

**Local action plans Italy**

**Version of September 21st, 2018**

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# Summary of COLIBLITE project + objectives

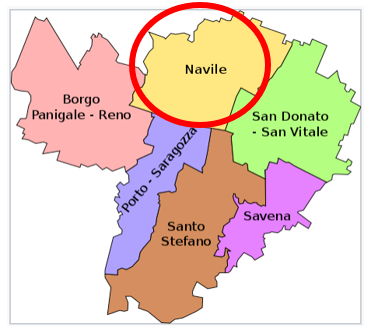
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# Findings from inventory activities

The COLIBLITE project in Italy is implemented in Bologna and Modena, in Emilia Romagna.

In both cities, the activities will be mainly carried out in a specific neighborhood: Navile in Bologna and Crocetta in Modena. Nevertheless, the scope of the inventory process, especially in Modena (where the Municipality is a COLIBLITE associate partner) concerned the whole city and, with respect to libraries it addressed the broader provincial areas for both cities.

## Demographic picture of the neighborhoods

**Bologna- Navile Neighborhood**

Navile is one of the 6 neighborhoods into which Bologna is spilt from ad administrative point of view. It is located in the central-northern part of the city’s urban area.

Navile has:

* 68,000 residents (35,200 families), 18% of Bologna’s total population
* 14,800 foreigners, representing 22% of residents, higher than the 15,5% average for Bologna
* average income 21,000€, lower than the 25,500€ average for Bologna

As illustrated in chapter 5 of the National Report, Navile is involved in the participative urban innovation and the digital agenda processes coordinated by the Bologna Metropolitan City (new status of the Municipality since 2014).

The image below highlights the location of different initiatives in Navile

|  |  |
| --- | --- |
|  |  |

**Modena**

Modena had 184,700 residents (83,800 families) in 2016, of which 27,500 were foreigners (17.5% of the total, a slightly higher value than in Bologna).

The neighbourhood (*quartiere* in Italian) of COLIBLITE actions in Y2 is **Quartiere 2** - **Crocetta, San Lazzaro, Modena Est**, where the Marconi school and Crocetta library (local partners, see below) are located.

This neighbourhood hosted 48,300 residents (21,200 families) in 2016 and about 20% of them were foreigners. In fact, in the specific Crocetta area this percentage is even higher.

## Relevant national and local developments

**World of education**

The main national policy addressing the development of digital citizenship competence of children and young people is the new **National digital school plan** (PNSD is the Italian acronym) launched by the Ministry of Education (MIUR) in 2015. PNSD issued a call for pilot digital citizenship teaching projects in March 2017 and published the **Digital Civic Education Curriculum** in January 2018.[[1]](#footnote-1) The Curriculum’s aim in particular is to help young people evolving “from passive consumers to critical consumers and responsible producers of digital content and systems”. These initiatives fit into the broader **Italian Digital Agenda**, and in particular in its **National Program for digital culture, training and competence.** This program aims to develop the competence that all citizens need “in order to access and fully participate, with full digital awareness, to the dynamics of the knowledge society”.

At local level, Table 1 below shows the number of projects recently funded under some of PNSD main actions and currently underway in the schools of Bologna and Modena (whole province and capital cities). In total, there are about 235 PNSD projects worth over 7.5 M€ in Bologna and Modena.

Table 1 – Number of digital projects of the PNSD in Bologna and Modena (March 2018)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Bologna province | of which Bologna city | Modena province | of which Modena city | Emilia Romagna |
| Digital environments (PON) | 94 | 36 | 71 | 16 | 431 |
| Creative ateliers (PNSD) | 29 | 11 | 22 | 6 | 120 |
| Innovative libraries (PNSD) | 12 | 7 | 7 | 2 | 71 |
| Territorial labs for employability | 1 | 1 | 1 |  | 4 |

**Digital environments** are projects to create alternative learning spaces which enable and facilitate innovative teaching approaches, mobile IT laboratories and classrooms "augmented" by technology. They concern all school levels and have an average value of 22,500€. In the two cities, almost all Istituti Comprensivi (first cycle schools, such as COLIBLITE associate partner IC15) have at least one such project (all 22 in Bologna and 9 out of 10 in Modena). The remaining projects concern 14 out of 20 secondary schools in Bologna and 7 out of 12 secondary schools in Modena.

**Creative ateliers** are projects to create school labs (open also to external users) for coding, making and other creative digital activities. These projects have a fixed funding of 15,000€ and are only for schools of the first cycle. About half such schools in Bologna and 60% in Modena won creative ateliers projects.

**Innovative libraries** are projects to make school libraries of both first cycle and upper secondary schools become digital information and documentation centres. School libraries have been much disregarded in recent decades and schools today very often have no staff that can run professionally such an internal service. Needs in this area have been (partly) met by establishing stronger collaborations with local public libraries. It is unclear how the innovative libraries projects will affect this situation.

