educational and training sessions.

COLIBLITE offers digital education programmes to migrant and lower-income families (MLF) living in multicultural and socially disadvantaged areas. The team argued in its project proposal to the European Commission that a structural initiative on digital issues targeting MLF groups and educational professionals working with students from a vulnerable background was relevant because:

- *There is a danger of a further digital divide in society and further exclusion of MLF citizens who are often not ready for the present and future digital developments;*
- *School curricula and library services do not pay sufficient attention to elementary digital citizenship skills;*
- *There is inadequate technical and digital infrastructure in schools and libraries;*
- *Teachers, librarians and other youth workers often do not have the necessary (digital and intercultural) competences to support MLF students;*
- *Although MLF students use smartphones and computers, they often have limited knowledge and skills to make full use of these devices;*
- *The lack of digital citizenship skills also makes them more vulnerable to the negative elements of the digitization of society, such as grooming, cyberbullying, radicalization and polarization.*

These arguments in support of a COLIBLITE intervention are based on the organisations' extensive local and regional experience. Four out of eleven partners (Mira Media, ActiveWatch, ERVET and Consonant) are the COLIBLITE coordinating partners in their respective countries and have participated as partners in the project Digital Generation Gap in Migrant and Lower Educated Families (DGGMLF, 2014-2017). The findings and conclusions of DGGMLF were an important foundation for the implementation of COLIBLITE. Many of the other partners have also collaborated on various occasions at the local level before the start of COLIBLITE.

The focus of the COLIBLITE project was on developing coordinated neighbourhood approaches, methodologies and actions involving schools, libraries, youth workers, community centers and MLF parents to promote digital literacy and citizenship skills among MLF children and teenagers.

Digital citizenship is the willingness and ability of citizens to participate actively and democratically in the digital society. It includes the norms of appropriate and responsible use of technology.

The project set out to:

- conduct a national and local research in order to learn about (each other's) local contexts and policy environments;
- develop a local action plan for executing activities in the target communities;
- build local horizontal cooperation between schools, libraries, youth workers, community centers and MLF families and children;
- increase awareness regarding digital literacy and citizenship aspects among educational professionals (teachers and librarians) and MLF parents;
- support educators with acquiring digital citizenship skills;
- implement digital literacy and citizenship programmes in schools and libraries;
- upscale project activities in other neighbourhoods and communities.

- exchange and collect ideas, methods, tools and examples of good practice at the transnational level to inspire activities and change in the local context (develop as a result the online toolkit).

This report presents the main findings and conclusions of the external evaluation process.

II. Evaluation Focus and Methodology

The external evaluation of the COLIBLITE project has been structured around the following questions:

- How was the exchange of know-how and practices developed at the transnational level? Is transnational cooperation an important pillar of executing digital citizenship programmes?
- How were the intellectual outputs achieved?
- What were the major achievements, challenges and lessons learned?
- Did COLIBLITE meet its aims and objectives?
- Was the project relevant, efficient and impactful?

The external evaluator will discuss this set of aspects in Part III, IV and V of the report. Part VI gathers the main recommendations of the external evaluation.

The methodology used to externally evaluate the COLIBLITE project relied on: literature review, tailored surveys and quantitative questionnaires, interview and telephone discussions with project team, participant observation to webinars.

Literature review

The external evaluator reviewed available documents produced by management team and partners, which served to achieve an understanding of project planning and design, national contexts, project progress, coherence between planning and results etc. This activity has started in the first months of the evaluation process (September-October 2019), but carried out throughout the project cycle.

The key documents for the evaluation process include:

- COLIBLITE project proposal;
- interim technical reports submitted to the European Commission;
- Four national research reports;
- local action plans;
- presentations and materials produced throughout the project;
- the toolkit “The Community Educational Triangle of Digital Citizenship”.

Tailored surveys and quantitative questionnaires.

The consultation survey was published in a content-sharing tool and the partners had access to provide the answers online; the second questionnaire was shared via mail, as a document. The survey consisted of multiple choice grids and open questions.

The project members have been invited to share their views with regards to the execution of intellectual outputs, challenges and lessons learned, their overall satisfaction with the state of affairs or/ and project progress. The quantitative data questionnaire collected updated information about the project’s set of indicators.

Interviews and telephone discussions with project team

The interviews were qualitative, semi-organised and with open questions. For each interview, the list of questions was adapted to the level of involvement of the interviewee in the project activities and the

results of the consultation surveys. An initial list of questions was sent in advance and a transcription-document was shared with the interviewees afterwards. The evaluator invited the interviewees to review the transcription and to send back their comments and additions.

All the interviews have been conducted remotely (via phone or video calling).

Participant observation

The evaluation process made possible the attendance of four webinars organised by the COLIBLITE team. Webinar participation provided an opportunity for the evaluation team to improve and update its knowledge of the project, see the interaction between transnational partners, have unscheduled/less formal discussions with staff regarding an array of topics related to the project content and management.

Who contributed overall to the evaluation of COLIBLITE	
Country	COLIBLITE project team member
The Netherlands	Carolien Krikhaar (Utrecht Library) Ed Klute (Mira Media)
Romania	Radu Răileanu (ActiveWatch) Claudia Şerbănescu (ANBPR) Mariana Marian (I.S. Bădescu Sălaj County Library) Adriana Cireş (Gymnasium School no. 117)
Italy	Claudia Iormetti (Open Group) Carlotta Bianchi (FAV) Laura Cavina (FAV) Cristina Mizzon (Istituto Comprensivo no. 15) Stefano Kluzer (ERVET–The Territorial Development Agency of Emilia-Romagna Region)
United Kingdom	Sheena Vella (Consonant) Kome Owuasú (African Community School)

■ The project evaluator was not able to include Me'kaar in the external evaluation. Me'kaar was in the process of institutional reorganisation during the project cycle (end of 2018). COLIBLITE maintained a relationship with the new formal organisation DOCK, but the staff from Me'kaar who was involved in coordinating COLIBLITE activities in the neighbourhood transferred to Bredeschool. Therefore, Bredeschool took over COLIBLITE activities from Me'kaar and became the most important COLIBLITE partner in the Zuilen educational triangle. Project budget, activities and results were not impacted by this change.

■ Due to several factors, such as time, budget and travel restrictions, it was not possible for the external evaluator to organise visits to the participating countries, to directly observe the implementation of activities and organise interviews with other actors at the local level and the target groups. A visit to the project's final conference in Bucharest was discussed, but ultimately the event was cancelled due to Covid-19 virus lockdowns.

III. Transnational Cooperation and Communication

Infrastructure of communication

Early in the project, the consortium established a **COLIBLITE Dropbox folder** for internal communication that acted as storage of important information and documents. The folder was an adequate and useful tool to place certain documents and look through joint materials and other partners' presentations. Dropbox was used more actively in the first part of the project when the partners shared their national reports and local action plans. In the last year of implementation the partnership focused on email communication for exchanging information and enclosing documents.

However, due to its limited interactive features, Dropbox is not the most efficient tool for stimulating the transfer of know-how and experiences. In the previous project DGGMLF the partners felt that an informal channel for sharing their challenges, experiences and ideas would have been useful. As a result, COLIBLITE organised **webinars on a regular basis** during the project cycle that enabled the organisations to remain in contact. The following aspects have been discussed during the workshops:

- State of affairs in each context;
- Digital competence frameworks and tools that they found useful;
- The execution of the local action plans;
- External evaluation;
- Covid-19 local measures and impact on project activities;
- The production of the toolkit

Face-to-face / Offline **international meetings** have also been arranged to strengthen the partnership and interaction between all the professionals in the consortium. The partners met three times in the Netherlands, Italy and UK. A four international meeting and final conference were planned to be organised in Bucharest, Romania, but they were cancelled due to general travel restrictions. Each meeting involved two days of discussions, evaluation and planning.

The first international meeting in Utrecht (December 2017) welcomed all partners in the consortium and hosted discussions about the management aspects of the project: planning of activities, outcomes and results, budget and financial regulations etc. The coordinating organisations revisited their former initiative DGGMLF and revealed to their new partners its results and methods. The Dutch partners also organised visits to central and local libraries and one visit also took place in the Zuilen community that was selected for the COLIBLITE pilot.

The Academy organised in Bologna in June 2018 took place after the participating countries developed their national research and clarified their own strategy at the local level. The teams met to delve more into the concept of digital citizenship and the situation in their specific context. Each coordinating organisation presented the results of its national reports concerning:

- national programmes and agendas concerning digital literacy;
- media literacy / digital literacy and citizenship policies in schools and libraries;
- digital media use of children and youngsters;
- digital skills of educational professionals;
- risks faced by young people online;

- relevant communities and target groups etc.

A special focus has been given to the local action plans: local strategies advancing digital citizenship activities involving MLF students and parents, teachers, librarians and other stakeholders and influencers in their communities.

The partners met face-to-face for the last time at the international meeting in London (in June 2019). They began the meeting by looking back at challenges and lessons learned from year 2 of implementation: the evaluation of their local partnerships and pilots.

But they carried on their discussion with activities and parallel workshop sessions on:

- The 6 cylinder method (to be explained in the next chapter);
- Training activities and digital citizenship programmes;
- DigComp competence framework;
- Planning activities and intellectual outputs in the last year of implementation;
- Brainstorm on how to involve schools and public administration in COLIBLITE in a sustainable way beyond 2020.

The external evaluator was not able to attend the international meetings, but has attended four webinars. After direct participation at webinars, review of meeting documents and webinar recordings, but also based on conversations with team members, external evaluation could draw the conclusion that partnership collaborated on a regular basis in both management and content issues.

