



**DiGiTAL GENERATION GAP iN MiGRANT
AND LOW EDUCATED FAMiLiES**

An External Evaluation of
Digital Generation Gap in Migrant and Lower Educated Families
(Project no. 2014-1-NI-KA204-001204)
A Project Funded by European Commission, Erasmus + Programme

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List of Acronyms

AW: ActiveWatch

DGGMLF: Digital Generation Gap in Migrant and Low Educated Families

ERVET: The Territorial Development Agency of Emilia-Romagna Region

EU: European Union

MRC: Migrants Resource Centre

MRS: Migrant, Roma and Socially Excluded

Part A: Introduction and Background

A.1. The Project: Aims and Rationale

This report presents the main findings and conclusions of the external evaluation process of the project 'Digital Generation Gap in Migrant and Low Educated Families' (DGGMLF) funded by the Erasmus Plus Programme. The project is developed and managed by a transnational partnership comprised of the following four organisations:

- Mira Media, lead partner (Utrecht) 
- ERVET – The Territorial Development Agency of Emilia-Romagna Region (Bologna) 
- ActiveWatch (Bucharest) 
- Migrants Resource Centre (London) 

DGGMLF officially began in September 2014 and it successfully completed its activities at the end of August 2017.

Mira Media and its partners work in multicultural, socially challenged and marginalized neighbourhoods in Utrecht, London, Bucharest, Bologna and Modena in providing media education and digital literacy services to migrant, Roma and low educated families. In its project proposal to Erasmus +, DGGMLF made the case that an initiative on digital issues targeting migrant, Roma and socially excluded (MRS) communities was relevant because:

- Although there is a growing attention for safer internet use and digital skills in general, there is also an apparent lack of attention and information for MRS families, in particular;
- MRS parents consider internet skills as very important for their children, but, on the other hand, many of them are concerned about internet safety issues. Parents are aware of the dangers concerning cyberbullying, sexting etc, but they face difficulties in communicating about these aspects with their children and in accessing useful information and tips on how to tackle these subjects;
- Existing information and programs are unknown to MRS communities or unappealing to them due to language limitations and lack of culturally relevant materials;
- Schools, educational professionals and digital literacy experts have little experience in communicating and working with migrant, Roma and low educated parents and with migrant organisations and institutions;
- Finally, teachers and youth workers face challenges on how to deal with the social media use and online behaviour of their students.

These arguments in support of a DGGMLF initiative are based on the organisations' extensive local experience, but also on interviews and conversations that took place prior to the proposal submission with experts in the field in their local context. In the discussions that the external evaluator carried out with project coordinators, intercultural media coaches and community facilitators during project

implementation, similar assertions have been made in different contexts which confirms that the organisations' reasoning for initiating DGGMLF has been very well connected from the beginning to their local realities.

To address the challenges and needs identified above, the project was organised around the following **objectives and result areas**:

Develop a comprehensive approach that allows migrant, Roma and other vulnerable groups and parents to support their children in their internet use and prepare them for a self-supporting life in a rapidly digitalizing society

Provide migrant, Roma and low educated parents alternative pathways to improve their digital knowledge and skills by giving them new opportunities to access adult education

Create a support system for children on digital and internet issues that includes parents, schools, public libraries, migrant organisations etc.

Increase the awareness and empower educational professionals on digital education aspects.

Steps and activities have been put in place to ensure that the partnership reaches its goals, both at national and transnational levels:

National	Transnational
<ul style="list-style-type: none"> •National research on the internet use of MRS parents and children; •Establish local and regional networks with relevant organisations and stakeholders; •Select and train intercultural media coaches; •Information meetings and follow up sessions with MRS parents; •Digital literacy workshops with MRS parents; •Select and train cyberparents to become information resources in their communities; •Digital support points in the neighbourhood; •Local information campaigns; •National conference presenting the results of the project. 	<ul style="list-style-type: none"> •Academies in Bologna and Utrecht: trainings, presentations and open discussions amongs partners and staff to support the transfer of methods and know how; •Exchange of materials and documents through a shared content system (Dropbox); •Transnational toolkit on digital citizenship: exchange examples of good practice and practical tools ; •Involvement of all partners in organising the European conference.

A.2. Project Partners

Digital Generation Gap in Migrant and Low Educated Families is a European consortium of organisations and experts that are overall involved in local and transnational projects related to media education, human rights, digital literacy and digital citizenship.

Mira Media is a Dutch centre of expertise on media and diversity based in Utrecht (The Netherlands). It often operates as a link between media education and the multicultural society by supporting migrant groups and organisations in multicultural neighbourhoods in using digital media for promoting intercultural dialogue and citizenship. As migrant groups are often not part of the media debate or they are negatively portrayed, Mira Media supports them in developing strategies to change this situation. At the European level, the organisation has a wide experience in initiating and coordinating partnerships.

ERVET, or the Territorial Development Agency of Emilia-Romagna Region (Italy), works in projects related to information society, welfare services, social economy and so on. The agency has been supporting the Emilia-Romagna Region in the development of the Pane e Internet digital literacy program that aims at providing basic training, awareness and digital facilitation services in local libraries and other relevant spaces to citizens. ERVET has also been doing research and training activities concerning the use of digital tools and materials, thus addressing both language and digital learning needs of adult migrants.

ActiveWatch is 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. ActiveWatch published the first media education textbook in Romania in two editions, organises training courses for educational professionals, conducts studies and workshops with both students and teachers and publishes support materials for teachers interested in promoting media and learning among students.

Migrants Resource Centre (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. They have vast experience of - with other migrant organisations and community groups. It regularly works in partnership with these organisations to deliver innovative training for adult learners and it is used to workshops on computer and English language skills, job search, video editing, journalistic skills for migrants by media experts.

Based on the organisations' experience and the observations made by external evaluator during project implementation, general findings could be traced regarding **similarities and differences** within the partnership:

- The organisations are 4 like-minded entities who are active in multicultural cities in projects related to media and digital education. While MRC, ERVET and ActiveWatch are also involved in several other activities (such as welfare, language courses, good governance and antidiscrimination), Mira Media's clear focus on media and digital education provided an expected and stable leadership.
- All four partners have a background in developing research, delivering trainings and courses, producing methodologies and other training materials. This expertise has led to examples of good practice published in the project's toolkit.

- MRC and Mira Media have a long experience in reaching out to migrant communities, ERVET and ActiveWatch have less direct access to vulnerable groups. Due to this situation, the process of establishing contact with the target group has been more challenging, but both organisations have managed to connect well to local and regional partners that facilitated access to marginalized communities.
- Utrecht, London and the Emilia-Romagna Region have quite a large number of residents/citizens of migrant background, especially from Turkey, Northern Africa and the Middle East. Oftentimes, these groups have poor language skills (of Dutch, English and Italian) and are culturally isolated from the mainstream society. As this situation and target group were similar in the three contexts, Mira Media, ERVET and MRC were able to reflect on similar concerns and challenges, but also methods and tips.
- ActiveWatch is the only partner who did not target migrant communities, but the Roma population and other socio-economically disadvantaged groups. The migration phenomenon in Romania has been low in comparison to other countries, many migrants have stayed in Bucharest for education and commercial purposes, learned the language and connected well to the society. Selecting a different target group was challenging at first for ActiveWatch as the team felt less involved in the process of exchanging information with the other partners. However, as the project progressed, the consortium discovered that, regardless of the cultural background of their target group, they were all focusing on providing support to families with similar challenges: with a socio-economical vulnerable situation, lower educated, facing or at risk of poverty, social/ digital exclusion, who were overwhelmed by digital developments and the digital gap between them and their children.
- The 'media coach' figure is well established in the media education field in The Netherlands and Mira Media has had an important contribution to adding the 'intercultural' dimension to the role. The 'cyberparent' is another concept that the Dutch organisation envisioned and put into practice in the neighbourhood, but it is foreign to other partners in the project. More information about this in ...

Part B: Evaluation Purpose and Methodology

B.1. Objectives and Scope of the Evaluation Process

The aim of the evaluation process has been defined in the project proposal as “ensuring that essential viewpoints are not forgotten, [external evaluation] will cover the project cycle with regard to the following criteria: relevance, effectiveness, efficiency, sustainability, impact, coherence/complementarity, and Community added-value’. The external evaluator will discuss this set of criteria in Parts C and E of the report, while also adding aspects related to project management, monitoring and internal evaluation.

Because the DGGMLF initiative was meant to be a learning experience for all the partners involved - the expertise and concepts regarding intercultural media education translated and adapted from the Netherlands to other national contexts, the transfer of ideas and methods between organisations, the partners’ reflections on their own methods and strategies based on the pilots’ results etc - the external evaluator has also proposed to project partners the following specific objectives which will be discussed in Part D:

- Review of activities, processes and methods implemented by each partner in their national context;
- Discuss the intellectual outputs and results achieved by project;
- Analysis of transnational cooperation and communication, transfer of methods and tools, exchange of know-how and practices;
- Identify and stimulate reflections on challenges, lessons learned and examples of good practice, provide recommendations to DGGMLF management team and supporting partners.

The evaluation process encompasses the project 'Digital Generation Gap in Migrant and Low Educated Families' from August 26th 2016 to the end of the project activities, August 31st 2017.

Part E

B.2. Methodology

The evaluation process relied on four main activities and tools:

- Review of documents/ Desk research
- Interviews and discussions with relevant stakeholders
- Participant observation of the project's meetings and events;
- Circulation of tailored surveys and quantitative questionnaires.

The initial step of evaluation consisted of a **desk review** concerning available documents produced by management team and partners, which served to achieve an understanding of project planning and design, national contexts, project progress, the infrastructure of communication, coherence between planning and results etc. This activity has started in the first months of the evaluation process (September-October 2016), but carried out throughout project cycle.

The key documents for the evaluation process include:

- DGGMLF project proposal;
- First and second interim reports prepared for Erasmus + reporting;
- The quality and assurance plan;
- The dissemination and exploitation plan;
- 4 national research reports;
- Presentations, reports and materials produced by partners throughout the project;
- The 'Intercultural Digital Citizenship' toolkit.