**Territorial labs for employability** are projects (750K€ each) run by local networks of secondary and VET schools, enterprises and other actors (COLIBLITE associate partner Ervet is involved in one of them) to offer information, hands-on training and making practices to students, teachers, young people not in education, employment or training (NEETs), micro-enterprises and professionals.

**World of libraries**

In the world of libraries (which is mostly managed at regional and local-municipal level), there is no focused and strategic national policy on digital matters and competence such PNSD for schools. Nevertheless, the **Italian Libraries Association** (AIB) set up a in 2014 a Study Group on Information Literacy (GLIT is the Italian acronym), as part of the Italian Digital Agenda. GLIT published a **Manifesto for information literacy** and has developed a number of so-called schoolkits on this topic for PNSD and schools. It also carried out a national survey in 2015 on libraries’ information literacy (IL) activities, whose results are summarized below:

|  |  |
| --- | --- |
| **Priority targets of libraries’ IL activities** | **Main focus of IL activities by libraries** |
| **Students (esp. secondary schools)** | * information source identification (most frequent for all) * information searching and evaluation (lower secondary) * online research and citation methods (upper secondary) |
| **All citizens** | * promotion of e-books and new digital library services (LOL, Libraries On Line platform) |
| **Senior citizens** | * developing basic digital literacy |

Very few libraries ran digital content creation initiatives dealing with coding-making, multimedia production, information content (e.g. Wikipedia entries).

Also at **regional and local level** libraries are part of a highly decentralized system, sometimes with a good coordination at provincial level (as in Modena) or at sub-provincial level (as in Bologna), through so-called library poles or networks.

The two most significant digital initiatives in the library world of Emilia Romagna (which has about 430 public libraries), supported by the Regional IBC institute (Institute for Artistic, Cultural and Natural Assets) and the Regional Government (as part of the Regional digital agenda ADER), carried out at municipal level are:

* the **Pane e Internet** project (digital literacy and competence development), which involves 77 libraries (19 in Bologna and 17 in Modena provinces) in the delivery of **e-facilitation** services to the citizens, especially seniors. This is often done in collaboration with upper secondary school students, who are trained to deliver this service as part of their school-work alternation projects
* the **EmiLib digital library** service, launched in 2012 by the Modena Library Network, which since February 2018 covers most provinces in the Emilia Romagna (more on this in the next section). The promotion of EmiLib in schools is an important opportunity to enhance the information literacy awareness of students (in Modena, students were in turn engaged in promoting Emilib towards senior citizens)

## Digital citizenship activities and policies of partners

**Open Group**

COLIBLITE partner Open Group (OG) is a social cooperative created in 2014 from the merger of three historic cooperatives in Bologna. With about 600 professional employees, it delivers educational, social, media and communication services to a wide range and number of people. About half of OG’s staff works in non-formal educational activities requested primarily by schools and municipalities.[[2]](#footnote-2) In recent years, OG’s Education and citizenship business unit has been working with over 26.000 children and young people every year.

In 2012, OG[[3]](#footnote-3) launched the **ABC Digitale project** in order to promote digital competence development in various domains and with different target groups. In 2016, OG became member of All Digital (former Telecenter Europe). At that time, internally, it established the **e-Bit team**, with representatives of all its business units, to coordinate efforts on the digital upskilling of its own workforce and to exploit synergies in digital-related activities with customers. The latter are often carried out in collaboration with schools, but usually outside of the official curriculum. Other activities are requested by local public administrations and carried out with other social and educational partners. In order to better structure and finalize its digital-related activities, OG has adopted the European Digital competence framework for all citizens (**DigComp**).

OG digital-related educational activities in Bologna address the following issues and target groups:

1. **early childhood**, i.e. 2-6 y.o. children and their educators, including parents. The focus is on digital outdoor education such as in the Trenino 3.0 project and on introducing simple coding activites in preschool services
2. **primary school**: collaboration with libraries to run with primary school pupils mostly two projects: Book trailer (production of short video presentations of books red by the students aimed at other interested kids) and Stop motion (production of short videos about the stories of the books’ main characters)
3. first and second level **secondary school students**. The “Rock for skills” project focuses on the recognition and development of their soft skills. A related project, the lab “Telling your story: communicating experiences which become competences”, involved 25 lower secondary school students in 9 sessions 2-hour each at Fondazione Golinelli (October-December 2017), with the creation of an autobiographical video digital storytelling and the exploration of new digital jobs. The “Youtuber profession” Lab involved 15 youngsters 11-16 y.o. in six 2-hour sessions in March-April, at Bentivoglio Library near Bologna, starting from the critical analysis of YouTube content activities moved to video production. The “Country of miracles” project addressed safe internet issues with the 11-13 y.o. pupils of 75 classes in first level secondary schools in Bologna province, with four 2-hour sessions, involving also their teachers and parents
4. **children and young people with disability**, with the Enable project. This Erasmus+ project called “From Culture of Caring to Culture of Enabling: Co-produce Services for People with Intellectual Disability” develops an inclusive training platform with innovative delivery modes, to extend the offer of high quality learning opportunities tailored to individual adult learners with disabilities
5. **young migrants and refugees** and the educators and social workers dealing with them. The Erasmus+ ELASTIC project (Exchange and Learning for Adult Social workers: Training ICT Competences) aims to identify and develop good practices and new ICT tools to facilitate the work of social workers in this area. The "Online suitecase" lab involved 6 minor migrants living in communities managed by Open Group, in 4 meetings 3-hour each (January-February 2018) devoted to learning how to use cloud-based document storage services and exploring local public digital services that may help their daily living

OG operates public library services which are outsourced by many Municipalities in several areas of Emilia Romagna, including the Municipality of Modena (where it runs the four neighbourhood libraries under the supervision of the Delfini Central Library).