Transnational management

The partnership was managed by Mira Media that has a long experience as a transnational coordinator in several European projects. At the national level, coordinating partners were responsible for monitoring activities and progress of local pilots and maintaining a closer relationship with the transnational coordinator for reporting reasons.

The international meetings played a successful role in the operation of the project because they provided opportunities to evaluate progress, discuss priorities and to plan for future activities. The new coordinators and partners were quickly welcomed in the group dynamic. Members engaged fully in discussions, making various decisions as a group and the atmosphere was always positive and constructive. Before and after the meetings, a list of specific topics to be discussed and a list of conclusions and agreements have circulated between partners.

Mira Media took leadership in reaching out to partners, monitoring activities and progress, setting up meetings online, providing the necessary information to consortium about project management and budget. They established contact with national coordinators by mail and video call with the focus on:

- identifying any delays and inconsistencies to timeline and what has been planned;
- ensuring alignment between project design and project activities/ results;
- evaluating risks and managing challenges.

Without a doubt, the most important challenge that the COLIBLITE management faced was related to the Covid-19 situation development in 2020. This crisis put a strain on the financial security of Consonant and

its employees (COLIBLITE staff included) have been furloughed since March 2020. However, coordinator Sheena Vella has remained in contact with the transnational team to report progress and participate in the production of the toolkit. Mira Media has also kept in touch with representatives of the organisation until the end to discuss the final administrative and financial matters.

For the other partners, the impact of the Covid-19 crisis was felt through a reorganisation or cancellation of activities. The members of the consortium remained in contact throughout this period until the end of the project and took decisions together regarding the remaining activities, the cancellation of the final conference and the reallocation of budget.

Transfer of ideas and know-how

Each national context is different and partners noticed that not all the conclusions and methods at the transnational level can be fully adapted at the local level. However, the cooperation was considered a success by partners in terms of transferring know-how and information. The consortium members agreed on a common understanding and definition of digital citizenship and on a joint digital competence framework for educational professionals. During project meetings and webinars, they made efforts to “speak the same language” and introduce their colleagues to new tools and materials they have discovered. For example, one of the Italian partners mentioned the DigCompEdu’s Check-In as a tool for self-assessment that supports educational professionals to reflect on their digital competence. The tool was adopted by some of the other partners and used in meetings with teachers.

“There are resources that are cross-European, but we wouldn’t have known them without being involved in the partnership. We were able to use and implement it locally.” -- Sheena Vella, Consonant

The partners also drew inspiration from other national contexts and policies and were motivated and supported by COLIBLITE to pilot some of the ideas they found inspiring.

“We consider it [transnational cooperation] central to developing the idea of the role of libraries in digital citizenship education. If you don’t look at other models, you’ll think that what is done at the national level is the only way to do it. To have a European exchange and overview, it was the only way to run the project.” -- Claudia Iormetti, OpenGroup

IV. Overview of Intellectual Outputs and Lessons Learned in COLIBLITE

The COLIBLITE project produced the following intellectual outputs:

- O.1. National Research Reports
- O.2. Local Action Plans: How to Build a Successful Partnership
- O.3. Training Activities
- O.4. Digital Citizenship Programmes
- O.5. Transnational Online Toolkit

O.1. National Research Reports

ERVET and Mira Media coordinated the research efforts, with ERVET designing and proposing the research methodology and Mira Media monitoring the activity and collecting the national reports. The research proposal provided guidelines in terms of:

- Table of contents;
- Research objectives;
- How to conduct research at national and local level;
- Formats to use for the final report;
- Work planning and monitoring the execution.

The outline of the national research was discussed during the first transnational meeting in Utrecht. The format and the planning were agreed, as were the references to European policies in digital literacy.

The project research in each partner country focused mostly on collecting information about the following aspects:

- (a) the national education systems (emphasis on schools and libraries);
- (b) national reference frameworks and governmental policies regarding digital literacy;
- (c) present skills of children and youngsters concerning 21st century skills;
- (d) digital skills of educational professionals;
- (e) digital literacy / citizenship national and local initiatives;
- (f) local educational initiatives dedicated to the target group (children from an MLF background).

The work on exploring the national context was mainly based on literature review / desk research. This aspect of the output could be produced relatively easily by all partners as they analysed data from official European and national investigations and navigated through public information available online. Local research, however, involved interviews and meetings with stakeholders in the community. The local research was then linked to the production of the local action plan (more information below).

During the research process, the partners shared national definitions (of digital literacy, digital citizenship, media literacy) and referred them to the EU's DigComp in order to find common ground for the development of activities and training at the local level.

COLIBLITE partner	Challenges	Lessons learned and conclusions
Flagged by Consonant, but anticipated by all the other coordinating partners in COLIBLITE	To find official online data about the state of digital citizenship of educational professionals in schools and libraries and of the target groups that they work with. Online information usually reveals the digital skills and knowledge of the average students / citizen, and less attention is given to different groups in society.	➔All partners conducted local research and interviews with target groups and stakeholders at the local level: staff members, teachers and librarians, school and library management, MLF parents and students etc.
Mira Media	There is a serious gap between theory and practice. Government and national research institutions have detailed visions, policies and methodologies. However, this information is not locally implemented and used.	It is important to be aware of national developments and research. Mira Media invited national experts to local project meetings to share their data and observations. National policy developments were shared with the municipality and school boards.

O.2. Local Action Plans: How to Build a Successful Partnership

The local action plan (LAP) is a joint strategy involving parents from migrant and lower-income backgrounds, schools, libraries and other actors in the community. They detail the local network and responsibilities, the nature and topics of training activities, the target groups etc. The organisations adapted the LAPs to the new realities of the project context and made concrete changes, but the vision of the project remained the same throughout implementation.

LAP was considered the basic element of the COLIBLITE project because it set out to:

- establish the **educational triangle of the community**: cooperation between the three educational environments with which children interact on a daily basis - their family, school and local community / “the street”(represented by the following local actors: youth and social workers, community centres, various neighbourhood organisations, municipality, volunteers etc).

- introduce **the 6 cylinder methodology** as a means of supporting each organisation to adopt an integrated and sustainable approach to digital literacy and citizenship that would result in a more effective and sustainable partnerships at the local level.

LAPs, but also other intellectual outputs, evolved from local research and results. COLIBLITE national leading partners conducted interviews with important stakeholders and representative members of the community. For example, Open Group organised an interdisciplinary focus-group to discuss media literacy and digital citizenship. The participants described their daily digital habits and behaviours, information that OG later used to connect the daily work of the participants with the 21st century digital literacy goals. OG also conducted a survey among librarians before the beginning of training to get a sense of their overall digital skills and awareness. In Romania, COLIBLITE partners involved librarians from small communities to gather data about the needs and opportunities at the local level.

The Educational Triangle:

The need for building the educational triangle was one of the conclusions of former initiative DGGMLF and explored in depth during the current project. The strategy behind it was to create a common understanding and intervention between the three elements (family, schools, neighbourhood actors) regarding digital literacy and citizenship support for children / students. Partners also discovered in DGGMLF that the library is considered a reliable, “trusted” actor by all members of the community. Therefore, COLIBLITE’s aim was to encourage libraries to act as an intermediary between schools and the community. This approach is relevant and welcome, considering that the libraries are already in the process of redefining their role for the current and future digital worlds.

Many of the partners relied on existing established connections for initiating activities in the neighbourhood. This aspect facilitated the start of activities early on in the project. During the project cycle, COLIBLITE also built new networks and made new connections as part of their upscale efforts.

▶ In the Netherlands, the core network was already established at the start of the project: Utrecht central library, Mira Media and Me’kaar, who met regularly to develop the local action plan and divide their responsibilities. The three organisations have many connections at the local level and focused on reactivating their network of neighbourhood schools and libraries. They started in the neighbourhood where they already had the most contacts and then extended their activities to other districts that are very multicultural, with a population that is considered vulnerable on the basis of income and educational level. At the start of the project, COLIBLITE was well connected to welfare organisations and Utrecht’s network of libraries.

Building sustainable relations with schools proved to be challenging from the start of the project. Schools were interested to participate in COLIBLITE, but they faced many requests from outside organisations, policy changes and a structural shortage of teachers. COLIBLITE intervention needed to reflect the needs of teachers:

“One needs to see the opportunities to get in. In one of the schools they had problems concerning [how students spent their] time during lunchtime. They wanted to find activities to keep the children busy, so that is why we moved in with a video project during lunch hour, which was nicely received by the school. It was an opportunity to talk with teachers to take it one step further.” (Ed Klute, Mira Media)

An important actor that completed the educational triangle in the Zuilen neighbourhood was the Bredeschool - a partnership of four independent schools that have a common vision and cooperate together on various issues. Since their involvement, the Bredeschool coordinator has maintained close contact with COLIBLITE and participated monthly at team meetings.

In the second part of the project, the partnership also reached other schools and libraries in two more neighbourhoods in Utrecht: Overvecht and Kanaleneiland. COLIBLITE partners decided to support each school individually with activities targeting students and teachers inside and outside schools.

COLIBLITE also strengthened its relation with Utrecht Municipality and school boards: they were following the project development during the project cycle and their representatives took part in all dissemination events. This relationship resulted at the end of the project in a local alliance on digital literacy which was presented during the final COLIBLITE conference.

▶ In Modena (IT), Open Group's specific goals for the local network were to: (1) increase collaboration between school and library and (2) introduce methodologically innovative elements in the activity of educational professionals.