The project's shared-content platform (Dropbox) and the social media accounts of the organisations have been visited often for updates on documents, activities and social presence.

Building on the insights gained from the document review, the following step of evaluation consisted of **interviews with relevant stakeholders**. The list of interviewees for the evaluation is provided in the following table.

Country	Interviewee
The Netherlands	Ed Klute (Mira Media Director and transnational coordinator) Nural Örucü (Intercultural Media Coach) - 2 interviews Ebru Aydin (Intercultural Media Coach)
Romania	Irina Georgescu (ActiveWatch, national coordinator) - 2 interviews Mircea Toma (Intercultural Media Coach)
Italy	Stefano Kluzer (ERVET, national coordinator) - 2 interviews Hajar Hafiane (Intercultural Media Coach)
United Kingdom	Chatelle Jeram (Migrants Resource Centre, national coordinator until April 2016) Amanuel Woldesus (Migrants Resource Centre, Integration and Community Development Manager, interim coordinator (April 2016 - July 2017) and Sheena Vella (Migrants Resource Centre, national coordinator, July - August 2017) Michalis Tiritas (Cardinal Hume Centre, Digital Inclusion Worker)

In the national contexts, the interview process included discussions with each partner's national coordinator(s), intercultural media coaches, and one member of MRC's local network. After the first interviews with national coordinators, further relevant stakeholders (intercultural media coaches, local partner) have been contacted by referral from project organisations. Overall, 13 interviews were carried out by the end of the project. Due to several factors, such as time restrictions, it was not possible for the external evaluator to organise visits to the participating countries (with the exception of Romania), to directly observe the implementation of activities and organise interviews with other actors at the local level and the target groups. However, as the partners have concentrated their efforts on testing and building a comprehensive approach to creating a media education support system for MRS-parents based on network development, training of intercultural media coaches and the transfer of materials and tools at the transnational level, the evaluation took into consideration this learning/sharing process and the creation of the local infrastructure.

Many of the interviews have been conducted remotely (via phone and video calling) and two of them have been carried out in-country/ face-to-face (with Ed Klute and Ebru Aydin representing Mira Media). The external evaluator expressed the desire to also conduct face-to-face interviews with national coordinators during the project's European conference organised in Bucharest, but the opportunity didn't arise because of the busy schedule and planning surrounding the event.

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. 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.

The evaluation process made possible the **attendance of some of the project's meetings and events:**

- The transnational academy organised in Utrecht, November 2016;
- Management meeting, Utrecht, November 2016;
- Local conference in Utrecht, June 2017;
- Local conference in Targoviste, Romania, June 2017;
- European conference in Bucharest, June 2017;
- Management meeting and toolkit workshops organised in Romania, June 2017.

The participation at these events provided an opportunity for the evaluator to improve her knowledge of the project, see the interaction between transnational partners and their local networks, have unscheduled/less formal discussions with staff and participants regarding an array of topics related to the project content and management.

Evaluation also included the design and circulation of tailored **survey and quantitative questionnaire**. 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.

Overall, the project coordinators have been invited to share their views with regards to the management, implementation and execution of the project, while the quantitative data questionnaire collected updated information about the project's set of indicators. The purpose of the survey was not to assess the role and performance of each partner, but rather to understand and trigger discussions about the partners' views on how things were going within the partnership and what aspects could be improved in the last months of the project. The results and findings have been shared with project team with the purpose of triggering communication on several project aspects, and also advancing objectives and results in the last part of the project.

Part C: Overview and Lessons Learned in DGGMLF

C.1. National Research

The preparation phase of the project focused mostly on understanding the national and local realities and identifying (1) the relevant needs of migrant and low educated families in relation to internet use and (2) the existing initiatives and resources concerning media and digital education. Due to their prior experience in the neighbourhood and in their field, the organisations already had a partial view of the situation and the stakeholders activating in their area. They observed a limited access to information of migrant groups and important gaps in the types of services that were provided to MRS-families.

The consortium planned to conduct a national research in preparation of activities in the neighbourhood¹ with the purpose of:

¹ The effort was coordinated at the transnational level by ERVET and Mira Media, with ERVET designing and proposing the research methodology and Mira Media monitoring the activity and collecting the reports. The methodology provided guidelines in terms of table of contents and themes: research objectives, how media literacy is defined and addressed in

- analysing the internet use of migrant and low educated parents;
- mapping available digital services and existing educational initiatives on media literacy, digital and language skills;
- describing existing intercultural media literacy policies of relevant stakeholders at the local level: schools, libraries, municipality, neighbourhood organisations etc.

The research is an essential element in project design because it is deeply connected to the project's relevance and effectiveness: the extent to which the intervention is pertinent to the target group, the establishment of an active multi-stakeholder network, the development of suitable media and digital materials that can attract enough participants to meetings etc.

The work on exploring the national context was mainly based on desk research, interviews with relevant stakeholders and, partially, discussions with the target groups. The partners gathered comprehensive information about the general digital/internet consumption and attitudes and existing initiatives for a safe and responsible use of new media at the national/local levels. 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. One interesting mention is the possibility for ERVET to monitor on a regular basis a press file produced by the regional government in Emilia-Romagna consisting of news and updated information on relevant topics, such as digital education and safe internet issues.

The main challenge for partners was finding nation-wide sources on the internet behaviour of migrant parents and children, in many cases public data were completely missing. To overcome this obstacle, the organisations organised meetings and focus groups sessions with the target group and relevant professionals and experts. Mira Media carried out 40 roundtable sessions with parents of different ethnic origin and several meetings with multicultural schools and media literacy professionals. Migrant parents were asked about their own internet use, the internet behaviour of their children, their own concerns and media education parenting styles at home, while professionals were asked about their experience in working with diverse groups. ActiveWatch took a similar path by conducting a survey among socially marginalized families (many of them of Roma origin) with the help of which they could identify the parents' digital skills, attitudes and problems regarding their children's use of the internet. For both Mira Media and ActiveWatch, the approach of interviewing the target group was facilitated by educational professionals and local partners, organisations working directly with migrant and Roma communities. ERVET interviewed the local administration, NGOs working with migrants and experts on safe internet, the Psychology department in the University of Bologna etc; while the Migrants Resource Centre turned inward to the experience of their own staff with migrant groups.

The general findings of the national research are quite similar:

- results confirmed what the organisations previously observed, that little specific attention is given to migrant and other socially marginalized parents. The lack of statistics/data available and the little experience that other local organisations have in working with migrant groups on digital issues support this argument;

each country, provisional choices about target parents' new media use of MRS families, general and specific concerns in MRS communities about media use, media literacy initiatives for secure and critical use of the new media, training opportunities for MRS adults.

- migrant and socially marginalized families show more limited access to information and use of digital technology;
- professionals working with migrant and socially marginalized communities focus on social/welfare activities and do not see digital education as a priority in their program;
- digital education services do not usually adapt their program and materials to diverse groups;
- accessing public online services is difficult because the platforms are not user friendly in terms of language and digital skills;
- all surveyed MRS-parents (in Romania and the Netherlands) recognize that there is a digital generation gap between them and their children and many times they find themselves seeking for their children advice in navigating the internet. Many of them see the opportunities of digital skills, but they have questions and concerns regarding internet safety.

The research was essential to the implementation of the project in several ways:

Result	Description
Defining the target group	Mira Media, ERVET and MRC collected data about the ethnic groups in their area and gave priority to Turkish, Moroccan, Arab-speaking and African communities. ActiveWatch discovered that two of the Romanian marginalized communities are Roma and the extremely poor rural communities; frequently the two groups are overlapping.
Establishing local networks	The research was an essential starting point for introducing the project to other organisations and inviting other stakeholders to join the DGGMLF activities. This was true for Mira Media, ERVET and ActiveWatch. <i>e.g. ERVET: 'Based on the results of this investigation, we established with whom we wanted to work. We went back to them and started talking about how they could get involved in the project (...). If we hadn't done this wider research, we would have probably worked only with the ones we already knew'.</i>
Training of media coaches	Some partners used the data gathered during research in their media coach training program. For example, the media coaches in Romania have been introduced to the educational needs of MRS-parents with the help of the questionnaire filled in by MRS-parents regarding their digital skills and internet safety concerns.
Educational activities with MRS-parents	All four partners put in place research activities to identify the needs and concerns of their target groups. This helped in developing educational meetings with MRS-parents that were relevant, appropriate and culturally sensitive. They addressed specific questions and challenges, created materials and methodologies that were suitable for the cultural backgrounds and language/digital skills of the parents. Data and online resources discovered during research were also used in developing courses and exercises, presentations and leaflets. In Romania, European studies showing that Romanian children have more dangerous experiences online than the other European kids

	<p>(they are much more open to accepting strangers as friends on social media) helped parents understand that parental assistance in consolidating internet safety.</p> <p>ERVET created a websiteography - list of websites that they included in leaflets they distributed to parents for connecting them to other helpful support. MRC promoted the 'Learn My Way' programme (funded by Tinder Foundation) during their digital skills workshop. The self-study platform is dedicated to anyone in need of basic internet training. ActiveWatch made use in their meetings with parents the workbook on safe internet published by one of the collaborators, Save the Children Romania. Many MRS-parents were not aware of these resources before the organisations used them in their activities.</p>
Reach out to socially marginalized communities	<p>As part of the research, ActiveWatch organized direct meetings and conducted a survey with MRS-parents. At the end of the survey, AW asked the parents if they were willing to participate in meetings that addressed their issues.</p>
Local information campaigns	<p>Data from research were important in painting an up to date picture of the national contexts. Relevant information was later on presented and shared with organisations, educational professionals (teachers, librarians) and the general public. ERVET: <i>'One of the added-value of the project is having an overall picture because information is very fragmented and few people make the effort to produce the picture. Our work was really appreciated.'</i></p>
Transfer of know-how at transnational level	<p>The findings of the research were presented at the Transnational Academy in Bologna. The participants, including project coordinators, intercultural media coaches and other relevant experts became more aware of the advancement and progress of media and digital education in other European countries.</p>

C.2. Building Local Networks

The project put emphasis and very much depended on connecting to other local partners for reaching out and developing educational information meetings with migrant and marginalized families. As mentioned before, MRC and Mira Media have more experience in reaching out to migrant communities, as they have traditionally worked in collaborative projects targeting migrant communities. ERVET and ActiveWatch have less direct access to vulnerable groups. Regardless of their previous experience, the process of establishing a local network of organisations willing to actively participate in DGGMLF activities presented both challenges and achievements.