**Fondazione Aldini Valeriani**

COLIBLITE partner Fondazione Aldini Valeriani (FAV) runs 4 school courses under the regional vocational and educational training system known as *Istruzione e formazione professionale* (IeFP). This system is ruled in its general terms by national legislation, but it is managed and funded with ESF resources at regional level by the Regional Governments (including in Emilia Romagna).

FAV’s IeFP courses last 3 years and are currently attended in total by about 160 students 15-18 y.o., 75-80% of them with a migration background. In the first 2 years, the courses envisage 600 hours (per year) of teaching at school plus 400 hours on the job training in companies. In the third year, the proportion of school-work activity is the reverse (400-600 hours). The courses involve 40-45 teachers in total.

Given the regional character of IeFP courses, FAV does not participate to the national digital school plan PNSD, even though it is somehow influenced by it, as the whole school system -especially in Emilia Romagna- is increasingly engaged in it. FAV thus decided to develop, for the moment informally, a mid-term digital education and transformation strategy, and joined the COLIBLITE project as it saw it as an opportunity to start experimenting in this area and to better define and launch its own digital strategy. The activity is headed by the area manager (Carlotta Bianchi) and 3 didactic coordinators of the IeFP courses, supported by 4 teaching tutors.

From the start **DigComp** was identified as a useful reference framework to guide the embedding of digital competence into the school curriculum. Operationally, FAV started performing an analysis of good practices, through an experience sharing process with other schools of the IeFP regional coordination body.

Concerning teachers, FAV adopted a **school digital platform** and started training the teachers on its use by running internal workshops and with the help of experts. Currently, few of FAV teachers use educational technology and the school platform itself, and the goal is to have 60% of teachers on it by the end of the 2018/19 school year and 80% by 2019/2020.

Concerning actions towards the students, until now FAV mainly organised information meetings with the Postal Police on **Internet security and cyberbullying**.

Besides a wider use of the school platform and the activities related to the COLIBLITE project, future plans are to train teachers on DigComp and MIUR’s Digital civic education curriculum and develop a continuous digital competence training offer for students on DigComp areas Information, Communication and Content creation.

**Istituto Comprensivo 15, Bologna**

COLIBLITE associate partner school IC 15 in Bologna is a good example of first cycle school currently involved in PNSD projects and dealing with the challenge of the digital education transformation.

As any Istituto Comprensivo, IC 15 includes three school levels: kindergarten for 3-5 y.o. children (Dozza and Flauto Magico), primary schools for 6-10 y.o. children (Casaralta, Croce Coperta and Dozza) and lower secondary school for 11-13 y.o. children (Zappa), for a total of about 1000 students.[[4]](#footnote-4)

Given MIUR’s requests for the implementation of PNSD and the related growing funding opportunities, IC 15 duly nominated the digital animator and innovation team to coordinate the efforts. PNSD/PON projects have been funded to IC 15 for Digital environments in several of its member schools and for WiFi connectivity in one of the primary school sites.

In order to better manage these projects, in 2017 the school formalized a digital school plan, whose first goal is to have 60/70% of the primary school classrooms equipped with interactive whiteboard by 2019. The plan also envisages to extend to a larger number of teachers the continuous training activity on digital and pedagogical innovation that was started for the digital animator, the innovation team members and a few other “pioneering” teachers.

In the Casaralta primary school, 6 classes started in 2017-18 working on Scratch[[5]](#footnote-5) and other learning materials on coding by Code.org. Further activities to develop computational thinking in primary school, focused on teacher training and labs with children on Minecraft, are planned in collaboration with the Navile Neighborhood Council and Microsoft. As part of the school’s opening up process, IC 15 also organized info-training for parents (especially with a migration background) on the content and use of the IC 15 website, the school register and other online services.

**Modena Municipality - Modena Library Network**

COLIBLITE associate partner Modena Municipality is involved in the first place through the *Polo bibliotecario modenese*(Modena library pole/network) which includes all the libraries in Modena city and province. Delfini Central Library of the Modena Municipality coordinates the network and among other functions, it manages the continuous training of librarians in collaboration with the University of Modena and Reggio Emilia (UniMORE). Members of the Network traditionally share a number of services and related budget, including in particular ICT services (catalogue, interlibrary lending service and others).