OG collaborated intensely with the Delfini Central Library, which coordinates the whole network of public libraries in the city. The Library was actively involved not only in the execution of activities, but also in the research and preparation phases: providing information for national research, contributing with ideas to the development of the local action plan etc. Activities in Modena focused on the Crocetta neighbourhood and involved the lower-secondary school Marconi and neighbourhood libraries (partners selected by Delfini based on existing network and previous collaboration). OG's strategy to give the central library a central role secured the involvement of librarians in project activities. Other new collaborations were established with the Municipal Educational Service MeMo and the offices in charge of the Modena Local Digital Agenda and the National Digital School Plan that led to other opportunities for pilots and dissemination activities.

They maintained a close relationship with the important educational and cultural institutions of the Modena Municipality to increase the visibility of the project and to put at their disposal the materials and products of the COLIBLITE pilot.

"The use of our materials by others makes our project stronger." (Claudia Iormetti, Open Group)

The upscale of activities was interrupted by the Covid-19 lockdown measures. However, the Modena partners were able in the last months of the project to organise the COLIBLITE contest #INUNPRESENTEDIGITALE and its awards ceremony online.

Furthermore, OG created three new video pills to support teachers and librarians with content about: active learning methods, digital storytelling and WebQuest.

▶ FAV and IC15 were the main partners in Bologna (IT) to develop COLIBLITE digital citizenship training and activities. FAV foundation runs a VET school in the Navile neighbourhood, IC15 is also a school in the same community. Both organisations share the common difficulties and challenges of working with students and parents in the area. Furthermore, they were both interested to experience peer education.

FAV made several attempts to contact the Head of the Central Library for establishing partnership because his approval was very important for the involvement of neighbourhood libraries in the project. Although a partnership with the central library could not be formalized, FAV succeeded in inviting a small group of local librarians to join the COLIBLITE initiative.

Cooperation in Bologna came into practice by the participation of the FAV teachers, IC15 teachers and neighbourhood librarians in digital citizenship training. The educational triangle was completed by student involvement instead of parent participation. The collaboration between FAV teachers and students proved to be the core of Bologna activities: teachers improved their own digital literacy and citizenship skills before training their students. In the following phase, FAV students were mentored by their teachers to run digital citizenship labs for IC15 pupils.

FAV and IC15 continued following this approach in year 3 of project implementation by training another group of teachers from both schools. However, school closure related to Covid-19 measures made contact between schools and the implementation of peer education very challenging.

▶ Consonant was the only participating organisation from the UK without an official partner at the start of the project. At first, Consonant nurtured an existing relationship with the Cardinal Hume Centre that resulted in the organisation of an information session with MLF parents, who are regular clients at the centre. However, because of limited resources, the organisation decided to focus their efforts to build more partnerships with schools and libraries.

While they collected information for the national research, they also had tentative conversations with various actors. Discussions with the African Community School, a supplementary school, has led to a formal partnership. ACS' decision to be part of COLIBLITE was linked to the services they already offered - support on digital aspects to children and adults from a migrant background. The inclusion of ACS in COLIBLITE was considered by the UK coordinator extremely beneficial to the development and progress of the overall local pilot because of their suitable connections with schools in the area.

They contacted all the schools in the Hackney neighbourhood and established relations with the ones that accepted the COLIBLITE offer, regardless of their difference in IT facilities. The COLIBLITE intervention in the schools with poor ICT equipment was considered even more suitable and impactful by pilot coordinator Sheena Vella. However, the level of commitment of school staff was a deciding factor: some schools have an IT Lead or a Director who is willing to engage in digital aspects.

In the third year of the project, the organisation upscaled their activities to develop a seven-week digital citizenship programme in schools that included the participation of local libraries.

Parents have been involved throughout the project, invited to discuss their concerns with the online behaviour of their children and to reflect on their role as parents in relation to digital citizenship and literacy.

▶ ActiveWatch and ANBPR launched a call for participation for libraries in disadvantaged rural areas in Romania. 11 libraries answered the call for attending the COLIBLITE training and partnerships were established with eight rural communities. For each area, a local plan was drafted to answer specific community needs and resources. Each participating library acted as a COLIBLITE educational hub:

- Librarians carried out local research activities for developing the LAPs;

- They initiated and closed informal partnerships with organisations and important members of the community (schools, local NGOs, authorities and religious representatives) in order to implement and disseminate COLIBLITE activities. In certain communities, these partnerships served for providing the spaces in which the digital citizenship training activities took place. Other partnerships ensured that a higher number of parents, children and youngsters found out about the activities in their community.

The project used the network of librarians to reach other small communities in the area. The librarians who were initially trained also trained other groups of librarians and some of them implemented COLIBLITE activities, respectively.

“From the beginning, our objective was to encourage librarians to look for local partners. It was a success that all our librarians were able to find local schools and NGOs in order to implement the project. The libraries were isolated in the community in terms of civic engagement; the fact that librarians went out of the library premises to look for partners is in itself a success.” (Claudia Șerbănuță, ANBPR)

The partnership between ActiveWatch and the Gymnasium School no. 117 in Bucharest also became active during Covid-19 virus lockdowns by organising an online digital citizenship programme with students.

The 6 cylinder methodology of digital literacy and citizenship

The methodology was developed by Mira Media in the previous transnational project and presented as an example of good practice in the DGGMLF’s toolkit, [Intercultural Digital Citizenship in the Community](#). It is a model of self-analysis: each partner in the COLIBLITE network was encouraged to reflect on their own capacity of executing digital citizenship programmes. The model included the following elements:

- (1) Development / adaptation of vision and policy
- (2) Parental involvement
- (3) Staff input, involvement and digital competence
- (4) Cooperation in the neighbourhood
- (5) Media education
- (6) Digital citizenship.

In COLIBLITE, the partners discussed these elements at both transnational and local levels.

- Consonant (UK) has used the model for comparing their approach to digital literacy and citizenship to that of their partner African Community School. ACS also put directly into practice the element (3) of the 6 cylinder model by *“sensitising [their] teachers about the project and soliciting their ideas and inputs”*.
- The Utrecht partners used the six cylinder methodology to formulate a vision and sustainable policies on digital literacy within their own organisations, as well as with other partners in the local educational triangles;
- The three Italian COLIBLITE partners also produced a profile of their own organisational strategies and activities on digital citizenship competences.

- In Romania, ActiveWatch presented the 6-cylinder methodology in community building meetings with local stakeholders and tried to find solutions at the local level on how this methodology could be put in place.

This methodology was by the end of the project reviewed and adapted to COLIBLITE findings and results. Elements 5 and 6 - Media Education and Digital Citizenship - were replaced with “Student involvement” and “Digital literacy programmes for children and youth”.

COLIBLITE partner	Challenges	Lessons learned and conclusions
<p>Flagged by partners in UK, NL and Italy</p>	<p>More difficult than anticipated to find librarians willing to adopt the role of trainers and/or community facilitators. The role envisaged by COLIBLITE for librarians was perceived as being too distant from their traditional professional role.</p>	<p>➤ Consonant initiated introduction sessions with librarians, inviting them to reflect on their role and the needs of their community: <i>“Many librarians don’t usually engage with children at all on digital skills concerns. In our first session we asked them if children talk about digital citizenship aspects and how they deal with it and their answer was “I don’t, I help them find a book”. But then when you start having that conversation, the need for digital citizenship skills, also in the library setting, is recognized.”</i> (Sheena Vella, Consonant project coordinator). From that point on, Consonant could gradually organise training sessions with librarians based on their existing expertise and invited them to host “school visits” and sessions with students about the digital aspects linked to their profession;</p> <p>➤ Open Group anticipated this challenge and involved the Delfini Central Library of Modena in COLIBLITE from the start. OG reviewed their LAP to support the needs of the library and selected the school partner that had an existing connection to Delfini. The library received ownership of the pilot and the management was clear in giving its staff encouragement to actively participate in activities that are traditionally considered “out of their professional mandate”.</p> <p>➤ The Utrecht Library used the COLIBLITE project to develop a digital literacy programme for children and highschool students. Based on the six cylinder method, a new library policy was adopted to support the digital competences of staff and cooperation with external partners.</p> <p>➤ This challenge affected the pilot in Bologna and was not overcome by the end of the project cycle. The librarians who participated in training refused to do educational activities with students. After discussions with the FAV team, the external evaluation could draw</p>

		<p>the following conclusion: COLIBLITE in Bologna could not involve the central library to be directly involved in the project because the library's director did not consider digital citizenship an educational priority. Without a clear vision and strategy concerning digital citizenship developed and implemented by library management, library staff and professionals are not encouraged and / or open to explore different roles.</p>
Consonant	<p>(1) The complexity of building an educational triangle. The programme was considered too overwhelming for schools because COLIBLITE aims to implement training and work with many actors at the same time: teachers, librarians, parents, children.</p>	<p>➡ Consonant chose a gradual approach and let the local action plan continuously evolve in order to respond to challenges. In the second year of activities, they focused on working with schools and children and in the third year they had a much clearer vision on how they were going to connect teachers with librarians. Consonant needed to develop a certain relationship with schools, so they could afterwards escalate the conversation and introduce new elements.</p> <p>➡ Selected libraries at a walking distance from neighbourhood schools. If a library is too far away it is difficult to fit into the programme as school classes only last one hour;</p> <p><i>"We were able to do all of those things, but the way you introduce it is the key."</i> (Sheena Vella, Consonant project coordinator)</p>
Flagged also by the Utrecht Library	<p>(2) Lack of professional networking between schools and libraries. Some schools had a former relationship with the library, but the staff in schools is changing. Usually when the teachers knew about the library, they didn't know each other and they didn't interact. In the past, some of the librarians would go to schools, but now they cannot leave the library (budget and personnel cuts).</p>	<p>➡ Implemented the 7-week programme which included "library visits" organised by schools and students. Librarians delivered sessions to students based on their expertise (sometimes with input and engagement from teachers).</p> <p>➡ Utrecht Library organised "inspiration meetings" involving teachers, librarians and youth workers participating in the same educational triangle.</p>