Existing connections

Many of the partners relied on existing established connections for initiating activities in the neighbourhood. **Mira Media** is a well-known media education actor in Utrecht with many connections at the local level. Therefore, their first goal was to reactivate its own network consisting of schools, welfare organisations, public libraries and migrant associations. Some of the schools and welfare

organisations are already connected to parents. Welfare organisations organise and coordinate groups of parents in the neighbourhood, while educational institutions usually provide parents a meeting area on school premises where they can talk to each other about different topics. Mira Media came in contact with parents by attending these meetings.

ERVET has been assisting the regional government Emilia-Romagna in two programs before DGGMLF, these connections introduced them to new interesting partners:

- **Pane e Internet (PEI):** a regional project already established as an agreement between the municipality, public libraries, schools and local associations to join efforts and deliver digital services to the population. The PEI coordinator supported from the start ERVET's idea to open up this line of activity towards migrant population. At the very beginning (the program started activities approximately 10 years ago) had a large number of migrant clients, but over the years their participation declined because of poor communication, a first-come first-served system of registration, no specific attention to migrants. ERVET recognizes this existing network to be essential for initiating DGGMLF activities at the beginning because *'the people we talked to in Modena and Bologna came out of PEI connection'*. The organisation could also rely on this well-established system for educational materials, registering participants, producing certificates of attendance etc.;
- Regional program which organises language courses for migrants. ERVET was put in charge by the regional government to support this program and as a result of this activity, the organisation was able to get in touch with all the schools that worked with migrants on language issues.

Due to a long history of developing media education projects in Bucharest, **ActiveWatch** already has access to a list of schools and educational professionals that are interested in digital education activities. As a result of these connections, it was possible for AW to organise several meetings in schools. However, although these institutions are open to hosting courses and meetings on their premises, they face challenges on their own in reaching out to marginalized and vulnerable families. AW made efforts to convince other traditional partners to join, local NGOs (such as Carusel and the Policy Centre for Roma and Minorities) whose focus is only on providing services to vulnerable groups. But establishing partnerships based on existing/initial connections didn't work as well as AW planned in the beginning. Carusel and the Policy Center for Roma and Minorities worked with people who were considered to be too vulnerable for attending safe internet and digital workshops. These organisations didn't see the urgency of improving the digital skills of their target groups because the subject was too away from their priorities (i.e. basic survival needs, drug addiction, homelessness, sex workers). At the beginning of the project, ActiveWatch had to adapt DGGMLF transnational expectations with the real conditions in Romania. Their first effort was to redefine the marginalized communities as they are in the local context. Irina Georgescu, project coordinator AW: *'We had to switch our attention to average-vulnerable groups and also to mix groups where you find a complex dynamics: poor marginal parents, Roma and non Roma, but also average Romanians who could become marginalized soon because they don't have digital skills. You can call them marginalized, but it depends on your standards of living.'*

Because of this challenge, the Policy Centre for Roma Minorities introduced AW to new relevant stakeholders in the neighbourhood whose target groups could be more suitable for digital education activities.

In **UK**, the research revealed that the early learning centres were a good starting point to reach out migrant parents. Project coordinator, Sara Wickert started working with schools, and internet safety organisations, but contact was soon lost when Ms. Wickert left MRC. At that time, there was a gap of

a few months when there was no one coordinating the activities. On top of that, the organisation was also in the process of moving out of their premises to other building. The new coordinator, Chatelle Jeram tried to reconnect to the early learning centres, but they were also in a process of restructuring. MRC: *'It was an amount of time lost. It was like starting from scratch because the connection with the early learning centres didn't work out. And that was in the report initially.'*

Migrants Resource Centre turned its attention to the good relation established with its traditional partner, the Cardinal Hume Centre. The centre is a neighbourhood organisation that provides several services on site to various groups of migrants: welfare benefits advice, housing, immigration counselling, educational courses etc. They work with a mixture of clients (first and second generation migrants who come from various African and Middle Eastern countries, Spain, Portugal etc) and they also have Spanish and Arab-speaking staff. MRC has had a partnership with the centre for many years, going back to when MRC had an employment and education centre. Both organisations developed strong links, as *'our people always refer clients to them and vice-versa'* (Michalis Tiritas, Cardinal Hume Centre). The centre has been implementing the Homework Club, a kids after school program, which provides a primary school tutor with a safe place for children to do their homework. Children and families also come to the centre for other social activities: computer club for children, 'Family-Saturday'. Many MRS-parents bring their children to the afterschool program and, while their children are doing homework, parents are waiting for them there. This was the opportunity that MRC took on: organising DGGMLF activities with the parents who are 'captive': *'If you have 10 kids in the centre, you have the guarantee that you'll have 10 parents. And instead of just sitting there, waiting, they attend the educational meetings. We've had 12 sessions so far on a regular basis.'* (Amanuel Woldesus, Migrants Resource Centre, Integration and Community Development Manager, interim coordinator, April 2016 - July 2017)

Initiating new contacts

The participating organisations in DGGMLF agree that it is more difficult and time-consuming to start a cooperation from scratch: actors in the neighbourhood might not be 'ready' to pick up some of the responsibility (managing issues, personnel and resources, knowledge etc), different organisations don't know or trust each other and might have different ways and methods of executing ideas. But it is also rewarding when two or more entities build a win-win partnership. Establishing a network is clearly a step-by-step process that involves trial and error methods.

In Romania, *ActiveWatch* had to reconsider its strategy to reach out parents. They were organising several meetings with parents in schools based on the organisation's existing network, but they needed to attract more participants. Therefore, they explored new potential partners. One such partner came out of the connection AW had with the Policy Center for Roma and Minorities - the Mothers' Club in Ferentari. The Club is a group of active mothers of mixed origin (Roma and non-Roma) who are involved in social and citizenship activities with parents and children living in Ferentari (Bucharest's notorious ghetto-area where many marginalized groups, including of Roma origin live there). The mothers working as volunteers at the club were very well connected to other parents in the community.

Another efficient partnership for ActiveWatch was with EDUCAB - an institutional capacity building mechanism that brings together public libraries in Romania with the purpose of maximizing their organisational and educational potential. This network introduced AW to public libraries present in rural, poor and marginalized areas of Romania. AW explored the possibility of organising activities with rural/small town libraries in different counties of Southern Romania: some connections didn't work because of various factors (institutional problems, equipment, conflicting schedule etc), while others

proved to be successful. One positive example is working with the public library in Peretu (commune in the county of Teleorman) where courses for parents coming from a vulnerable background could be delivered. Activities there were picked up by the community as a group of parents and a teacher who participated at the educational meetings were pro-active and willing to continue the courses. The school in Peretu has also been activated for digital education, as many of the activities will be implemented there. It is expected that the public library, the school and the 'cyberparents' develop a local digital support system for the community of parents and children in Peretu.

Overall, the partnership with EDUCAB opened new opportunities for ActiveWatch. Not only introducing the organisation to new regional areas, communities and relevant educational actors, but also consolidating its advocacy capacity. As part of their local campaign, AW had many awareness meetings with librarians on the subject of internet safety. The relation to EDUCAB is a win-win situation as both partners rely on each other for developing activities. The network of libraries is in the process of extending its capacity by attracting new members. When they establish first meetings with other public libraries, AW team is invited to attend and present its safe internet/digital education courses: *'What we do is also an advantage for them in order to convince the librarians to join the network. We provide content for them.'* -- Irina Georgescu, ActiveWatch.

Mira Media planned to connect to relevant actors in Utrecht and Amsterdam. At first, their go-to strategy was to participate in already existing networks on subjects of interest for the organisation, such as:

- a network of actors focusing on education and upbringing developed by the municipality of Utrecht;
- the networks on citizenship which are active at the community level and which correspond well to the schools' needs to establish citizenship programs in their curriculum.

In meeting each network, Mira Media presented the project and activities and explored potential partners who would be willing to include 'digital elements' in their approach. Efforts focused on making a strong case for 'intercultural digital citizenship' to be correlated to civic education/democratic citizenship/diversity policies.

In Utrecht, their strategy translated very well in establishing a partnership with strong and relevant organisations. PIM (Platform Intercultural Media Literacy) is a coalition of partners who bring together various strengths in organising media education activities with parents and children in the city:

- Utrecht library is a well established institution whose aim is to be that place in the neighbourhood where people come and improve their knowledge. Their new focus is media education;
- Al Amal Foundation is a professional migrant organisation which developed an extensive network of multicultural groups. Their strong point is that they communicate with all kinds of people and groups that other organisations in Utrecht were not able to reach. They are also very well connected to schools and libraries and provide educational support;
- Vreedzaam Foundation is involved in every school and neighbourhood in Utrecht. They implement several citizenship projects for children and parents and they already have a program where media education elements can be included.
- Mira Media is the 'engine' of the platform because it's focus is mainly on advancing media and digital education.

Based on this collaborative platform, DGGMLF had a strong support in Utrecht. Mira Media tried to replicate this successful initiative in Amsterdam where the Dutch national media literacy network invited the organisation to explore this possibility in Amsterdam Noord district. This is considered by Mira Media team a success in itself as this was the first time in ten years when the national media

literacy network put intercultural media education on their agenda. Activities and meetings with parents also took off in Amsterdam, yet establishing a partnership in that context posed more challenges than in Utrecht. From the start, Mira Media team realised, during their meetings with many managers of schools and organisations, that the media education subject was not present in institutional policies. More time is needed to invest in networks and various factors contribute to its consolidation (knowledge of staff, awareness regarding the urgency etc). Establishing institutional networking takes more effort and time than connecting to 'passionate' professionals with similar interests from different institutions.