Currently the most important digital service offered by Delfini Central library is the **EmiLib Media Library OnLine** service. Launched in Modena in 2012, the service now involves the libraries of most Emilia Romagna provinces is EmiLib is based on the Media Library Online (MLOL) platform.[[6]](#footnote-6) The platform offers access to and lending of e-books, online newspapers and magazines, as well as freely accessible open digital resources (more info on EmiLib is available in the Italian COLIBLITE National Report). In the past few years, Delfini Library has made a large-scale effort to promote the service, through info-demonstration events for citizens, training teachers to use the service and present it to their students, and by involving (secondary school) students in promoting the service more widely. These activities, besides increasing the use of the service, are seen as an important contribution to develop the information literacy of all citizens. Partly related to EmiLib developments, Delfini is supporting the schools in Modena who won Innovative libraries projects funded by PNSD to become member of the service, including by sharing with them simplified library software and by training school librarians on its use. COLIBLITE local partner Marconi school (see later), is involved in such activities.

Delfini Library and Modena Network libraries are also much engaged in digital literacy activities linked to the Pane e Internet (PeI) regional project, often involving secondary school students in them. For instance, neighborhood libraries in Modena offer the PeI **digital facilitation services** for low-skilled and typically senior citizens. Students from Corni and Fermi secondary schools take the PeI training course for e-facilitators and then, acting in pairs, they deliver 30 hours of e-facilitation service to citizens who request it. All four neighborhood libraries host this service (more on this experience in the Italian NR). Since November 2017, Delfini Library itself has been running for free, **introductory digital literacy courses** for citizens who want to learn how to use a computer and navigate the Internet. These courses are made of 2-hour lessons held twice a week for 2 weeks, hence they last 8 hours in total. Courses are run by senior volunteer-teachers, helped by 3-4 students acting as tutors (occasionally, very capable students end up operating as teachers). With this arrangement, learners receive almost a 1-to-1 training assistance. From the 2018-19 school year, the initiative will include also training on the use of smartphones and tablets, it will involve more students and will be extended to Modena’s four neighborhood libraries.

Modena Municipality was originally engaged in COLIBLITE also through the Smart City Department, specifically with its **Digital Gym MakeitModena**, which plays a key role in the design and implementation of many digital activities involving both schools and libraries. More on this, in section 2.5 below.

## Local partners

The local partners that will be involved in COLIBLITE activities in Bologna and Modena reflect the different characteristics and priorities of the respective main COLIBLITE partners.

**Bologna**

In Bologna, **FAV** acts as the main COLIBLITE partner, with only a few activities run in collaboration with OG, especially those involving libraries. FAV teachers and students will be trained on digital citizenship and digital making topics and then will be involved in organizing and running labs with younger children in Navile.

COLIBLITE associate partner **IC 15**, located as FAV in Navile neighborhood, is the main beneficiary of the activities that will be developed first at FAV (the training of some IC15 teachers, along with FAV teachers and librarians) and later with the teachers and pupils of one of IC15 schools (the digital labs with FAV students mentoring IC15 pupils).

FAV illustrated the COLIBLITE project to two representatives of the **Navile Neighborhood Council** (the president Daniele Ara and the councilor and head of school commission Franco Cima) and to Giulia Bonafè, head of the Neighborhood’s Territorial School Education Service. Following this, the Council approved the inclusion of COLIBLITE into its Operational Program. This entails that the Council is wiling to provide (non-financial) support that may be needed to carry out project activities in the neighborhood.

The involvement of **Navile’s public libraries** and possibly other Bologna public libraries in COLIBLITE has been discussed with Adriano Bertolini, the Bologna Municipal official in charge of neighbourhood libraries. FAV aims to engage at least half of the librarians from Navile’s three local libraries: Biblioteca Casa di Khaoula, Biblioteca Corticella and Biblioteca Lame-Cesare Malservisi. Librarians involvement will take place in the initial training steps at FAV, in some labs activities with IC15 pupilas and, possibly, in other activities addressing parents and the students themselves (both from FAV an IC 15), yet to be agreed with the Municipality.

FAV has also mad contacts with the Bologna’s MakeInBO FabLab, in view of their involvement in the training and lab activities with children.

**Modena**

In Modena, COLIBLITE partner **OG** acts in collaboration with associate partner **Comune di Modena** (Modena Municipality). As already illustrated, two “branches” of the Municipality are in fact involved:

* the Modena library network, with a key reference role played by **Delfini Central library** (Debora Dameri, director and Emanuele Guaraldi, coordinator of neighbourhood libraries) and the operational involvement in COLIBLITE Y2 activities of **Crocetta Library**, one of the four neighbourhood libraries in Modena
* the Smart City Department, specifically its **Digital Gym MakeitModena** (Walter Martinelli director), which may contribute to project activities in Y3.