	(3) Bureaucratic and practical barriers: libraries need approval from the local council for formal cooperation. Other issues identified: staff reduction, lack of adequate resources and training spaces (libraries' offices and work environments vary from one library to another.)	➔learned about the work practices of each library: <i>"it very much depends on the physical layouts of the library. The one that we managed to have a good collaboration with had a front desk and an office space and we were able to move physically between the front desk and the back office, in order to do some of the training. But most of the libraries have usually 1 or 2 librarians at a time and they cannot leave their desks."</i>
	(4) Lack of specific expertise from the digital sector	➔Recruited and trained a team of volunteer media coaches to support the delivery of project activities.
Open Group (Modena)	(1) Demanding teacher programmes; (2) Operational challenges with the library.	➔Adapted the action plan activity format in collaboration with partners to meet their needs, time schedule etc;
Mira Media / Utrecht Library	<p>Challenging to involve schools and teachers in the educational triangle.</p> <ul style="list-style-type: none"> • Due to the Dutch school system and competition for new students, schools in the same neighbourhood are not working together very much. They want to do their own activities; • Digital literacy is not considered an educational priority or an emergency. It is also not part of the curriculum; • Follow up activities with teachers have proven difficult to organise. There are frequent changes in staff. <p>"It is hard to get in touch with and motivate teachers. It seems that they don't feel the urge, they are also very busy with other aspects of their curriculum." (Carolien Krikhaar, the Library of Utrecht)</p>	<p>➔COLIBLITE in NL gave ownership of the project to schools, they are responsible for the outcomes. Directors need to deliver results and teachers are more involved when it is a school project and not an intervention from outside.</p> <p>➔Presented the project not as a new project, but as an improvement of existing new school activities;</p> <p>➔Cooperated with partners that have already a good working relationship with other schools.</p> <p>➔Identified the urgent challenges of schools and tried to solve them together.</p> <p>➔Discussions with school management about their mission and vision on digital literacy and citizenship. <i>"It should be rooted in the school program, if people are selected to work in their school, they have to commit themselves to the mission and vision of the school and automatically work with digital literacy."</i> (Ed Klute, Mira Media)</p> <p>➔Be responsive to their on-demand requests of organising an intervention</p>

All partners	<p>Project affected by public measures adopted to fight the Covid-19 virus epidemic: school lockdowns, events and workshops cancelled, financial problems etc.</p> <p>In Bologna, IC15 teachers focused all their efforts on managing distance learning. The peer-to-peer labs with FAV and IC15 students did not take place at the end of the project cycle.</p> <p>Planned programmes and multiplier events in London were mostly interrupted and cancelled. During school closures, schools and teachers were busy planning the transition to online learning and were not involved in COLIBLITE activities until the end of the project cycle. Consonant's financial difficulties were exacerbated by the Covid-19 crisis and staff was furloughed in March 2020.</p> <p>Many of the Romanian librarians from smaller communities could not carry out online training activities because they did not have the infrastructure to do so.</p> <p>In Modena and Utrecht, activities with students in schools and libraries also had to be cancelled.</p>	<p>COLIBLITE LAPs were reviewed and changed in order to fit the new realities. Many of the planned activities and events had to be cancelled, but some partners were able to continue working online.</p> <ul style="list-style-type: none"> ➔AV remained in contact with their students online and introduced the flipped classroom approach: students were invited to produce digital materials and presentations and share them during online lessons; ➔Open Group and Delfini Library organised during lockdowns the COLIBLITE contest #INUNPRESENTEDIGITALE and also produced learning support tools for teachers ; ➔Consonant was able to finalize a full programme of digital citizenship in the Tiverton primary school (March 2020) before government measures (to close schools) came into effect. ➔Training with students from School no. 117 took place online because the government measures did not allow for in-person training. Based on their experience with distance learning, AW prepared a lesson plan for an online session in order to help other educators to do so. AW also prepared four video tutorials in Romanian with information on how educators can carry on online training on cyberbullying, fake news, identity theft and data protection, online civic participation. <p>AW and ANBPR organised two online events for librarians to disseminate the results of COLIBLITE and motivate them to engage with digital activities.</p> <ul style="list-style-type: none"> ➔Library of Utrecht and Mira Media launched a website and help desk for teachers and parents on how to support children online during distance learning. Teachers also received suggestions on how to integrate media literacy elements in their online classes.

O.3. Training Activities

According to the initial plans made by the organisations participating in the project, COLIBLITE put in

place training and digital support activities in their communities targeting teachers, librarians and MLF parents.

The development of the training packages were based on findings from national and local research and were in line with European and national digital competence schemes, such as DigComp for Citizens or [DigComp for Educators](#). The partners put together resources and materials for the training packages to be used, but were also open to input from educational professionals. The training packages for teachers and librarians consisted of two parts: (1) acquiring information about digital citizenship aspects and (2) “training on the job”: teachers and/or librarians were mentored to design their own lesson plans and to deliver educational sessions to students. “Training” for parents was mostly done informally, involving them in various activities with the other target groups.

▶ In Modena, Open Group conducted a survey among librarians before training in order to understand their skills and needs concerning digital citizenship. They also organised a mixed event dedicated to teachers, librarians, youth workers and other educators to discuss digital literacy and citizenship challenges.

Based on these results, OG implemented a co-designed prototype for the training of educational professionals that can be extended and developed in time. Teachers from the Marconi school and local librarians were trained on the following topics:

- How to rate information and news online;
- Reliability of the sources;
- Verification tools;
- Wikipedia;
- How to create content for online publication.

They also worked together with other digital experts to co-design a comprehensive educational intervention for students divided into two modules:

- Conscious online searching, fact checking and fake news (library)
- Creation of complete and reliable digital contents (school)

The participants were divided into work groups, but met in plenary sessions to present their ideas and receive feedback and suggestions.

The education professionals also contributed to creating learning supporting tools made available in a digital format that can be used in remote learning / teaching (video pills and educational cards concerning the aforementioned topics).

Parents were involved in edutainment events organised at the end of their children’s training programme. Students “trained” their own parents, explained what they learned and quizzed them on digital citizenship aspects.

In late 2019, several teachers and librarians took part in the workshop “True or False? Looking for Information on the Internet”. In a second phase of this pilot, the teachers and librarians ran information literacy labs with almost 400 participants. The upscale of this pilot was disrupted by the Covid-19 lockdowns.

▶ Bologna implemented a “train-the-trainers” approach that involved FAV and IC15 teachers and local librarians. The strategy included two distinct phases covered in 6 sessions:

- Phase 1: training based on DigComp's first competence area - Information and data literacy: critical thinking, online information search and assessment. They focused on this competence area because it fitted best the present role and responsibilities of teachers and librarians. These groups already had basic knowledge of information literacy and the training aimed to strengthen their skills and provide them with the opportunity to explore new elements.
- Phase 2: co-design a training lab with teenagers. The teachers were mentored and given practical tips for delivering training to FAV students on the same topics.

ERVET and FAV reflected that the teachers were motivated to get to know the subject in greater depth. It also facilitated group climate: the project “has allowed educational professionals to relate to each other”, mentions Cristina Mizzon from IC15.

This approach continued until the school closure due to Covid-19 public safety measures.

▶ Consonant’s training of teachers and teaching assistants advanced a self-learning method. Teachers reflected on their own digital skills and needs and had the opportunity to develop their evaluation and facilitation abilities. In the first training sessions teachers observed how Consonant media coaches delivered training to students, so that they could become more and more familiar with the various aspects of digital citizenship. In part two of the training programme, the teachers practiced delivering classes to their pupils based on the lesson plans that they had previously prepared with support from trainers. The experienced teachers shared their skills and offered their availability to support the less experienced professionals.

In the meantime, Consonant contacted and ran training sessions that guided librarians on digital collaboration, information literacy and how to share their expertise with pupils.

“We nurtured an interest and recognition of how librarians can use their skills they already have to do work in this area. We were quite pleased about our work with the libraries and the level of engagement.”

Parents were invited to watch their children’s presentations at the end of each digital citizenship programme implemented in schools in order to get an overview of digital citizenship aspects and share their own concerns and reflections about the online world and their role as parents.

▶ In Romania, ActiveWatch and ANBPR invited 11 librarians from 9 communities to a joint workshop on digital citizenship, community involvement and co-designing lesson plans for student training. The training focused on the librarians’ abilities to make a change in the digital life of children, although they have limited digital literacy skills. It also emphasized their facilitation role: a one-time training was not considered enough for building digital literacy skills, but their own and newly acquired abilities could be put to good use to facilitate transfer of knowledge. Librarians were also coached to customize the training sessions and course curriculum based on their desired audience (teachers, parents, children).

“[We had an agenda on how to carry out the training], but it was important to get their input too. It was a very dynamic and open training session. We relied a lot on their feedback, we wanted to be experimental, we wanted them to start creating some of the lesson plans on the spot.” (Radu Raileanu, ActiveWatch)

The librarians were continuously mentored (online and by phone) by COLIBLITE partners throughout the project cycle in developing activities in their communities.