ERVET's strong connection to the regional government and the Municipalities of Bologna and Modena made possible for the organisation to explore and contact a diverse and large number of partners: migrant organisations, schools, intercultural and foreigners centres, representatives of migrant communities etc. The organisation found a lot of interest of local stakeholders to join activities, but reaching out MRS-parents has not been easy. They discovered that migrant communities are less willing to attend meetings in unfamiliar places, outside their living area.

Based on this challenge, it is not a surprise that ERVET's most effective and durable partnerships seem to be with organisations who work directly with migrant communities:

- The Intercultural Center Zonarelli (Bologna) promotes and hosts activities run by migrant organisations. The centre became a reliable partner for ERVET by becoming interested in the topic, facilitating and delivering internet safety and digital literacy activities and reactivating their computer room as a digital support point for migrants in the neighbourhood;
- Milinda community centre in Modena organises activities with migrant parents, especially MRS-mothers. Two of ERVET's media coaches also work there;
- Centro Stranieri/ Foreigners Centre in Modena acts as a one-stop shop devoted to provide information to migrants on various issues.

To better reach their target groups, ERVET team took the decision to try a new reach-out strategy to 'go where migrants meet and live'. Centro Stranieri, in particular, has been involved in establishing contacts with people from migrant communities and mosques. The need was already there. Members of migrant communities contacted the centre to organise cultural and information events and ERVET proposed the digital education courses. The intercultural media coaches are also key figures for making contacts with the communities. All four partners relied on this approach for making contact and achieving their objectives.

In Romania and the Netherlands information spread also by word of mouth, parents and local stakeholders became aware of the activities and invited the organisations to deliver workshops at their school and in their community. Ed Klute, transnational coordinator at Mira Media, declares that, in the end, 'there is no strategy': key figures from the community are very important, but it takes a long time for a meeting to take place. Every situation is different and all the approaches should be explored.

C.3. Media and Digital Activities in the Neighbourhood

According to the initial plans made by the organisations participating in the project, DGGMLF put in place five media and digital activities in the neighbourhood:

- Selection and training of media coaches;
- Educational information meetings with MRS-parents;

- Digital courses for MRS-parents;
- Recruitment and training of cyberparents;
- Establishment of digital support points.

C.3.1. Selection and Training of Media Coaches

The Intercultural Media Coach as envisioned by DGGMLF is an expert in the fields of intercultural awareness, media and digital literacy who facilitates discussions and workshops with parents and children from diverse social and cultural backgrounds. This figure has been well established in Utrecht/The Netherlands, but it is relatively unfamiliar in the other countries.

Before the start of media education activities at the national level, each partner had made an initial selection of intercultural media coaches who attended the first transnational academy in Bologna. The event gathered project coordinators and intercultural media coaches for an interactive training dedicated to delivering relevant presentations and courses to migrant and socially marginalized families (further details about the academy in part C.4.3). The next step implied the development of the intercultural media coach role in the national context. The project encouraged a peer-to-peer training, where experienced media coaches prepared less experienced professionals.

Mira Media had a long experience of working with media coaches, many of them had official certifications and came from a migrant/multicultural background (Moroccan/ Turkish background). For DGGMLF, the organisation constantly refreshed its pool of media coaches by taking into consideration the specific needs and criteria of the target groups: various ethnic origin, experience in primary school education etc. The experienced intercultural media coaches prepared a practical training program for the other less experienced candidates which consisted of an ‘interview’ about their knowledge on media education and the intercultural particularities and needs of a certain group of parents. Gaps in knowledge or educational approach have been identified and handled. The new media coaches received personalized feedback, additional information and materials and were encouraged to develop their own presentations: *‘It is very important for media coaches to tell their own stories, to use their own examples.’* Nural Orucu, Intercultural Media Coach.

The new media coaches observed how the educational meetings with MRS-parents were organised and carried out. The training program ended with an ‘on the job’ experience, holding a meeting with parents and, at the end, receiving final feedback and recommendations for improvement. All the media coaches received support from the organisation throughout the project, they participated in regular meetings at Mira Media office to discuss methodology and other training aspects, but they were mainly autonomous in delivering courses in the neighbourhood.

A similar approach was implemented by **ActiveWatch**. Some of the intercultural media coaches who were trained in Bologna were involved in selecting and training the new media coaches. AW started identifying possible candidates following the relations they created in previous projects: many of them active and motivated teachers and libraries in neighbourhood schools who have been previously involved in other media/multicultural and civic education programs. According to ActiveWatch, these professionals already had educational/pedagogical skills, what they needed were more relevant content and tricks and tools to identify the needs of the parents. ActiveWatch used as a material to train media coaches the results of the questionnaire filled in by MRS parents during national research. A second important group of media coaches were facilitators and cyberparents in the community who eventually took on more responsibilities in organising and delivering courses to parents. By training these media coaches, AW involved expertise from within the community. For example, media coaches

of Roma background organising digital courses for parents of Roma origin at the Mothers' Club in Ferentari.

The training program developed by ActiveWatch followed closely the example of Mira Media: identifying the gaps in knowledge of the new media coaches, providing information and materials, meetings to discuss content and strategies. They began delivering sessions for parents in schools, libraries and community centres with the help of the experienced media coaches.

In **Italy**, ERVET works with intercultural media coaches (as defined by DGGMLF) who have a diverse cultural background, they have experience as educational professionals, intercultural linguistic mediators, experts and volunteers activating in organisations for migrants. Their introduction in the project has also been very practical, a step-by-step participation in many aspects of the project: by attending meetings with local stakeholders, preparing curriculum and materials for meetings with parents, involved in the reach-out strategies of the team, delivering educational sessions and receiving feedback from coordinators. *'My training was on the job, everything we did was a training. Even meetings with the municipality, and information meetings and workshops with parents. Whenever we went further with steps, it was a training for me. It was a first time for all of us, we were all experimenting. However, this training on the job worked and it was very good for me.'* -- Hajar Hafiane, Intercultural Media Coach, ERVET.

The organisation makes a distinction between the media coaches who are more professionally developed and less experienced 'media coaches' who are called e-facilitators. The e-facilitators received training from the other media coaches concerning digital tools, safe internet and online services.

For **Migrants Resource Center**, training of media coaches was delayed because of project coordinator change. The new coordinator started activities almost from scratch. MRC put out promotion toward their client base and some of them expressed interest for the training; interviews have been organised for the recruitment of suitable candidates. The training program consisted of practical and interactive activities organised in four workshops on:

- An introductory meeting about the project objectives;
- Presentation and public speaking skills;
- Effective communication skills;
- Networking and outreach skills

The participants were also involved in interactive exercises and open discussion about internet safety.

MRC organised a second phase of recruitment and training. This time, the candidates were selected with the help of an organisation that places volunteers for charities. The newcomers were London-based professionals who were interested in doing volunteer work. They all speak more than one language and a few of them are migrants themselves. All of them are parents and they identify with the subject. Training these professionals was different for MRC because the people had experience and skills of doing this type of work. MRC prepared them for the role by doing an induction session, looking at case studies and stories. In comparison to the first training programs which included four different workshops, this particular training session lasted one afternoon.

C.3.2. Educational Information Meetings and Digital Literacy Courses with MRS-Parents

All participating organisations have organised educational meetings with MRS-parents based on the design imposed by the project:

- An information meeting which introduces the participants in the subject of media/digital education and internet safety;
- Follow-up meetings with the same group of parents that aims at improving skills and competences

Creating awareness

First contact with parents meant creating awareness about media and digital aspects, the online behaviour of children and internet safety issues. The level of awareness amongst parents in a meeting can be different, it is the role of the media coach to *'help them understand that they need such a training'* and facilitate open discussions about concerns, problems and parental solutions.

The partners chose similar approaches that focused on:

- exploring the parents' knowledge about the subject and providing information about society and the digital context;
- awakening reflections about their own use of internet and their children's online behaviour;
- identifying the real needs of the parents;
- triggering discussions about the parents' experience, their concerns and how they solve problems at home
- various tips and suggestions for parents at the end of the meeting.

The information meetings in Italy added to the internet safety subject, the element of access to public online services (online school services, electronic health records) which is useful for MRS parents and family in general.

Pilot	Overview of introductory information meetings (based on information received from project coordinators and intercultural media coaches)
Mira Media	<p>Most of the meetings were organised in schools and community centres with the help of intercultural media coaches in cooperation with schools, migrant organisations, welfare workers, key people in the community. Most parents were of Moroccan and Turkish decent.</p> <p>The first session with MRS-parents was about creating awareness. The intercultural media coaches observed that some parents were aware about the subject, but many others had no idea what their children were doing with the digital devices. The meetings usually start with an introduction about the digital environment and digital developments in society. The media coach prepares a presentation on media and digital aspects, advice on screentime for children, appropriate age to start using mobile phones for games, how to talk with their children about the use of social media, examples of news and research studies about media behaviour. Open discussions have been facilitated about the parents' experiences and how they solved problems. Parents were encouraged to share so they could inspire each other. The media coach asked them about other topics relevant to them for the purpose of preparing follow up and digital skills sessions.</p>
ActiveWatch	<p>The first objective is to identify the real needs of the parents. AW discovered that parents usually understand that there is a competence gap between them and their children, but many of them are not aware that they need to react and/or do not have the tools to do so. The intercultural media coach usually starts the meeting by inviting parents to speak about the problems they have with their children concerning the use of internet and digital devices. Interaction between</p>

	parents is facilitated during which parents usually discover they have similar problems. Then, the media coach introduces systematic information based on research concerning internet safety issues. Concrete risks and problems in the community, such as cyberbullying, are discussed in detail. At the end of the session, the parents received suggestions and tools on how to manage the attitude of children regarding internet use.
ERVET	<p>Format of introductory meetings on safe internet with parents: when children start using the internet and how much time they spend online, what is social media, what are the risks and some practical suggestions, three main topics discussed (how to protect your computer, instrument for parental control and some suggestions about defending online privacy). The intercultural media coach closes the meeting with educational strategies based on the age of the children.</p> <p>Format of introductory meetings on public online services: The approach for presenting the online services depended on the number of participants, their levels of digital literacy and Italian language. The media coach initiated a discussion with parents about their use of internet and online services. The most important public services were presented and the advantages of accessing the online documents at home.</p>
MRC	The meetings usually started with a discussion about how parents use the internet in comparison to what their children are doing online. Information and statistics about the children's internet use in UK were also provided. Further discussions took place regarding how children use the internet at home and at school and what are the attitudes of parents and educational professionals. Parents debated important issues and possible solutions. The media coach identified the needs of the parents and proposed follow up trainings. At the end, parents received a list of online child internet safety resources.