The key local partner for Y2 activities in Modena will be **lower secondary school Marconi** (part of IC 10), which is based in the Crocetta neighborhood, next to the homonymous library. This school is very active on digital matters. It has been delivering digital education training to its teachers (and outsiders) for a few years now, including on ECDL certification. Workshops with Marconi students have concerned:

* the creation of Apps for Android systems (QR Code Reader Marconi during Code Week 2016)
* the Code Week and the Classroom platform
* augmented reality (The Narrators of the Italian Constitution), with the production of multimedia materials
* artistic drawing with digital techniques and technical drawing (CAD)
* dynamic geometry (GeoGebra)
* Minecraft, with the digital reconstruction of the city of Modena
* use of Web Apps for multimedia presentations, digital materials, etc.

The project "**Small artisan librarian and small digital librarian**" is part of the Digital school library project funded by PNSD and was written with the help of Delfini’s Emanuele Guaraldi. The idea is to take "challenging" pupils from their classrooms and make them do alternative activities in small group 2-3 times a week, for 2 hours, during school time. In their role as small librarian craftsman, children will build a relationship with the book as an artifact: they will learn to make labels, membership stamps, inventory etc. and will understand the full book management process in a library. In their role as small digital librarians, they will learn how to use EmiLib, the optical pen that allows you to record your loan, and other functions. Eventually, the classmates who stayed in the classroom will come to borrow the books from the "little librarians".  
Marconi school is very keen on promoting **peace, non-violence and human rights**, and these are fundamental and transversal themes over the whole three-year lower secondary school period. They are running an Erasmus+ twinning project (with partners from Greece, Cyprus, Germany and Bulgaria) in which all 8 second school-year are engaged in the production of a "Charter for universal brotherhood" that they will presented at the EU Parliament in Strasbourg in Spring 2019. The production of Wikipedia content which is envisaged in the COLIBLITE project will likely focus on these topics.

The possibility to involve in COLIBLITE activities **neighborhood associations** in the Area R Nord (a residential building close to Marconi school with a very high percentage of foreign people, already involved in the DGGMLF project) and the broader Crocetta area was considered, but could not yet be verified, due to the timing of confirmation that this would be the neighborhood for Y2 project activities (late May, just before the Summer break).

## Digital citizenship policies and programs in schools

As mentioned before, digital citizenship policies and programs in schools are starting to develop in a more systematic way within the framework of the national digital school plan PNSD and its digital civic education curriculum.

In Modena, however, the Municipality anticipated this evolution by undertaking from over a decade a range of initiatives to develop the digital competence of students and their teachers, in an active and critical digital citizenship perspective:

* for almost 10 years now, short **safe Internet courses** are delivered to students in the 1st year of lower secondary school (after partial coverage in the first period, since 2015 all pupils in that school grade are reached);
* in the first “**Penguin among the desks**” project in 2009-2012, the Municipality engaged students from the Industrial institute E. Fermi and lyceum and technical institute F. Corni, in refurbishing dismissed personal computers, installing Linux software on them (hence reference to the penguin) and giving them to primary and lower-secondary schools which could not afford to buy them;
* the “Penguin among the desks 2.0” is an evolution of the first project, started in 2017, in a **quasi-peer education** perspective. In a first action line, students from Fermi school were taught to dismantle computers and prepare them for re-assembly. The computers were then brought to Mattarella lower-secondary school to be reassembled by younger students, under the guidance of the older students and their teacher. In a second line of action, Fermi students were trained on the visual programming language **Scratch** and the **Arduino** microcontroller.They then co-designed and ran with the teachers of selected primary schools involved in the Code it make it! project (see below) Scratch and Arduino based activities for their pupils;
* in the **Help Desk project** (launched in 2017/18), 30 Corni students were first trained at the Digital Gym MakeitModena on hardware refurbishing activities and then they answered to a range of technical support requests by all of Modena’s 10 Istituti Comprensivi. Some students also identified and provided free and open source educational software for children with learning disorders (e.g. dyslexia) and presented these solutions to the teachers in the schools they assist
* the **Code it Make it!** project teaches basic coding and making skills and computational thinking to children in primary schools, by embedding Scratch and Arduino-based games and tasks in storytelling and other educational activities. Started in 2015/16 as a pilot entirely funded by the Municipality in 13 classes of 4 primary schools, it is currently being scaled-up eventually to involve all primary schools.

Along with and to enable the above activities (and more recently the Creative ateliers projects funded by PNSD), the Municipality has been offering since 2011 training opportunities to teachers (usually including laboratory activities also with their students) through its own MeMO Educational Service department and in collaboration with the university UniMORE. Short courses are also offered to parents who want to become mentors in Coderdojos.

Specific micro-projects on digital activities have grown out of the above courses and contacts with teachers in schools, and are supported by the Municipality’s Digital Gym MakeitModena.   
All the above initiatives have become part of Modena’s Local Digital Agenda and its “Informatics for All” action line. Further details about them are provided in the COLIBLITE Italian NR.