The competences strengthened during the workshop were practiced directly at the local level in eight communities. ActiveWatch and the local librarians have organised and delivered together community building workshops and meetings with important stakeholders, such as teachers, educational counsellors, school psychologists, parents, local NGO representatives, local authorities. The participants discussed the educational triangle: how to contribute to the improvement of the digital citizenship competence of children and teenagers. The workshops were inspired by the appreciative inquiry methodology of working with local stakeholders, which focuses not on the problems in the community, but on opportunities of encouraging good practice examples and behaviours. This method refocused the attention of the participants on the possible benefits of technology, instead of listing its dangers.

Training and meetings dedicated to teachers aimed at providing them with skills to support children when they face problems online.

“I haven’t worked with teachers before on this kind of topic. I’ve trained teachers on how to use the computer, google drive, how to make a presentation. But this time teachers came to us with problems that their pupils had, and we were successful [in answering their questions and giving recommendations]. We showed teachers how to react in various cases.” (Mariana Marian, librarian at I.S. Bădescu Sălaj County Library)

Parents were reluctant to be trained and participate in meetings with teachers and librarians. However, the partners were able to organise parent-children workshops, that focused mainly on screen-time: the parents and their children were encouraged to negotiate and reach agreements on how much time children can spend their time online.

▶ Dutch research showed that the insufficient digital skills and competences of educational professionals (teachers and librarians) is an important barrier to improving the digital literacy of children. Therefore, Mira Media developed a self-assessment tool for teachers based on the SELFIE tool of the European Commission. The tool measured their skills and collected their needs and questions on digital literacy. Based on the outcomes, support activities and methods were discussed with school management on how to address the digital needs of their staff.

The Utrecht library and Mira Media organised “inspiration meetings” with teachers and librarians as part of COLIBLITE:

- they were introduced to digital platforms and apps that they could use in the classroom or in the libraries in a concrete way.
- Cooperating skills and how to work in partnership with other community actors;
- How to work with and coach “cyberparents”
- Discussions showed the participants how to address digital literacy without being fully digitally proficient themselves.

Librarians who work in the youth department also benefited from a 2-day training, as part of the Schoolzone pilot, regarding digital information skills and the urgency of digital citizenship coaching for children.

“Training librarians concerning [the improvement of their] information literacy skills was one of the achievements of COLIBLITE” (Carolien Krikhaar, Utrecht Library). The positive experience of implementing training and inspiration meetings for librarians, but also the awareness of the fact that more support is needed for its professionals, motivated the Library of Utrecht to work on institutional policy to integrate media literacy and digital citizenship.

Furthermore, a six-week course took place to support parents become “cyberparents”: active and digitally competent members of the neighbourhood who can communicate with other parents to guide them in developing media and digital skills. This concept has already been implemented by Mira Media in previous projects with positive results. All the activities with parents discussed how to communicate with the school online, the platforms that they are using, their digital skills and their availability to support other parents in improving their abilities.

COLIBLITE partner	Challenges	Lessons learned and conclusions
<p>Flagged by most of the COLIBLITE partners</p>	<p>Organising meetings and courses for parents was challenging for various reasons: time and financial constraints, lack of parental involvement in the education of children, lack of understanding the necessity of training or the urgency of the topic etc. Every community and situation are very specific and various factors should be taken into account.</p> <p><i>“The project [in Bologna] didn’t train parents because they are not very involved in the daily life of their children. They need to work, they have financial problems; parents engage only in the basic issues of life.” (FAV)</i></p> <p><i>“Parents don’t see it easily why it is important for them and for the children. They are not willing to discuss personal questions about how well they [handle the situation at home], their parenting style. They feel it is private, each person has their own online presence.” (ANBPR)</i></p>	<ul style="list-style-type: none"> ➡ActiveWatch and local libraries: Reframed the presence of parents - they were invited to a common workshop with their children to “assist” the librarians with their experience and opinions on the topic. ➡Open Group and Consonant: invited parents to the edutainment / school performance events, in which children made presentations on the topics discussed in training. It was an opportunity for parents to share their knowledge and challenges, but also to become aware on the subject. ➡Mira Media media coaches reached active parents in the neighbourhood and trained them to become cyber parents. Other parent-children activities were also executed.

<p>Mira Media and Utrecht Library / ActiveWatch and ANBPR</p>	<p>Engagement of schools / teachers in COLIBLITE activities</p> <p>Some Romanian teachers were not willing to attend training on digital citizenship because they were convinced they already had the necessary skills to further coach and support their students.</p> <p>Dutch teachers are very busy and overwhelmed by school activities and digital citizenship is not high on their agenda.</p> <p>Follow up activities with other teachers and students were also hard to organise because the group of teachers in a school is constantly changing.</p>	<p>➔AW and local librarians implemented “training on the job”. Training dedicated to teachers was sometimes “masked” as invitations to assist the librarians in sessions with students. It was an opportunity to involve teachers and make them aware of digital citizenship aspects.</p> <p>➔Dutch COLIBLITE partners developed “inspiration meetings” in schools (about digital platforms and apps that they could use in the classroom). They also offered teachers indirect “training on the job” by facilitating media literacy lessons during school hours in cooperation with students.</p>
<p>Consonant</p>	<p>(1) Teachers have different digital skills. Some teachers have already discussed some aspects in their class and they are familiar with the subject, others feel at a loss. Teachers also struggle with new technology, they feel completely lost because children are always mentioning new apps that they are using and the teachers are not familiar with. They have confidence issues.</p> <p>One teacher refused to deliver sessions on digital citizenship himself.</p>	<p>➔Consonant developed a digital citizenship training programme that gradually introduced teachers to the topic, based on their resources and skills. The media coaches mentored teachers in how to deliver digital citizenship lessons to their students. The less experienced teachers in schools also received the support of their more digitally skilled peers.</p> <p>The teacher who refused to deliver anything himself got particularly involved in the library session.</p>
	<p>(2) Consonant created an online space on a digital platform, where teachers and librarians could go at the end of the training to continue the contact. They had difficulties in getting them to use the platform because most of them needed permission to sign up and engage.</p>	<p>➔Teachers and librarians feel less comfortable in making and maintaining contact online. They establish face-to-face contact, participating at common meetings and workshops.</p>
<p>Open Group (Modena, Italy)</p>	<p>(1) Difficult to integrate the COLIBLITE methodology in the structure and daily work life of librarians. They are not used to having an educational / pedagogical role.</p>	<p>➔The training was designed in such a way that the activities and methods were in line with the librarians’ job description. The COLIBLITE offer did not replace existing tasks, but introduced the digital citizenship elements in the work that libraries do (mostly concerning information literacy)</p>

	(2) Library capacity obstacles: small neighbourhood libraries are understaffed.	➔Required the presence of the teacher to support the librarian in delivering information sessions to students.
FAV	(1) Involvement of teachers from public schools. Most of the IC15 teachers that participated in the first phase of the training did not get involved in the second phase. There were various reasons for their disengagement: some of them left the project because they transferred to other schools (a common practice in Italy); they also felt intimidated to work with FAV students (who are older and considered a “difficult group”, a stigma associated with VET school students in Italy); busy school schedule.	➔One teacher from IC15 was actively involved in all the phases of training in Bologna. Personal commitment and interest prove to be essential to the implementation of extracurricular activities in schools. ➔A compromise was reached by some of the IC15 teachers who were involved in hosting digital citizenship labs run by FAV students and FAV teachers, although they did not initially contribute to the training of FAV students.
	(2) Difficulties in organising teacher-librarian training: <i>“Librarians and teachers come from different learning and training paths. It is difficult to match and mix them in class. The librarians don’t have the experience to teach. For them it is difficult to teach youngsters, who are not easy to manage”</i> (Laura Cavina, FAV)	
ActiveWatch / ANBPR	The diversity in skills and resources of educational professionals and organisations in each community was considered a challenge towards achieving uniformity and the same qualitative results.	➔The COLIBLITE team made itself available to each librarian involved in the project by mentoring them on how to implement training activities; ➔Created an online space on a digital platform where the librarians could exchange lesson plans and training tools. Librarians could draw inspiration from the others. ➔Created a social media group where librarians could interact and support each other.

O.4. Digital Citizenship Programmes

The digital citizenship programmes targeting children and youngsters were developed based on the needs identified in national and local research and were in line with European and national competence schemes, such as [DigComp 2.0](#). Teachers and librarians were given a central role in delivering digital

citizenship sessions to students. The activities took place inside and outside school premises (in the libraries, at the headquarters of organisations etc).

▶ The digital citizenship training sessions in the smaller communities of Romania focused on the following subjects:

- Smartphone: dangers and recommendations;
- Gaming: benefits and risks;
- Cyberbullying;
- Internet devices and communication;
- Screen time;
- Fake news;
- Social network behaviour;
- Sexting and grooming.

The training was organised and delivered by the librarians trained by COLIBLITE, sometimes assisted by parents and teachers. The choice for a topic to be discussed in the community was based on local needs, but also on the librarians' readiness and enthusiasm for a particular topic. In the community of Zalău, the librarian Mariana Marian's own objective was to train teenagers to become responsible users of digital devices: the message highlighted was that computers and smartphones are useful, but teenagers need to learn how to take control of them. She considers that the library is a safe place to discuss these topics:

"In this environment, children speak with librarians who will not judge them. The rule is what we discuss, remains between us. Many of the experiences the children share happen in the classroom and the teacher is very shocked to find out that this happened." (Mariana Marian, librarian at I.S. Bădescu Sălaj County Library)

The training was highly participatory and encouraged self-reflection and direct engagement. One such example was: an impromptu theater play created by highschool students in Târgoviște about sextortion - someone who downloads photos of a highschool girl from the internet, edits them to look inappropriate and threatens to publish them and show them to her parents. Children attending the training were able to pause the play and say their opinion on what they would do in [such a situation].