Follow up meetings with parents

Based on conversations with project coordinators and intercultural media coaches, the follow up meetings were centred on the content demands and needs expressed by MRS parents in the first sessions. Therefore, the content and format of the meetings could vary from one country to another/ one group of parents to another.

At the end of the first sessions, **ERVET** queried the participants about their willingness to undertake further activities to learn and discuss about the issues. Based on the feedback, two types of follow up meetings took place in order to:

- Deepen the knowledge and use of online digital services;
- Develop media use and discuss educational aspects.

The follow up activities focused more on risks and practical hands-on exercises and discussions about the educational issues involved. The team used two approaches to keep the parents interested in coming back: providing practical examples and skills and facilitating discussions and answering questions.

'People want to come out of these meetings with the feeling that they've learned something practical, but they also want to discuss parenting skills and parents-children relation (discussions on how to deal with their children - negotiation, applying rules etc)' -- Stefano Kluzer, ERVET.

The other partners have followed a similar approach: going in-depth on safety internet issues, discussing parenting and educational solutions to challenges, peer-to-peer talk, worksheets etc.

Digital Literacy Courses

Based on research, migrant and socially marginalized parents usually have little or no digital skills and experience. Some of them own and use digital devices for communication, but their lack of competences makes it hard for them to benefit from the advantages of digital developments (access to information online, online shopping and banking, online job search etc). Taking these aspects into consideration, external evaluator considers that the organisations' approach to offer MRS-parents practical digital literacy courses is very relevant and effective. As in the case of the follow up meetings, the demands and needs of the participants dictated the format and content.

In **Romania**, the level of digital skills among adult low educated and socially marginalized groups is very low or absent. The Mothers' Club in Ferentari that usually hosts activities for both Roma and non-Roma parents was equipped with computers that were not used by either team or parents. ActiveWatch started organising digital literacy activities for the parents in the community which consisted of hands-on experience of using the computer and internet for various practical purposes:

- use the online search engine;
- look for jobs online;
- use online calculator, unit converter;
- see online bank exchange rate;
- use social media;
- find parenting and educational solutions online;
- establish virtual contact with municipality;
- find solutions for their children's homework problems;
- address certain issues and challenges online etc.

Migrant Resource Centre noticed that, although many migrants own computers and other digital devices at home, 'parents are afraid to use them because they are not quite sure what happens'. The awareness regarding online security and the benefits of digital developments is quite low. As a result, MRC has established a 12 sessions-basic digital literacy program for parents to prepare them for the following topics and services: online shopping and banking, online gaming, emails and spam, setting apps for learning and enjoying etc.

After the information sessions, **Mira Media** asked parents if they find it difficult to guide their children because they lack digital skills. One media coach explained that this approach was useful because, otherwise, parents would not have had the courage to be honest about their digital skills. They would have been ashamed, but talking about it in connection to their children's skills made it easier to recognize and be interested in attending these types of courses. Mira Media organised the workshops with the help of a neighbourhood partner who could provide the computers and the service. They contacted their partners and emphasized that the intercultural media coach will co-assist the digital trainer because migrant groups need special attention, to see a familiar and trustworthy person. This aspect made the difference as they noticed that when the media coach was not present, the MRS-parents would not come back to the digital courses. The digital trainers who came from the partner organisation were very knowledgeable in the field, but they were not aware of the MRS-parents needs. The standard program proposed included lessons about creating a database or a file, but the parents were not interested in that. The intercultural media coach asked the parents directly about what they want to learn. The digital literacy courses adapted to their needs and included:

- to be able to search for information on the internet;
- online shopping online;
- book tickets to Turkey;
- make an appointment to the doctor etc.

ERVET observed that many parents in their target group had limited computer skills, therefore skills activities followed at first the curriculum of Pane e Internet first level digital literacy courses and developed a standard program of 10 sessions (held twice a week, 5 weeks). The activities had mixed

results as the attendance of participants varied and dropped by the end of the program. With the help of a language simplifier expert, ERVET produced simplified handouts and learning materials targeting people with poor command of Italian language and general low digital skills:

- What can you do with a computer;
- What a computer looks like;
- Using mouse and keyboard;
- Creating and saving a text file;
- Creating a personal account on google;
- How to use the email etc

The revised program was piloted in different locations with positive results.

Learning materials and intercultural approaches

The partners have taken culturally relevant approaches to interacting with MRS-parents during information and digital skills meetings and workshops. Most of the migrant parents from the Netherlands, UK and Italy have an African or Middle Eastern origin who might have a basic command of the national languages of their host countries. The figure of the intercultural media coach was essential, from the external evaluation point of view, in creating a positive and safe environment in meetings with MRS-parents. Partners have been aware of this aspect and included in the team media coaches with a similar background as parents. They were usually able to speak or guide the parents in their own language. That was very important, for example, in the Netherlands, UK and Italy when explaining some of the digital (literacy) concepts using the language of the participants was very practical and necessary.

'What really helped was having media coaches who spoke several languages, people were able to feel included because someone was speaking directly in their language' -- Chatelle Jeram, MRC

'I also use Turkish language (background language) when the parents' Dutch skills are not that good. It made a difference, otherwise an activity with migrant Turkish parents wouldn't have been possible.' -- Ebru Aydin, Intercultural Media Coach, Mira Media

ERVET together with the intercultural media coaches have also worked at creating and distributing leaflets in different languages (Arabic, Turkish, Italian etc) for attracting the target group to their information sessions.

In Romania, language was not an issue. Parents of Roma origin can express themselves in Romanian quite well. What was important in this context was either involving the expertise from within the community or a professional who had the experience of working in diversity/ multicultural activities. ActiveWatch managed to attract media coaches in their team with both profiles. During meetings with mixed groups (Roma and non-Roma), the Romanian mothers can become more dominant and monopolize the discussion. The intercultural media coach knew how to engage all the participants and avoid the exclusion of a group from the conversation by focusing on similar issues that all mothers experience as women and caregivers to their children and family.

A comparable situation took place in the Netherlands in mixed groups of Turkish and Moroccan parents where *'Moroccan women tend to be more temperamental and Turkish women are shier because they don't speak Dutch very well and are intimidated by the other parents.'* (Ebru Aydin, Intercultural Media Coach). The intercultural media coach made sure that everyone could speak up by creating a 'safe environment':

- Mentioning that every parent wants what is best for their child;
- It is an opportunity for parents to learn new approaches from each other;
- The media coach or the other parents don't hold the truth. The media coach shows interest in the opinions of all parents;
- Open environment where there is no good or bad answer.

The media coaches were also very careful to use culturally relevant materials and examples: articles and stories from their city/neighbourhood, about someone with a familiar background; pictures representative of their culture; examples they could recognize based on their cultural experience. Discussing the phenomenon of sexting/privacy online with migrant parents (who were concerned), a media coach from the Netherlands explained the issue in familiar terms: *'I began telling parents that things can evolve and it may begin with young girls taking their headscarf off online and those pictures can be shared online. This example was more specific to their group because it fits in their reality. You have to anticipate how they experience life.'*

Organisational aspects and other challenges

Organising meetings and courses for migrant parents has been challenging mostly because the activities are dependent on a date, time, and location suitable for them. Every community and situation is also very specific and various factors should be taken into account.

ERVET has been successfully organising information meetings and follow up courses in a school with the help of active parents. They tried to replicate this activity in another school, but the outcome was different. Very few people attended the first meeting and didn't come back for the following. The team later realised that a better approach in that situation was to involve the teachers as well instead of taking a formal path of talking to the municipality and school director.

A pragmatical approach is to organise meetings where migrants usually meet and live. The trainings delivered by ERVET in the mosques attracted more than 100 migrant parents. But the location didn't have appropriate equipment for advanced courses. The organisation's proposal to move the follow up trainings to a suitable centre was not followed by the community.

All four partners have been aware of these aspects and adapted to the situation by organising meetings where activities already take place in the each community.

The fluctuation in attendance for follow up meetings and digital literacy courses has also been a concern.

'People have busy lives and didn't attend the session every week. But it is not particular to this project at all, it is about this particular group because they have a lot in their lives and they can't necessarily commit to a program of learning.' -- Michalis Tiritas, UK

Cultural holidays and summer / school break period have also been timing factors that decreased parents' attendance.

In Romania, not all media coaches are competent in all the digital fields that together become digital competence. Some of them are competent in critical thinking when working via internet, suitable for facilitating discussions about internet safety with parents, but less technically skilled. This aspect made some educational professionals to refuse the offer to become media coaches, while other trained media coaches who are less experienced and digitally skilled still need assistance from the other media coaches in delivering workshops.

The media coaches prepared by ERVET are sometimes in the position to address some sensitive subjects concerning religion or the radicalization of youth.

'Before we started the information meetings with parents, the team discussed that there were some points that we were not able to face with parents. It came out during a meeting when a mother mentioned her fear that her son might search online about ISIS and police might follow him or come home. We tried to talk about it, it was difficult because it was something that we didn't face.' -- Hajar Hafiane, Intercultural Media Coach, Italy.