## Existing horizontal cooperations

In Modena, strong horizontal cooperation can be found between libraries and schools, thanks to:

* the offer within the Municipal Educational Service MeMO’s “School-City Itineraries” (see <http://mymemo.comune.modena.it/itinerari/>) of a standard activity designed by Delfini Library to bring all students from lower secondary schools to visit libraries, register to become customers, and learn about their services. All schools use this opportunity, including Marconi school (COLIBLITE local partner)
* Delfini Library’s systematic collaboration with the adult education school CPIA Modena 1 (mostly catering for adult migrants) to promote its library services, foreign books and magazine collections

More specifically on digital matters, cooperation is developed through the school-work alternation projects. Secondary school students mostly from Lyceum F. Corni (see above) are involved in:

* the delivery of e-facilitation services in all four neighborhood libraries: 2 hours x 15 weeks, student pairs (27 students total in 2017/18)
* tutoring in the “Introduction to digital literacy” courses at Delfini Library : 2 hours x 4 lessons, 3-4 students as tutors -> 2018/19 in all libraries + how to use the smartphone
* the presentation of the EmiLib service to citizens in public libraries during the All Digital Week 2018

During Y2, OG and Marconi school will assess the feasibility of using the school-work alternation scheme to involve into Y3 COLIBLITE activities some secondary school students engaged in humanities and social studies (given the character of planned activities, focus on Wikipedia content production)

In Bologna, most digital related activities for/with schools are organised by and run at Sala Borsa Central Library, and fewer activities are carried out by neighbourhood libraries in collaboration with local schools.

## Digital competence of children and youngsters

We don’t have specific data from Modena and Bologna on this. Statistically representative figures for Italian children and teenagers 9-16 y.o. are provided in the NR.

In general, the observation activities carried out by OG and FAV in the projects with children and young people confirm that they have usually a good instrumental competence (i.e. ability in the operation of the devices and Apps that they use most frequently), but very limited awareness of the broader social and economic interests and dynamics behind those tools and services, of the rules which affect the digital world (e.g. concerning privacy, copyright etc.), of the implications of their (at times) risky or inappropriate behaviours and of the behaviours of others they interact with online.

## Needs and demands of local partners concerning support and training

These aspects were investigated, always using the European Digital competence framework for all citizens (DigComp) as the reference framework, through the following activities:

* the workshop held during the multiplier event of March 22nd 2018 in Bologna. In the workshop, 54 teachers and educators, librarians, youth workers and other professionals were split into groups and asked to explain and discuss their current level of digital competence and their needs in this area, in order to enhance the digital citizenship of children and young people
* the internal self-investigation on these matters by COLIBLITE partners OG, FAV, IC 15 (associate) and Modena Municipality, mostly through dialogues with their own staff
* only for libraries, the ad hoc online questionnaire-based survey carried out in April-May to identify digital citizenship activities in the public libraries of Bologna and Modena provinces and related training needs. About 160 library managers were contacted and 60 answered to the questionnaire.

**Main findings and support demand by teachers**

* 1. All DigComp areas are deemed important both for everyday life and for the pupils at school
  2. Teachers feel they have stronger digital competence in Information and data literacy and Communication and collaboration and weaker competence in Digital content production and Problem solving
  3. Teachers felt the need to raise **awareness** (not yet sufficient among their colleagues) and to have **more training** on how to exploit **technology for teaching/learning,** rather than for social and recreational use
  4. In order to help cope with the «digital fears» and resistance among teachers in addressing digital challenges and opportunities, they highlighted the importance of (guided) **hands-on practice**, **sharing** with colleagues and continuous **support.** For this, two suggestions were made:
     + - to **exchange with other schools** experiences/good practices in teaching and in supporting teachers (in Italy and other EU countries), showing the importance of networking
       - having **points of reference/support** for teachers in order to help them develop and apply their curricula and teaching methods and address any problems that may arise from using digital technology in education.

**Main findings and support demand by librarians**

1. Librarians expressed the need to enhance their digital Information and data literacy competence, which is still not covered by initial professional education & training
2. They expressed mixed feelings about the need to develop Digital content production competence. Some were very keen to be able to produce effective digital-based information and educational material and tools as part of their work; others felt this should be left to other professionals
3. Many expressed the need to have more information (“market intelligence”) and assessment criteria to make sense and take advantage of the multiple, fast and continuously evolving digital-related opportunities to enhance core librarian functions (e.g. information search and evaluation), but also to provide appropriate answers to specific customers, such as foreigners, children&youth with special education needs (SEN) and their parents
4. They also would like to be trained and gain experience on how to deal with these customers and assess their needs and then match them with existing digital opportunities
5. Asked about their desired training approach on these matters, most mentioned face-to-face and blended training, during working hours. They expressed much interest for hands-on, group-based activities, less so for individual project work.

# Terminologies

The view of digital citizenship derived from the Italian national digital school plan cam be summarized to entail:

* full and **active participation** in the digital society
* critical **awareness** of deep socio-economic transformations and their implications
* ethical and responsible practice with ICT, digital content and systems
  + **critical consumption** (ability to retrieve, filter and evaluate sources, info and news)
  + **responsible and creative** **production** (ability to create + attention to copyright and licenses)
  + **respectful communication** in online interaction (care for privacy issues …)

DigComp is the common reference framework that Italian partners have adopted to understand digital competence in this project.