Due to Covid-19 government regulations and school closures, the digital citizenship programmes organised by librarians had to be interrupted. AW and School no. 117 from Bucharest delivered an online programme to students who were involved in distance-learning activities. The training was mostly held during official school hours and consisted of: cyberbullying, fake news, data protection and identity theft, digital civic participation. One type of session - cyberbullying - was implemented multiple times with children from seven classes because the school was very much interested in the topic. 80 children attended the online digital citizenship programme.

▶ The FAV teachers and one teacher from IC15 in Bologna collaborated to improve the information literacy skills of FAV students and to prepare them to implement a peer-to-peer learning programme (part of the training to students was dedicated on how to create a lesson plan). This approach aimed to create digital educational activities for FAV students and at the same time to provide them with tools to be able to co-

design. As a result, the FAV students co-designed a simple learning programme of 4-hour activities that was then carried out with IC15 pupils.

Cristina Mizzoni, the IC15 teacher who collaborated intensely with FAV teachers and students mentioned that the COLIBLITE digital citizenship programme was positive because it turned their “attention towards the news found on the web and their way of sharing personal data”

The older students acted as mentors to IC15 pupils on digital literacy and citizenship aspects: the workshops included games and other tasks on critical assessment of information and safe use of social media, in which the pupils could participate in an interactive way.

“The students were really engaged in this activity and this approach brought value to their personality. Some of them were immediately involved and they were enthusiastic, while others were shy, but we suggested to them to give it a try. Many students have learning / school problems. The project has been a way to motivate them, a possibility to grow up and become more responsible. We think this is the best result of the project.”

According to FAV, the FAV students involved in peer education also improved their ability to work in teams, public speaking and how to organise their learning time, to engage in a project / organisation.

The peer-to-peer programme was cancelled due to school closure (related to Covid-19 public measures). However, distance learning enabled FAV students to produce multimedia presentations during lockdown. Teachers part of the FAV “digital team” asked their students to carry out digital activities on their own at home and then to share the results in the online sessions.

▶ In Modena, the students attending the Marconi school participated in a digital citizenship programme co-designed by teachers and librarians. The main objective of the training was to support children in becoming good online users and content-creation producers.

The intervention took place in schools and libraries and was divided into two modules:

- Conscious online searching, fact checking and fake news;
- Creation of complete and reliable digital contents. The workshop focused on the production of a text related to another Erasmus+ project on peace issues that other students of the school were running.

Just before school closure and overall lockdowns due to the Covid-19 emergency, other 400 children participated in information literacy labs (“True or False?”) run by teachers and librarians.

▶ In the Netherlands, the COLIBLITE programme and various pilots were implemented inside and outside school premises. It included a series of lessons (6 weeks) on: basic digital skills, media literacy, information skills and programming, computation thinking, critical thinking online, online mediation, blogging and vlogging etc. All training sessions were connected to and part of the school curriculum. The main important activities with children:

- A six-week programme involving the Bredeschool took place in the library;
- The pilot Schoolzone offered students from disadvantaged backgrounds the possibility to use library computers for school homework;
- Computational Thinking library programme;

- Training of online mediators: due to the training, the children are not only more digitally skilled, but have the abilities and are encouraged to give advice to their peers on online issues;
- The online programme Schooly teaches students basic ICT skills;
- Other pilots (School Reporters, MediaLab) were executed when opportunities arose: during lunch hour, one day-activities in neighbourhood schools;
- Parent-children activities were developed during Media Ukkie days - an annual campaign that promoted the media literacy skills of young children (0-6 years old);
- Two courses for children on how to build a website

▶ Consonant put in place a digital citizenship training for students who go to school in the Hackney neighbourhood. In the third year of the project, the organisation upscaled their activities to develop a seven-week programme connecting students and schools to local libraries.

Kome Owuasu from ACS explained that the students' skills on digital aspects were assessed before and after training so that the COLBLITE team could evaluate their knowledge and monitor their progress. It was important for project management to see the benefits and achievement of the programme.

During this programme children and teenagers were trained and mentored by three educational professionals - (1) Consonant media coaches, who are experts on delivering workshops on digital literacy and citizenship; (2) their school teachers and (3) librarians in their neighbourhood. The classes usually took place in schools and explored the following topics: cyberbullying, online peer pressure, digital influence on self image, online safety, privacy and data security etc. The feedback from participants was positive:

"The children reported an overall improvement in their understanding and knowledge and improvement in their behaviour regarding [digital citizenship]. Throughout the intervention they felt they were encouraged to discuss their learning with their parents."

One visit to the library was also organised: the librarians, who were previously trained by Consonant, mentored the students on information literacy: how to be aware of online sources, fake news, proper referencing and copyright issues. The programme was considered by coordinator Sheena Vella "the peak of the project", as they were working with many schools at the same time and involving libraries in the educational process.

At the end of the programme, students gave a presentation / performance (drama, poetry) on the topics they discussed during the training. Parents, teachers and other children were in the audience. In one of the sessions, representatives of Police were also involved to discuss the topics with children and their parents (they gave parents booklets with additional information about internet safety).

From an organisational point of view, the programme was flexible to meet the school schedule and time limitations of teachers and librarians. The training done in the African Community School could also take place on Saturdays and school holidays because of the extra-curricular services ACS offers to its target groups.

During the Covid-19 emergency period, Consonant reduced the ability to deliver full programmes involving teachers, students, librarians and parents. One programme (which was in progress during this period) was finalized just in time before the pandemic lockdown, with all participants coming together for

a final performance by the children in March 2020. The other programmes were interrupted due to Covid-19 government regulation to stay at home.

COLIBLITE partner	Challenges	Lessons learned and conclusions
Consonant	Some teachers see COLIBLITE intervention separate from their teaching activity.	➔ Be clear about expectations from the start. Teachers are usually interested in active participation, but one needs to let them know from the start that their contribution is welcome and appreciated. If the project leader is not clear, they will tend to use the time to do other things that they need to catch up with, such as marking tests etc.
Mira Media	The digital citizenship programmes developed in the first year of implementation met challenges when the partners discovered that the basic digital skills of children were very poor: they cannot type, use the computer, work in Word etc.	➔ In the second year of project implementation, COLIBLITE piloted an ICT programme for primary schools in which the school and library cooperated. Based on this experience, COLIBLITE developed together with schools and a commercial partner a new online programme on basic digital skills.

O.5. Transnational Online Toolkit

The transnational toolkit was imagined in the first place as a collection of results, methodologies and materials based on the experience and implementation of national pilots. During the development of the publication, partners have decided to include various lesson plans that they designed and practiced during the project. The final product is divided into two main parts, a conceptual and a practical one.

Part I details the concepts 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.

The chapters present and discuss:

- The digital divide affecting children from migrant and lower-income families;
- The vision, objectives and results of COLIBLITE;
- How national and local research were conducted and their role in implementing a digital programme;
- Community needs and skills assessment based on COLIBLITE research;

- The steps for creating an educational triangle strategy;
- How to establish a 'digital-literate' organisation;
- Thoughts and conclusions on digital education during and beyond lockdowns and school closure.

In **part II**, the partners share their experiences and products (lesson plans) to encourage and support others to take similar steps and initiatives. The practical tools and good practise examples are aimed at neighbourhood organisations, educational professionals and media/digital coaches. It includes Factsheets on:

- Guidelines to research and local action plan;
- How to introduce digital citizenship in libraries and schools;
- How to involve parents and students in digital citizenship education;
- How to influence local policy and upscale project at the local level;
- How to build the educational triangle and facilitate a local networks;
- The template for creating lesson plans and links to the annex that hosts the COLIBLITE lesson plans.

The drafting of the toolkit was coordinated by Mira Media with feedback from the other participating organisations. Mira Media and an external content writer / editor proposed the toolkit structure and organised webinars with partners to discuss the structure and themes in detail. Partners were then invited to fill in a toolkit-document with local experience and produce their own texts for the examples of good practice. In the meantime, partners from Romania, Italy and the Netherlands prepared their lesson plans. UK partner Consonant has used and adapted online lesson plans and materials produced by the [South West Grid for Learning](#).

The toolkit is a digital document that is available online.

The publication is a good reflection of the lessons learned, work and achievements of the COLIBLITE partnership.

V. Has the COLIBLITE project met its aims and objectives?

The partnership benefited from the extensive and varied experience amongst the participating organisations. This facilitated good project progress, and although the project faced challenges during its implementation, the COLIBLITE partners cooperated and worked to achieve the final objectives and results.

Project design appropriately addresses the concerns identified in the project proposal by setting suitable objectives, while the planned activities and outputs are also consistent with goals and objectives.