C.3.3. Recruitment and Training of Cyberparents

Cyberparents, as defined by DGGMLF, refer to active, motivated and digitally competent members of the neighbourhood who can communicate with other parents for the purpose of supporting them in developing media and digital skills. They can be identified from the groups of MRS-parents who participate at internet safety and digital literacy workshops or directly from within the community. Both approaches have been used by partners, as follows:

Pilot	Recruitment and training of cyberparents
ERVET	<p>In the first phase of the project, the team identified potential cyberparents among the group of volunteers collaborating with the community and intercultural centres in Bologna and Modena. They were already involved in educational activities with children and parents and they became interested in DGGMLF. In order to guarantee their continuous involvement in the project, the organisation prepared them for the role of e-facilitators and offered them a small contract.</p> <p>In the last year of implementation, ERVET shifted their focus to organising activities in religious and community sites with the help of migrant associations and community leaders. Young parents who were spokespersons for the community offered to help organise meetings by presenting and promoting DGGMLF activities. They received an introductory training session into DGGMLF topics and tips on how to get involved in organisational and reach-out activities.</p>
ActiveWatch	<p>Cyberparents in Romania have been recruited during and after media/digital literacy workshops with MRS-parents delivered in schools, libraries, community centres and parents associations.</p> <p>The Mothers' Club is a group of active mothers of mixed origin (Roma and non-Roma) who are involved in social and citizenship activities with parents and children living in Ferentari (Bucharest's notorious ghetto-area where many marginalized groups, including of Roma origin live there). The mothers working as volunteers at the club are very well connected to other parents in the community. Although they already performed activities for and with parents, the digital element was not covered. AW has gradually introduced the mothers in DGGMLF topics and activities by promoting the project in the community, handling organisational aspects and assisting the media coach in explaining the project and its objectives to other MRS-parents. Once they gained more and more knowledge and responsibilities, the cyberparents became intercultural media coaches.</p> <p>Other parents got involved in activities after they participated in information meetings in schools and libraries. They have been selected because of their professional background - marketing, advertising, IT - and more than average digital skills (to understand safety internet concepts, can set web content and privacy filtering etc.), but some of them were also motivated to know more about the subject and to spread the activities in the community,</p>

	<p>regardless of the previous background and competences. A good practice for AW is the group of parents from Peretu (small commune in the county of Teleorman) who expressed their intention to continue DGGMLF activities. The intercultural media coach maintained contact with the cyberparents, provided information and materials by email, trainings and webinars have also been delivered in preparation for meetings with parents organised by the cyberparents themselves.</p> <p>The cyberparents have been involved in selecting the content and topics of their training: some cyberparents were interested in carrying on digital literacy courses, while others focused on the internet safety and other media literacy subjects (cyberbullying, what is vlogging, developing online critical thinking etc)</p>
Migrants Resource Centre	<p>In follow up meetings with parents, project team and intercultural media coaches observed that parents have different levels of media/digital/internet safety skills. Some of the parents have organically taken the role of cyberparents by helping out other parents with translation, advice on digital aspects and encouragement for them to speak up during open discussions. <i>‘When we are at the computers and some users are not that confident to go on their own, some parents automatically paired up in a way so that they helped each other.’</i> -- Chatelle Jeram, MRC.</p> <p>MRC realized that parents are involved automatically in supporting others. The organisation encourages this approach and is resistant to giving parents additional responsibility at this moment. As part of their strategy, they want to maintain the (cyber)parents’ attendance in media and digital education meetings, to gradually improve their knowledge and prepare them for a bigger role: community organising champions. <i>‘For this group of people, we are going to do a six-week training: how we organise communities, for example. And that is a huge investment. They need to have a certain knowledge about community. That’s how we see champions.’</i> -- Amanuel Woldesus, MRC</p>
Mira Media	<p>In Utrecht, the intercultural media coaches identified potential cyberparents during information meetings and from the group of involved parents working in the community as volunteers, people who had the skills and motivation to know more about the subject. They have been invited to an advanced course consisting of six meetings on media and digital education, digital citizenship, how to deliver presentations to parents, how to facilitate open discussions etc. Mira Media strategy is to involve other neighbourhood organisations as well in this activity. Trainings with cyberparents took place with the help of migrant organisations and public/multicultural schools. Conversations with schools and welfare organisations had as a focus the coordination and involvement of cyberparents in future activities after training was over. Neighbourhood-based social workers who are involved in facilitating community initiatives usually coordinate these groups of parents.</p> <p>Mira Media evaluated the training activities and produced a ‘lessons learned’ paper on how to find and recruit cyberparents.</p>

	Cyberparents have become more and more active in the community by developing their own activities and support points for MRS-parents at the local level. Mira Media provides guidelines and social workers/brokers are coordinating the volunteers.
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C.3.4. Establishment of Digital Support Points and E-Tools

Digital support points, as introduced by DGGMLF, are online and neighbourhood-based helpdesks and platforms established to provide information and guideline to MRS parents on media and digital aspects. These support points have been developed or re-activated with the help of the local network consisting of cyberparents, community centres, libraries and schools.

The only organisation that has established a support point on its premises is the **Migrants Resource Centre** that has set 12 computers linked to the internet. The strategy behind the activity is that when MRS clients visit the centre on different issues, while waiting, they can use the computer to learn online and see what kind of skills they are missing. MRC staff and volunteers offer one-on-one support to interested parents, but in the future they are looking to also establish a 'classroom environment'. The second digital support point has been developed at the Cardinal Hume Centre. Computers have been set to create an ongoing support point for service users. The centre opens for a number of hours everyday for drop-in classes and different courses. During that time, some (cyber) parents who are at the centre anyway could rotate and be at the support point for a fixed time.

Based on the growing demands of MRS-parents and on the success of the information meetings and workshops, **ERVET** was involved in re-activating a support point at the Intercultural Centre Zonarelli in Bologna. Materials produced by ERVET, such as learning materials, leaflet on 'Advice for parents on how to accompany their children online' and a websiteography on internet safet resources, were put at the disposal of the helpdesk. Two e-facilitators who were trained by ERVET and worked as volunteers for the Zonarelli Centre have become available to provide assistance to MRS parents about digital aspects. In Modena, ERVET collaborated with existing digital support points for citizens run by the municipality, the net-garages, but which were not very accessible and promoted to migrant parents. In order to make these spaces more visible and to provide practical information to their clients, ERVET contributed to the activity of net-garages with resources, materials and leaflets. The leaflets promoting the digital support points were distributed to MRS parents during and after information and digital literacy meetings. One of the cyber-parents who helped organise these meetings suggested making the communication more effective by adding a visual component to the information from the leaflet. MRS parents, they said, may recognize more easily the entrance and surroundings of a digital support point, rather than the street address. This video (available on YouTube) started being shown in the meetings with parents, along with the distribution of the paper leaflet.

ERVET has observed that the net-garages respond to citizens' requests and organise digital trainings, but their approach is not very pro-active in reaching out the target group, they let themselves be discovered without making specific endeavours. This approach might be linked to an overall lack of maturity and urgency in establishing digital support services to foreign parents in society, ERVET believes. In order to support e-facilitators and cyberparents in continuing their digital support to other parents in the community, ERVET is exploring a mid-term strategy and has had a discussion with the president of one of the net-garages concerning the development of activities on a continuum-basis.

Mira Media has been pursuing the involvement of the local library for developing digital support points. Despite the fact that media/digital education is a new focus for the library, the creation of a

digital support point was still not part of the institution's policy. The organisation insisted with their approach that each activity with MRS-parents and children had an element of the library in order to introduce the parents to the library and the library to these types of activities. The organisation succeeded in organising digital activities in every library in Utrecht, sometimes with the involvement of cyberparents. An important aspect is to prepare professionals in the library to deal with these kind of subjects and get the institution more structurally involved. This was possible by getting the library engaged in the follow-up project of DGGMLF. The organisation identified key people in the institution who had the skills of providing support to migrant parents (one of them is of migrant origin who was also trained by Mira Media to be an intercultural media coach and was involved in recruiting and training cyberparents). This is going to be an element of the digital support point that the organisation is trying to establish in the library. In addition to that, Mira Media and the Utrecht library (the two partners of PIM network) collaborated in developing an online support point - a digital platform for intercultural media education. The online support point has also a presence on social media and it is connected to the digital newsletter managed by Mira Media. It mostly hosts links promoting relevant resources of information and places where digital education activities happen in the city. The platform is also helpful for professionals in the fields (teachers, social workers, members of community centres etc)

In the meantime, Mira Media supported parents in developing their own pilots and support points in their community. Basic infrastructure is already present at the local level - cyberparents providing assistance to other parents by making use of several multifunctional/neighbourhood spaces they can use (make reservations or rent).

In schools, parent councils who run parent meeting spaces already push the subject and organise activities. These spaces are gradually establishing as support points. However, efficient cooperation between parents and schools is still limited as there is a reluctance of teachers and school directors to directly involve assertive parents for fear of being undermined.

In Romania, **ActiveWatch** facilitated the development of a digital support point in Peretu where the three cybermothers are planning to have digital activities with children and their parents in the local school which is better equipped with computers than the library. AW has also added a new line of activities at the Mothers' Club in Ferentari. Before DGGMLF, the centre didn't include digital education in their agenda although it was already equipped with computers and internet. The team trained the group of parents working at the centre to become cyberparents and media coaches and provided them with information, materials and resources for setting an on-demand digital support point.

By training teachers to become media coaches, they are now skillful enough in guiding parents and discuss cyberbullying. Most probably, they will activate this information when needed in the schools they work - when a conflict appears, during parents-teacher meetings etc.

C.4. Sharing and Transfer of Know How, Methods and Materials

C.4.1. Infrastructure of Communication

Early in the project, the consortium established a DGGMLF Dropbox folder for internal communication that acted as storage of important information and documents. All partners viewed the Dropbox group folder as an adequate and useful tool to place certain documents and look through joint materials and other partners' presentations. This has been especially helpful and accessible for new experts/national coordinators in the project. It seems that Dropbox was used more actively in the first part of the

project, its use diminished afterwards as partners focused on email communication for exchanging information and enclosing documents.

Due to its limited interactive features, Dropbox has not been found to be the most efficient tool for stimulating the transfer of know how, good practice and content materials. As one partner suggests, *'What I am missing is a communication forum to go alongside it'*. An interactive communication platform is more suitable for bringing up different ideas and issues, but it is a challenge if partners do not use a similar communication tool on a regular basis. A social media group was also suggested as an informal channel for sharing, for example, articles that they were using and topics raised by parents in sessions. ActiveWatch, in particular, assumed that in the context of their partners there were many more debates and resources on media and digital education. They felt that the project should have insisted more/on a regular basis on content and less on structure. The target group for ActiveWatch is also different from the other partners and, therefore, made the transfer of knowledge less efficient to their specific context.