# Planned results

**Bologna**

In a few words, COLIBLITE Y2 activities in Bologna can be summarized with the following 2 steps:

* FAV and IC15 teachers and a few librarians (12-15 professionals in total) are trained to guide and support a quasi-peer learning activity that will involve FAV students mentoring IC15 pupils
* 18/24 FAV students design and run digital learning activities with IC15 pupils (number and school grade to be defined), with the support and supervision of their teachers

The goals of this plan are:

* To start introducing digital citizenship and other digital skills into the FAV school curriculum
* To create engaging activities that can develop the digital competence and soft skills of FAV younger students, for professional growth and digital citizenship
* To create digital learning opportunities also for IC15 pupils
* To upskill all staff involved (from the schools and libraries) in digital education solutions
* To enhance collaboration between schools (FAV-IC15) and other local actors

**Modena**

In a few words, COLIBLITE Y2 activities in Modena can be summarized as follows:

* 10 Marconi teachers and 5 neighborhood librarians are trained to guide the information literacy activities of the pupils
* a group of 8-10 Marconi students who were involved last year in a project about online information search is trained and supported to produce short “video pills” where they transfer their key learning achievements about online info search to their peers
* 50 students from 2 Marconi classes (2nd year of lower secondary school) will be involved in hands-on labs (at school and in the Crocetta Library) which will develop their information literacy and digital content productions skills, enabling them to produce one or more Wikipedia contributions
* thematic-wise, the focus of the labs will be the topics of the peace education Erasmus+ project run at Marconi
* Wikipedia and EmiLib services will be used to search for information
* involvement of parents through neighborhood associations (tbd)

The goals of this plan are:

* To develop pupils’ information literacy skills through “enriched” school activities
* To upskill all staff involved (from school and library) and enable them to replicate the experience autonomously
* To assess synergies with Marconi’s Innovative school library project “Small artisan librarian and small digital librarian”
* To network with other teachers, librarians and experts (Wikimedia Italy) active on information literacy

# Organizational structure

In **Bologna**, Carlotta Bianchi will be the **coordinator of all activities at FAV**. She is in charge of selecting the teachers to be involved in the project, the locations, any equipment needed etc. and of guiding the definition of trainings’ and activities specific content (with the contribution of the LAP coordination group, see below). The FAV coordinator will also make sure that the project’s initial aims, the activities and the results will be widely disseminated among all FAV staff (didactic coordinators, tutors and teachers).

A **Bologna LAP Coordination group** will be established headed by Carlotta Bianchi, with other FAV, OG and IC15 staff, in order: to identify the IC15 teachers and the librarians to be involved; to make final decisions about training and activities; to overview and direct activities; to monitor their progress and gather feedback, through periodic meetings; and to organise dissemination events with the other local partners about the project’s development (see chapter 7).

In **Modena**, Claudia Iormetti will be **responsible** for and supervise all project activities.

She will coordinate a **working group** consisting of: 2 digital coaches from OG (Monica Campion and Ilaria Pietrafesa), 2 librarians from OG (Lamberto Solmi and Giuliana La Sorte), 2 teachers of the secondary school Marconi (Rita Piazza and colleague), a representative of the Delfini Library (Emanuele Guaraldi, to be confirmed). The working group will organize and implement the activities related to the pilot phase: preparation of training for teachers and librarians, production of so-called video “pills”, implementation of activities in the library and in the classroom, organization of involvement events with families and the community, monitoring and evaluation of the pilot phase.

Claudia Iormetti will also handle relations with the existing and other potential local partners (Delfini Libarary, Digital Gym MakeitModena, Wikimedia Italia, etc.) and will seek to further expand the network to promote the dissemination and implementation of the project, especially in view of the third year.

She will also interface with the Bologna working group, coordinated by Carlotta Bianchi, to optimize efforts and results.

# Horizontal and vertical activities

**Bologna**

|  |  |
| --- | --- |
| **Phase** | **Activities** |
| **1 - Sept-Nov 2018** | * training (15 hours in total with 2/3-hour sessions) of 4 FAV and 4 IC15 teachers and 4 librarians (12 people in total) * specific training focus under definition, but likely to be on:   + effective information search and critical assessment (dealing with fake news)   + responsible social media use   + coding, robotics, making |
| **2 - Dec 18- March 2019** | * on-the-job training of 2 teachers + 1 librarian in three labs * training&practice labs (nine 2-hour sessions) for 3 groups of 8 FAV students (24 total), with in hands-on digital activities. The teachers’ trainer will also follow these labs * preparation of P2P learning activities with IC15 pupils |
| **3 - Apr-June 2019** | * three groups of 2-3 FAV students, each with their phase 2 teacher, will run digital labs (lasting nine 2-hour sessions) with three groups of IC15 pupils * local libraries should host at least one of the digital labs, or some of its activities. They may also host or contribute to one or more of the dissemination events described in chapter 7 |