General concerns identified by partners	Objectives set by COLIBLITE	IOs, activities and results
<p>There is a danger of a further digital divide in society and further exclusion of MLF citizens who are often not ready for the present and future digital developments.</p>	<p>Prepare children and youngsters from migrant and lower-income families for future labour markets and to live as full digital citizens in the society in order to avoid further digital and social divide.</p> <p>Develop coordinated neighbourhood approaches, methodologies and actions involving schools, libraries, youth work, community centres and MLF parents to promote and teach the necessary digital citizenship skills to MLF children and youngsters.</p>	<p>O1: National Research Report O2: Local Action Plans: How to Build a Successful Partnership O4: Digital Citizenship Programmes</p> <ul style="list-style-type: none"> ● 4 national research reports were produced. Report findings reflected the needs of the target groups and opportunities for building a network and guided the partners to create a relevant and result-driven local action plan. ● Each partner country produced at least one local action plan, with Romania creating eight (for each of the communities in which they implemented activities). The local action plans were the backbone of the project because it developed coordinated local approaches that delivered digital citizenship programmes and activities to students from communities and families that are considered vulnerable on the basis of income and educational level. ● Local evaluation and monitoring show that the digital citizenship programmes had a positive impact on students: they were involved in activities related to information literacy, critical thinking, digital content creation etc, skills that are necessary in their school / academic life and future career.
<p>School curricula and library services do not pay sufficient attention to elementary digital citizenship skills.</p>	<p>Educators should be made aware of online practices and problems faced by children and youngsters and should be able to work with competence schemes on digital literacy and</p>	<p>O3: Training Activities O4: Digital Citizenship Programmes O5: Transnational Online Toolkit</p> <ul style="list-style-type: none"> ● The project raised awareness and spread information among teachers and librarians about the importance of

<p>There is also an inadequate technical and digital infrastructure in schools and libraries.</p> <p>Teachers, librarians and other youth workers often do not have the necessary (digital and intercultural) competences to support MLF students.</p>	<p>citizenship skills.</p> <p>Educational professionals should obtain the necessary digital citizenship competences themselves.</p>	<p>digital citizenship and the existence of European and national reference frameworks. The training integrated digital citizenship elements in the work of educational professionals. It also improved their abilities to create lesson plans and contribute to other digital materials (such as video, presentations etc);</p> <ul style="list-style-type: none"> ● Training also involved the practical use of skills: most of the trained teachers and librarians delivered a digital citizenship training or assisted digital coaches in providing training to students. ● Based on the COLIBLITE progress reports, around 500 educational professionals (teachers and librarians) were involved in training and awareness activities; ● The toolkit hosts comprehensive information and materials about digital citizenship. Other teachers and librarians can use this “inspiration tool” to introduce digital citizenship in their working environment.
<p>Although MLF students use smartphones and computers, they often have limited knowledge and skills to make full use of these devices.</p> <p>The lack of digital citizenship skills also makes them more vulnerable to the negative elements of the digitization of society, such as grooming, cyberbullying, radicalization and polarization.</p>	<p>Children and youngsters will be able to obtain the necessary digital citizenship skills, including basic ICT skills, digital information and critical thinking skills.</p>	<p>O3: Digital Citizenship Programmes</p> <p>Local evaluation and monitoring show that the trained students showed much interest in COLIBLITE activities and a good understanding of the various topics discussed in training (online safety, cyberbullying, information and fake news etc). They were able to question their online behaviour and content they found on the internet. Children and youngsters also appreciated the programme’s participative and practical approach (which encouraged them to deliver performances, create digital content, implement peer education, create quizzes for parents etc).</p> <ul style="list-style-type: none"> ● Based on the COLIBLITE progress reports, 3091 students were involved in basic ICT and digital citizenship programmes.

Results reported by COLIBLITE partners Participants at digital citizenship training programmes		
Students	Educational professionals	Parents
3091	Around 500	Around 250

The **dissemination of activities** took place throughout the project cycle. The partners:

- Reported progress to their networks of partners and municipality stakeholders on a regular basis;
- Were supported by their target groups in “spreading the word” to other groups of parents and professionals;
- Organised 17 multiplier events with around 573 participants (among which administration officials, school management, librarians, teachers, students and other important community stakeholders);
- The production of online newsletters that reached out local stakeholders;
- Videos and social media materials that disseminated project results to the general public.

Conclusions based on Intellectual Outputs:

External evaluation finds that the impact of Intellectual Outputs on project progress and on target groups was positive.

01: National Research Report

- Execution of local pilots was based on the latest information published at that time;
- The project is based on the existence of a contextual analysis and consultations with target groups and local stakeholders and professionals. Their feedback was used to create curriculum and methodologies for further educational meetings with teachers, librarians, students and their parents.
- Addressed the shortcomings in digital citizenship of their target groups;
- Understood policy limitations and opportunities and reacted accordingly to these factors: for example, the Dutch partners realized that what students learn in class is determined by the teachers’ own agenda and interests, regardless of government strategies and policies. The focus of the Dutch pilot turned to giving schools a central role and ownership of activities and results;
- Analysed their country’s situation in a wider European context, but met at the transnational level to find and speak a common language in order to achieve joint objectives;
- Strengthened local networks and initiated new partnerships: COLIBLITE collected data about digital literacy / citizenship initiatives at the local level. The research results were also a starting point for introducing the project to other organisations and inviting other stakeholders to join

COLIBLITE activities.

- Local research is also valuable to the local community because much of the information was lacking and fragmented before the COLIBLITE initiative. Few or no local actors have managed to produce an overall picture.

02: Local Action Plans

- COLIBLITE partners developed an organisational analysis of their current situation and clarified their plans concerning initiatives to improve digital citizenship competence of their own staff and clients / target groups;
- LAPs were well organised to set priorities and give directions, but also flexible enough to handle unexpected situations and various barriers;
- LAPs were mostly built on existing research, examples of good practice and networks of cooperation. The objective of partners was to improve these aspects and gradually add new elements.
- All participating countries achieved the educational triangle at the local level, i.e. cooperation between neighbourhood organisations and schools with the participation / involvement of parents in project activities. In some pilots, the library was the central actor, an intermediary and facilitator between the stakeholders and partners (Modena, Utrecht, the small communities in Romania); in other contexts, the partners prototyped the engagement of libraries and librarians in training activities (London and Bologna). In Italy, the educational triangle was implemented in Modena, as envisioned by COLIBLITE methodology (where Open Group partnered with Delfini Library and neighbourhood schools to organise digital training sessions and events with students to which the parents could participate); due to challenges in reaching out parents, the educational triangle in Bologna was completed with student involvement (FAV and IC15 implemented peer education: trained FAV students delivered digital citizenship lessons to IC15 pupils).
- Were essential to initiating discussions with libraries about their roles and taking the conversation to the next level (organising digital citizenship activities in the library / with librarians);
- Connected two different worlds on the topic of digital literacy / citizenship: the library and the school;
- Each organisation involved in the educational triangle should implement a vision and set priorities and policies that integrate digital citizenship in their activity and selection of staff. In order for a programme to be sustainable, management should back up the initiative and involve all staff in implementation / dissemination.
- Building a programme instead of offering one-time sessions has proved more efficient and impactful: *“It enables you to bring different actors together, you’re also learning in practice and together with the other participants. The collaboration is much stronger. We have received very*

good feedback from the teachers. I don't think the collaboration would have happened if it weren't part of such a programme.” (Sheena Vella, Consonant)

03: Training Activities

- Based on COLIBLITE research and experience, educational professionals have problems in understanding and connecting themselves with the online world of their students. They cannot guide them when problems arise if they lack basic awareness of digital citizenship aspects. MLF parents face similar challenges. During COLIBLITE, these groups came in contact with the culture of current and future young generations.
- The training programme targeting teachers and librarians was very sensitive to local and national contexts and the digital skills of the target groups. It was a question mark from the beginning whether teachers and librarians understood what digital citizenship was. Before COLIBLITE, the target groups did not understand the difference between ICT and digital citizenship: “They are less aware of the concept, however they are aware of how many digital tools and devices they use every day, for which they need digital competences.” (Claudia Iormetti, Open Group). “That is the difference we are making”, says Ed Klute from Mira Media. In the end, the programme made this distinction and the digital citizenship concept more solid in the eyes of the educational professionals who participated at the training.
- Improved the digital knowledge and digital citizenship skills of teachers / librarians actively involved in project activities: they were able to understand and clarify their approach to these topics; have an increased understanding of tools they can use to embed digital skills training into their classrooms/library services; practiced creating lesson plans and delivering training on digital aspects.
- The co-design approach in Modena was very appreciated by the target groups because it was considered less invasive. Less outside intervention meant more focus on the input of teachers and librarians, which makes the training more impactful and sustainable (teachers could replicate easily their ideas in other contexts);
- Consonant noted an increased awareness of COLIBLITE parents’ legal responsibilities and of app restrictions for young people;
- AW and ANBPR noticed that Romanian librarians supported by COLIBLITE can implement training sessions that target at least a few digital competences and they are also able to develop and coordinate actions involving other local stakeholders. Furthermore, they can replicate the intervention model in other communities, therefore becoming trainer-of-trainers.
- Teachers and librarians participating in COLIBLITE activities in Italy showed a widespread interest in the topics covered and a clear request to acquire information and tools to be able to respond to students’ requests;
- Regardless of their ICT abilities, educational professionals can be trained to reach out to children and discuss digital citizenship aspects, such as screen time and cyberbullying.