Between management meetings and transnational academies, most partners felt the need to also understand what is happening in the other cities. *'What I discovered in Utrecht was that partners have dealt with important challenges. If I had had more information about what was going on with the other partners, I would have got in touch with them.'*, says project coordinator of ERVET. Conference calls with all participating partners have been explored but weak internet connection and conflicting schedules have discouraged them.

But in the end, due to their already full schedules of activities and, in some cases, lack of social presence online, partners found it difficult to discuss this among them or adjust their communication habits.

Communication was more direct between each partner and Mira Media. The management team responded quickly to administrative and content requests from partners and even facilitated online calls between partners and their intercultural media coaches. When partners sent materials and tools, the project staff was also careful to share the documents on Dropbox with the other partners.

C.4.2. Transnational Academies

If communication online was sometimes challenging, the transnational academies have been useful opportunities for project coordinators, intercultural media coaches and other professionals in the field to interact and exchange experiences.

The Bologna Academy organised in October 2015 took place after partners had developed their national research and made a first selection of intercultural media coaches. The academy was a closed discussion and training session, part of a bigger event that included a public plenary session held in the townhall of Modena and a project management meeting.

It was the first time the partners and their teams met to delve more into the content of media and digital education. Each organisation presented the results of its national research: the media/digital policies in their countries, existing initiatives and projects, local opportunities and obstacles, relevant target groups and so on. A special focus has been given to the training of intercultural media coaches present at the event on their role and necessary competences, on how to organise and deliver information meetings and digital workshops to MRS parents, how to prepare culturally relevant materials and how to identify and encourage cyberparents to get involved in supporting their peers. The

experienced intercultural media coaches in the Mira Media team delivered the training and led the open discussions. For the Mira Media media coaches, it was *'nice to hear the partners' experiences and talk about how we can get together to a similar level of implementing media education activities'*, but - because they were in the leading position as 'trainer of trainers' - the session was less informative for them and the exchange of practical information and tools was one way. The Academy in Bologna was indeed more useful for the other media coaches present who were for the first time exploring their new role: they received valuable tips and learned different ways of doing things from the Dutch experience: how to reach out parents and discuss sensitive subjects, interactive quizzes for MRS-parents etc. *'It calmed my fears'*, says Hajar Hafiane (Intercultural Media Coach for ERVET).

The external evaluator had the opportunity to attend the second Academy that took place in Utrecht in November 2016. Just like in the previous event, project coordinators and media coaches from each country met to discuss the new developments in their local context and exchange ideas and good practice examples. The motto of the meeting, expressed by transnational coordinator Ed Klute, was *'Share ideas, use them in your own setting'*. With this in mind, the partners began two days of looking back at lessons learned from year two of activities and planning year three of implementation. Day 1 started with short presentations on the national state of affairs by national partners and carried on with two working parallel sessions dedicated to project coordinators (session 1) and intercultural media coaches (session 2). Project coordinators' discussions focused on policy and strategy development:

- How to build a sustainable local partnership in neighbourhoods in cooperation with schools, libraries, neighbourhood organisations etc;
- How to develop a local action plan;
- How to recruit, train and involve intercultural media coaches;
- How to work with schools and community centres.

As media educational activities have been initiated in all four contexts, the second session paid attention to practical intercultural experiences:

- The experiences of the media coaches;
- Strategies on how to reach and involve MRS-parents;
- Methodologies and materials for educational information meetings and digital literacy workshops;
- Experiences with cyberparents training.

The two sessions met in plenary and discussed key points, lessons learned and good practice of year two of activities.

In the second day of the academy, Mira Media invited a strategic policy advisor from the Municipality of Utrecht to present aspects related to internet safety, digital citizenship and prevention of radicalisation. This was of interest to media coaches as they experienced some questions and concerns from MRS-parents during information meetings: *'Some parents are proud that their kids are looking for information about religion, but they don't know which side of it their kids are interested in'* -- Samia, intercultural media coach.

The participants separated in groups to discuss the steps to be taken in year three of activities:

- Implementing the lessons learned at the national level;
- Development of digital support points;
- Drafting the transnational toolkit;
- Dissemination of activities and results.

Final conclusions and agreements have been discussed in the plenary at the end of the day.

The academy was considered a success in terms of transferring of know-how and methods. Partners were satisfied about the input received from the others and inspired by certain elements that worked at the national level.

'Discovering what other countries are doing in the project is invaluable and having open discussions about how to approach upcoming tasks was also helpful.' -- Chatelle Jeram, MRC

'What I enjoy is when we have opportunities to learn about what the other partners are doing, not only generic information but also the details. I was very interested when [MRC] (during the Utrecht Academy) told us about the activities they are doing with the media coaches. They use case studies and learning methods. Or when [Mira Media] showed us how they were re-using materials that they have found online in the original language of the Turkish or Arab communities. (...) I asked [Mira Media] and they sent me the list of these materials. These are very practical examples of how to do.' -- Stefano Kluzer, ERVET

'The Utrecht Academy was extremely important because we have learned about tools used in partner countries: addressing the target groups in their religious institutions is something we can use here, in the rural areas. Some religious figures/ priests do give assistance to the Roma communities. In the future, we will look for these key people and they might become themselves media coaches. Secondly, the way we saw that libraries are used in Utrecht and in Italy encouraged us to develop our activities with libraries. We had the time and opportunity to do it during the project. Part of our activities have been assisted by the librarians and using libraries in the rural areas.' -- Mircea Toma, ActiveWatch

C.4.3. The Role of the Intercultural Media Coach

As previously mentioned, the Intercultural Media Coach as envisioned by DGGMLF is an expert in the fields of intercultural awareness, media and digital literacy who facilitates discussions and workshops with parents and children from diverse social and cultural backgrounds.

The figure of the media coach has been well established in Utrecht/The Netherlands where it is acknowledged and certified by official media institutions. The 'intercultural' element has been pursued by Mira Media for the purpose of consolidating and promoting the intercultural aspect of media education in their activities. In conversations with experienced intercultural media coaches working for Mira Media, they emphasised that certifications and a certain training background is not mandatory in delivering workshops to MRS-parents. Important aspects and skills are related to:

- a background in education/communication/psychology/multiculturalism;
- a broad knowledge of the educational system in their countries;
- interest and knowledge about other cultures in the neighbourhood;
- interest in finding and promoting information about media and digital education;
- ability to identify needs, communicate with target groups, facilitate discussions.

The media coach (implemented in Utrecht by Mira Media) is not necessarily a trainer of parents, but a facilitator/mediator.

'An intercultural media coach needs to be open to let go of all the prejudices and be on the same level as the interlocutor. H/She needs to communicate as an equal, not telling parents how to act. A media coach is an active listener, gives parents the chance to tell their experiences and opinions. Ultimately, the parents are the decision-makers when it comes to their kids. A media coach who judges loses the trust of the parents and, as a result, the training fails.' -- Ebru Aydin, Intercultural Media Coach in Utrecht

The role is relatively unfamiliar in Italy, United Kingdom and Romania. In these contexts, the traditional 'media coach' is a trainer who works in communication, journalism and (social) media, business. In UK, a similar concept is the internet safety mentor, while in Romania there are the media education experts and trainers working for various NGOs. The intercultural element has not been structurally integrated in these kind of activities. In Italy, despite growing awareness and public debate about safe internet issues (the cyberbullying law has been adopted) and the implementation of digital courses to citizens, there is a low level of attention and effort about addressing and involving foreign parents on these issues.

Regardless of these situations, all the national partners in DGGMLF followed the overall approach designed by Mira Media which had been described to them in early management meetings and the training session in Bologna and, then, consolidated in the Utrecht Academy. In practice, the transfer of the intercultural media coach figure has been implemented in different ways, taking into consideration local context.

Mira Media is working with a network of freelance media coaches and can advertise this role to other interested candidates working in the fields of education and communication who have a multicultural background. The media coaches have been prepared to organise meetings, develop materials and deliver presentations on their own. The other partners have also experimented with the role in their local context.

ERVET does not have access to a network of media coaches, therefore it turned to local partners for identifying educational and digital professionals coming from a multicultural background. They have also discovered migrant volunteers working in intercultural centres and organisations. From the beginning, project coordinator realised the difference in professional development and competences between the two groups. The 'professionals' went through an 'on-the job' training program and introduced to project activities from the start, while the less experienced received an additional training in internet safety/online services aspects. The second group have been important in reaching out to migrant communities, but are less assertive in organising activities without further supervision and guidance. The media coach role in Italy had been gradually learned throughout the project. In the first year, the more experienced professionals steadily acquired information and got involved in project activities, but their role was still not clearly defined. Participating in the media coach training during the Bologna Academy has helped in answering some questions and chasing away the confusion. By the end of the project, an intercultural media coach from Italy has explained her role in similar words as the media coaches from Utrecht: *'He/she should have the ability to speak and communicate and work with people from different backgrounds, educational levels and from different countries. And give awareness about digital aspects, online services, safe internet and digital literacy. But taking all this with an aspect of intercultural communication.'* -- Hajar Hafiane.

Some of the trained intercultural media coaches in Italy have already been involved in similar educational projects by ERVET, keeping their role and facilitating meetings and workshops with parents and teenagers on safe internet issues, which proves that the organisation sees the role to be very

useful and relevant in their community. However the organisation depends on a small group of professionals who continue activities and this figure has not been adopted by other stakeholders in the neighbourhood.

Migrants Resource Centre's first strategy of recruiting media coaches was based on their pool of clients, first and second generation migrants who participated in other support activities organised by MRC. A comprehensive training program was put in place at first by project coordinator, but the involvement of media coaches in project activities after the training declined because many of them were looking for stable jobs and viewed the training as a stepping stone and an educational opportunity. MRC turned its attention to a network of volunteers that had been facilitated by the CSR policies of companies in London which gave their employees a paid day-off to volunteer for charities and organisations. Due to their professional background, these volunteers have only received an introductory training and were involved directly in activities with MRS-parents. The new media coaches have the abilities and show great interest in getting involved in support activities for people in their communities. As they are not pressured by job searching, they could be a valuable resource to MRC on a regular basis in the future.