**Modena**

|  |  |
| --- | --- |
| **Phase** | **Activity** |
| **1 Sept-Oct 2018** | **Preparation of training events**  **General introductory training (02/10/2018 at Marconi school)**  2 hours for 10 Marconi teachers and 5 local librarians from Modena  Goals/topics of general training   * 1. importance of information literacy and the DigComp framework; traditional dictionaries vs Wikipedia; fake news and fact checking (source analysis and its coherence with the information found, online searching and its rules, information quality criteria to contribute to Wikipedia entries)   2. presentation of the COLIBLITE project   3. presentation of the Modena Local action plan   **Specific training**  4 hours only for the 4 teachers and 2 librarians involved in the project  Goals/topics of specific training   1. Definition of storyboard/content for 2 “training” pills (video tutorials): one focused on online information searching, the other on content creation for Wikipedia 2. Detailed design of the pilot activities to be run by teachers with their students at school and those taking place at the library   **Start of pilot activity**  Two classes of Marconi school will be involved with a flipped classroom approach in learning about online information searching and the creation of content for Wikipedia.  Steps:   * Production of the 2 training pills by the teachers and librarians with the support of experts (by the end of October) * Production of one “inspirational” pill by the students of class 1, who last year did the experience on online searching (by end of October) |
| **2. Nov 2018  Jan 2019** | **Continuation of pilot activity**   * Vision of training pill 1 and of the inspirational pill by the students of class 2 * Hands-on workshop with both classes at Crocetta Library, to put into practice what has been learnt at this stage (by end of November) * Vision of training pill 2 by the students of both classes * Hands-on workshop run by experts with the 2 classes at Marconi school to start the creation or editing of a Wikipedia entry. The entry will be related to the charter of brotherhood rights on which other classes of Marconi school are working (as part of another Erasmus+ project) and that will be presented in Strasbourg in March-April 2019 * Continuation of the creation/editing activities by the pupils under the guidance of their teachers |
| **3 Feb -June 2019** | Evaluation of results  Dissemination of results towards parents and other neighbourhood/city actors  Consolidation of partnerships and preparation of Y3 project activities |

# Dissemination in local multipliers meetings

In Bologna, the LAP Coordination group will organize three public meetings: one for the project presentation to FAV’s students, their parents and the neighborhood; one half-way through the process (which might be organized, as in 2018, during the All Digital Week in March 2019); and a final one to illustrate the experience, involving in the presentations or activities also the teachers and students involved.

# Planning activities and results in year 2 - 3

**Bologna**

Y2 -> Y3: link experience (for replication) to Bologna’s **Plan for Urban Innovation**

* **Neighborhood Labs -** Identified priorities: inclusion of young people through training&education; digital skills; multiculturality. **Under Lab**: documenting participation in neighborhoods
* **Digital Agenda** (6 axis): digital platforms for participation; data for citizens and decisions; inclusion and new competences -> working with schools and new “collaboration spaces” for young people and others
* **Open Lab for Imagination**: new spaces and activities for digital culture at Salaborsa central public library

**Modena**

Y2 -> Y3: extend the experience to other schools and libraries

Y1 pilot to test feasibility of enriching Delfini Library’s traditional school-city itinerary offer (which currently consists of neighbourhood libraries hosting lower secondary schools students and explaining them library services, EmiLib and information search)

# Evaluation methods

At the moment, the following steps have been identified for the evaluation of the Modena LAP:

1. a **simple assessment tool** will be developed to assess, before and after the COLIBLITE experience, the information literacy competences of the children involved in the activities at the Marconi school. For the definition of the assessment tool, it is envisaged to involve the pupils who already developed such skills in the school year 2017/18 and who will produce the “video pills” to “transfer” the main findings from that experience to the other pupils
2. a **digital storytellling** of the COLIBLITE experience will be developed, always with the involvement of the Marconi pupils, in order to document its progress and results and to produce communication material about the activities for public dissemination and promotion events, including parents
3. in-depth **reflection dialogues** will be carried out with a few students, the teachers and other actors involved, again to produce content for the promotional video and to identify and explore also critical aspects, in view of the future replication of the experience at Marconi and/or other schools.

1. See <http://www.generazioniconnesse.it/site/it/educazione-civica-digitale/> [↑](#footnote-ref-1)
2. OG’s other main activities are: reception services for refugees and asylum seekers; integration projects for vulnerable people in extreme marginality situations (homeless people, drug addicts, Roma and Sinti people); housing and reception services for people with physical or mental disabilities; an FM radio station and communication agency. [↑](#footnote-ref-2)
3. In fact one of the cooperatives later merged into the creation of OG. [↑](#footnote-ref-3)
4. Given the school’s location in the Navile neighborhood, about 40% of the students have a migration background. [↑](#footnote-ref-4)
5. See <https://scratch.mit.edu/> [↑](#footnote-ref-5)
6. See <https://www.medialibrary.it/home/cover.aspx> [↑](#footnote-ref-6)