04: Digital Citizenship Programmes

- Based on COLIBLITE research conclusions and experience, children from lower-income families and disadvantaged areas do not have a digital support system at home or at school. They are falsely considered “digital natives” by teachers and parents because they have basic skills in operating digital devices, but they are vulnerable to online dangers and may be unaware of digital benefits and opportunities (for self-development and education) without adult guidance.
- COLIBLITE intervened successfully to initiate conversations with children and teenagers about their digital citizenship skills and behaviour online. The training was delivered either by professionals / media coaches, or (most often) by the actors in the community who interact with the students on a regular, even daily, basis (their teachers and librarians). In addition to digital citizenship “soft” skills, COLIBLITE also offered students the opportunity to practice digital content-creation, thus improving some practical competences that are so necessary in the educational environment, but also later in their career.
- The introduction of ICT courses, as part of COLIBLITE, was discussed both at transnational and local levels. In the UK, Italy and Romania, it was considered that a digital citizenship programme was more in line with the needs of the community: *“ICT was not a specific interest. One needs a level of expertise to be able to teach those things. Children are not usually beginners in ICT and the course will get too technical. And the schools were also more interested in the digital citizenship approach. The pupils [from primary school] will go next year to a different school and if they don’t learn the basic citizenship principles, the teachers were concerned about what would happen.”* (Sheena Vella, Consonant). *“Basic ICT sessions would be redundant because they are already covered in schools. We focused exclusively on digital citizenship skills and we are also moving forward towards content creation”* (Radu Răileanu, AW). On the other hand, Utrecht Library and Mira Media observed that the basic digital literacy / ICT skills of young students were very poor and they decided to act and offer ICT programmes in schools (with support from teachers and a private partner).
- The project enabled teaching assistants in London to identify gaps in children’s learning due to their skill limitation in Office programmes, for example (how to create spreadsheets and presentations);
- According to UK local evaluation and feedback, students who participated at project training and activities have greater awareness and understanding of topics relevant to digital citizenship (online safety, the use of social media and messaging apps) and, on several instances, transferred their learning into home setting and engaging with their parents.
- Local internal and feedback in Italy confirms that students showed much interest in COLIBLITE activities and a good understanding of the topic discussed in workshops. Furthermore, they appreciated working in small groups and the practical approach of the activities (e.g. finding and comparing true / fake news). Students in Modena wrote about COLIBLITE in a school journal: *“We have understood that if we do not want to be deceived by the fake news that invade social media, we must not take anything for granted and always cross check all news items.”*;
- FAV students in Bologna who participated in COLIBLITE training and digital labs were asked by their teachers to carry on digital activities at home during school closure and share their products in online sessions (PowerPoint presentations, videos etc). Teachers and FAV staff consider that the quality of the presentations shows that the students improved significantly their digital content creation skills;

- Local internal evaluation and feedback in Romania suggests that the training in the rural/small town communities was “eye-opening” to students who, before COLIBLITE, confused their ability to use technology with digital competence. During the workshops, they were curious to find out more about the topics and opened up about their personal experiences in COLIBLITE sessions. Many youngsters started to ask questions about whether what they are doing online is right or wrong. The children also appreciated the training’s methods: highly participative and oriented on play and self-discovery.

05: Transnational Toolkit

- Reviewed and clarified some of the concepts and methodologies that the partners could make use of in future projects and partnerships;
- The lesson plans are practical materials at the disposal of educational professionals across Europe;
- Relevant and practical product for dissemination of project activities and results.

Points of Attention

- ❑ COLIBLITE partners reflected that some project activities are “small and implemented in a short time”. Digital citizenship is still not considered a priority in society/ community: during the Covid-19 emergency attention is repeatedly given to ICT skills and access to computers and Internet connectivity and less to digital citizenship aspects. Partners agree that this type of programme needs to be further developed in order to become more impactful. *“You need to carry on with the activities because whenever we made an intervention and then took a six-month break, we needed to go back and restart again.”* (Claudia Iormetti, Open Group)
- ❑ The COLIBLITE project envisioned a digital citizenship programme involving activities with teachers, librarians, students and parents. The partnership did not only focus on delivering educational training, but also on building a stronger network in the neighbourhood, initiating innovative activities with librarians, getting school and library management on board, raising awareness about digital citizenship etc. The overwhelming and various activities that needed to be implemented at the same time could be an obstacle to efficiency and quality of results.
- ❑ ActiveWatch flagged that many educational professionals have limited digital skills, therefore one-time training sessions could not cover all the gaps in their knowledge and practice. Due to this situation, the end-beneficiaries of the programme (the students) would not access in-depth and comprehensive information. The transfer of knowledge to children would have been more impactful if the trainers were digital literacy / citizenship experts, however AW and ANBPR took the decision to give librarians the “central stage”: “[By the end of the programme] *The beneficiaries have an idea about digital citizenship and that they should be more careful [about the dangers on the internet], but they would not become experimented users. We sacrificed the idea of having a small group of beneficiaries in becoming competent in a topic to having a large number of beneficiaries aware of several topics.*” (Radu Răileanu, ActiveWatch). On the other hand, the librarians are important members of the community and their training and coaching was a positive method to ensure the sustainability of the programme: they will continue to offer

(basic) expertise on the topic, when the external experts end their activities and “leave” the community.

- In the countries where policy and the restrictive role of librarians prevent them at the moment from taking a more active role in education (specifically in digital literacy and citizenship), the project’s impact was small to moderate in changing roles and policy, how these organisations work etc. Librarians appreciated the COLIBLITE approach and, in most cases, became engaged with teachers and students. Organisations, such as Open Group worked with government educational stakeholders, but *“one has to distribute all the energy to each level, therefore one has less energy and time for implementing all the necessary steps in the project”* (Claudia Iormetti, OG). Policy change was not one of COLIBLITE’s objectives, however the offer was a step towards change and contributed largely to increasing awareness about future opportunities. Partners in Italy and the UK, for example, reflected that new elements should be introduced gradually. Attention should be given to find solutions closer to their world (e.g. short activities and workshops in library premises, school visits to libraries to nurture contact etc).

Main achievements and changes that can be already identified and linked to the project:

- (1) COLIBLITE brought into discussion the connection and difference between digital competence and digital citizenship among target groups and local stakeholders;
- (2) COLIBLITE achieved and successfully implemented the educational triangle strategy which advances cooperation between various actors at the local level.
- (3) Regardless of challenges that occurred during the project cycle, the added-value and innovative aspect of the COLIBLITE initiative is connected to introducing the library in educational programmes with teachers, students, parents and other members of the community. The efforts to “digitalize” the profession have been noticed by local stakeholders.

This element has been well received in Romania. COLIBLITE benefited from a previous national project (Biblionet) that previously equipped 3000 libraries across Romania with computers. Biblionet trained all the librarians on how to operate the computer and some librarians at the regional level became trainer-of-trainers. Based on this positive experience, the librarians saw an opportunity in COLIBLITE to address the online digital citizenship / civic engagement aspects. Claudia Șerbănuță from ANBPR mentioned that the local librarians were interested in building local networks and adapting their services to the local needs: *“The cyberbullying theme was so personal to many librarians because they knew stories from their own communities.”*

In countries, such as Italy and the UK, the programme raised encouraging awareness about the opportunities for libraries to engage with digital citizenship and training for students: *“[During these three years of implementation] we made COLIBLITE a structural part of what libraries offer to the city [Modena]. Digital skills are still not very important to the institution, but I think it’s going to be in the future. This project is part of a process”* (Claudia Iormetti, OG)

- (4) In Bologna, FAV achieved its institutional objectives through COLIBLITE: to experiment and implement peer education and to create a digital agenda of the organisation - the FAV director

confirmed his intention to introduce elements of digital citizenship into the ordinary school curriculum in the near future;

- (5)** FAV also set up a permanent internal reference group on digital education matters, called the “digital team”. The teachers now work together to find the best practices of introducing the digital approach in their learning methodologies. Its members will also support and guide FAV staff and students with their digital challenges. They were active during school closure and all signs point to their engagement in future activities;
- (6)** In Modena, the Regional Counsellor for School, University, Research and Digital Agenda attended the COLIBLITE contest online and became familiar with project activities and achievements. The Counsellor is preparing the new Regional Digital Agenda which will focus more on digital competence development and she asked for more information about the COLIBLITE experience as a potential source of inspiration for it;
- (7)** The central library in Utrecht clarified its own vision on digital citizenship and developed new policies, priorities and strategies concerning the digital competence of their staff and their involvement in local networks and cooperation. A new programme was presented during the COLIBLITE final conference. The library declares that they will further support children, young people and parents to become digital citizens and critical thinkers in the digital environment. The library will act as a driving force in the educational triangle together with schools, youth workers, parents and other stakeholders.
- (8)** The schools participating in the Dutch COLIBLITE pilot are integrating digital citizenship in their new 5-year project plans. Digital citizenship is increasingly a policy discussion on all levels within the participating organisations;
- (9)** As a result of the COLIBLITE cooperation, the Utrecht library and Mira media decided to merge their activities. After COLIBLITE Mira Media will integrate its expertise and activities in the programmes of the library.

VI. Recommendations

(R1) The project achieved the best results when participating organisations encouraged their partners to “take lead roles”. Offer your partners “ownership” of the project to feel that this is part of their work, to take responsibility for activities and outcome;

(R2) Strengthen the relationship with a new organisation before introducing other elements and actors in the partnership. An extensive programme involving many activities and stakeholders can become overwhelming for schools, for example, if one has just made initial contact. Build trust and increase cooperation gradually before asking your partner to become voluntarily involved in other activities.

(R3) Finalize formal partnerships and share budget lines with associate project partners in accordance with their involvement to avoid the risk of their disconnection from activities;

(R4) COLIBLITE faced challenges in attracting parents to digital citizenship training in schools / libraries. As COLIBLITE partners observed during implementation, parents don't usually attend school activities, they have a busy family schedule that prevents them from seeing digital citizenship as a priority. In the previous initiative DGGMLF, partners reached out to parents by connecting to the services of other organisations and centres (community, religious etc) that the MLF families attend. They also offered and advertised more practical training programmes then (how to install parental control apps, how to do online shopping, how to look for jobs online). Encourage parent-school relationships, but also make use of the community networks that parents are a part of. Invite motivated teachers, school counsellors, librarians to also make visits to these centres.

(R5) Integrate student involvement and input as much as possible in your digital programmes (through peer education, co-design of materials and lesson plans etc).

(R6) Concepts, strategies and methods (such as intellectual outputs, indicators, local action plans etc) can be challenging to grasp for partners who are less experienced in EU funding project management. Coordinating and experienced partners are advised to pay more attention to clarify these aspects with each participating organisation in the consortium.