Eager to start activities with parents from Roma and socially marginalized communities, ActiveWatch trained at first some of their staff for this role. As they were already working in multicultural/educational and media activities, the training consolidated their knowledge and skills and prepared them to be the 'engine' of internet safety/digital education activities in the project: organising and delivering meetings and workshops in the community, training other media coaches and cyberparents etc. The organisation also relied on their network of teachers and librarians for developing media coaches that could be in the future reactivated for other educational purposes. The cybermothers from Ferentari were also introduced to media coach training and took over some of the responsibility of organising digital literacy workshops in their community. However, as it is the case in Italy and UK, there is a need for more structural and extended media coach training and regular on the job practice to achieve the competences and confidence required to sustainably adopt this role.

'The teachers and public librarians still feel that they are not enough prepared to have a session on their own, without any assistance from the experienced media coaches. We found the training of media coaches to be very complicated because it takes a lot of time until people with less experience take the position of main media coach. We will continue to work with them, but we will provide further assistance in the future as well.' -- Irina Georgescu, ActiveWatch

For ActiveWatch, the role also resembled that of a trainer and less of a facilitator. Although the trained intercultural media coaches tried to fight this position, the expectations from parents were that 'the teacher' would provide them answer and tools to deal with their children's behaviour online. This is due to a long pedagogical paradigm in Romania where the teacher is giving information and the passive receiver is not debating. There were some cases where the media coaches discovered that some parents with strong competences were open to give their peers their own solutions, but this situation did not happen often.

C.4.4. Cyberparents

As mentioned in a previous chapter, cyberparents are a group of MRS-parents who have more than average digital skills and who are interested in supporting other parents in their community on media and digital education aspects. In the Netherlands, the role is not that well established and acknowledged in the society as the media coach, but an infrastructure of volunteer work is supported and implemented at national and local level. Mira Media has been experimenting for some years with developing this role in the national context by making contact with other organisations in the

neighbourhood who were working or encouraging parents to become volunteers on various topics. Cyberparents are active in Utrecht in developing their local digital support points and organising activities and meetings with parents, but what Mira Media team discovered was that a support system for cyberparents should also be put in place in order to get a constant involvement of volunteers. Mira Media recruits and trains cyberparents, but there is the need for other institutions and organisations in the neighbourhood to pick up the responsibility of involving cyberparents further on in their activities: *'The government and municipality want volunteers, such as cyberparents, to be more involved and self-supporting, but in the end there must be a contact person who is activating and motivating the volunteers.'* -- Ed Klute, transnational coordinator, Mira Media.

In Utrecht, welfare organisations whose social workers aim at facilitating neighbourhood-based initiatives took over this role and the activities with cyberparents continue beyond Mira Media direct involvement. However, challenges in involving parents are still present in schools that are more resistant to new methods of parental involvement, other than the traditional parent-teacher meetings. As an intercultural media coach in Utrecht realised, some schools were developing media education activities without involving the cyberparents recruited and trained by Mira Media.

Similar obstacles have been observed in other national contexts. In Romania, ActiveWatch identified cyberparents during information meetings in schools, but their involvement in activities faded gradually after the organisation ended its activities there and the school was not prepared to carry on the efforts. When a basic support system was developed beyond DGGMLF activities, things worked better in Romania: the cyberparents in Peretu were connected to the local school and library (one of the cyberparents was also a teacher), the Mothers' Club in Ferentari receives backing from neighbourhood organisation Policy Center For Roma and Minorities.

In Italy, the cyberparent model worked only under certain conditions. While organising information meetings in migrant communities (in the mosques, for example), ERVET identified young MRS-cyberfathers who were introduced to the safe internet aspects of the project and got involved in reaching out and communication activities. Some of them asked ERVET for presentations and materials to organise their own information sessions. However, due to budget, time and staff constraints, ERVET didn't follow through with monitoring the activities the cyberfathers have developed beyond DGGMLF coordination. Other parents' involvement in the project was inconsistent and gradually toned down as soon as they found full-time jobs. ERVET learned the same lesson that volunteers/cyberparents must be well connected to other local organisations and initiatives who can provide coordination. The Pane e Internet program that was a partner of DGGMLF from the start promotes the involvement of volunteers in e-facilitation activities and other local intercultural centres also work with migrant volunteers. ERVET managed to train and involve already operating volunteers in DGGMLF activities and this group of cyberparents is still active under these circumstances.

The cyberparents figure didn't seem to take off in London. MRC has been resistant in providing specific training to potential cyberparents at this stage. They have observed that some MRS parents who were more digitally skillful organically supported their peers with information and guidance during follow up and digital literacy workshops. But the team was reluctant to give these parents additional responsibility because *'parents are busy and to ask them to do something outside of their session time is difficult.'* However, MRC plans to gradually prepare these cyberparents for the role of community organising champions who will also take on internet safety aspects in their activities.

C.4.5. Digital Citizenship 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. 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 identity and intercultural awareness in the neighbourhood. It focuses on how children can learn digital citizenship skills and steps to establish a 'medialiterate' community. The chapters revolve around:

- A presentation of the DGGMLF initiative and the particular national contexts of media education activities in the Netherlands, UK, Italy and Romania;
- Digital citizenship and the impact of digitization in migrant and low educated families;
- Developing a local network in support of parents and children;
- Creating a digital citizenship support system;
- How to establish a 'medialiterate' neighbourhood and institution.

In part II, the partners share their experiences and products 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 coaches, MRS-parents and cyberparents.

The drafting of the toolkit was coordinated by Mira Media with feedback from the other participating organisations. In spring of 2017, Mira Media proposed the toolkit structure and developed a first draft that was distributed to partners for feedback. The exchange of information and materials between partners got a boost in the last part of the project as the writing process was under way. The partners organised a group conference call to discuss details and suggestions regarding the first draft and agreed that the first part should be produced by Mira Media with input from other partners in order to obtain coherence, while a collective effort was expected for the second part. The updated versions were shared in a common online document (google docs) and the materials have been uploaded to dropbox.

With the occasion of the transnational event in Bucharest in June 2017, Mira Media organised parallel working sessions on various toolkit chapters and received valuable feedback that was later integrated in producing the final product. The participants at the discussions included project coordinators, intercultural media coaches and librarians from each country.

As the project was approaching the final months, the partners focused more on the implementation of activities at the national level and were less involved in the toolkit process. However, because of previous joint efforts, the publication is a good reflection of the lessons learned, work and achievements of DGGMLF partnership.

C.5. Local Information Campaigns

In their meetings and discussions, all the partners have observed a general lack of awareness among educational professionals and local stakeholders about media and digital education aspects and a low level of knowledge about existing projects and initiatives in the field. Many of them didn't see the urgency of tackling the subject or paying specific attention to migrant and socially marginalized parents, while others were inhibited to act due to various factors (time, budget, institutional constraints etc).

To respond to these information needs, the DGGMLF organisations connected to networks of professionals and events or organised their own local campaigns. ERVET directly reached more than 150 professionals in the Emilia Romagna region (digital animators, language teachers, staff of the Pane

e Internet Points etc) by attending training workshops and other public events. Pane e Internet (program of local networks set up by local municipalities in cooperation with public libraries and schools to provide digital literacy courses, digital facilitation services and so on) invited ERVET to talk about the DGGMLF experience with migrant communities, what kind of questions to take and how they managed to approach the communities, lessons learned, activities and the specific needs of this segment of population.

MRC promoted the project to more than 400 people (organisations that work with migrants, parents) at fairs, festivals and conferences. At one of these fairs, MRC also created a registration and learning space where people could not only learn about DGGMLF, but also register onto the Learn My Way portal. The Learn My Way portal was used as a gateway for parents with low digital skills and digital competency to learn about the safe use of computers and the internet. It was a good occasion for MRC to make contact with a school in the neighbourhood and discuss a future partnership for organising internet safety and digital workshops with MRS parents.

In Utrecht, Mira Media participated in working committees of the municipality concerning education, citizenship and radicalisation which consist of relevant stakeholders and organisations. In this context, Mira Media promoted for digital citizenship and intercultural media literacy to be included as elements of these policies and programs. The organisation also publishes a digital newsletter with information about media/digital education and DGGMLF activities and results: articles about schools, cyberparents, media developments in the neighbourhoods etc. The newsletter reaches 2000 professionals in Utrecht.

The local information campaign in Romania is mainly targeting educational institutions, such as schools and libraries, as they are considered to be the actors closest to parents and children at the national level. In some small and marginalized communities, they are even the only stakeholders present. On the one hand, ActiveWatch is making use of its own network of schools to spread and consolidate awareness among teachers, school counselors and headmasters. Secondly, the organisation has joined efforts with the EDUCAB network to reach out public libraries in various parts of Romania. The library institution in Romania is in the process of finding a new role and connecting to the 21st century educational demands and skills. It is a slow process of reinvention and ActiveWatch is looking to introducing media and digital education to the libraries' activities and policies. *The greater impact for the project was reaching out to schools, librarians and documentarians and methodologists for libraries (experts who create methodologies for librarians)* -- Irina Georgescu, project coordinator ActiveWatch.

Part D: Main Findings Regarding Project Performance

The partnership benefitted from the extensive and varied experience amongst the participating organisations. This facilitated good project progress, and although the project faced expected challenges during project cycle, all partners cooperated and worked to achieve the objectives and results.

D.1. Project Management

The partnership was managed by Mira Media that has a long experience as a transnational coordinator in several European projects. At the start of the project, the national coordinators of each organisation formed the **Steering Committee**, which was the decision-making body of the partnership and responsible for the effectiveness and the quality of activity execution. In its first meeting, the Steering Committee put in place a Quality and Assurance Plan that includes methods and criteria about monitoring activities, quality checks, risk management and indicators of achievement.

The partner meetings played an important role in the successful operation of the project. Six **management meetings** took place at the transnational level and the external evaluator has had the opportunity to attend two of them (Utrecht in November 2016 and Bucharest in June 2017) and to observe how the Steering Committee supervised the implementation process. The meeting hosted in Utrecht in November 2016 came at the end of the second transnational academy and it was attended by all four national coordinators (including the new coordinator from MRC, Chatelle Jeram). The partners focused their attention on:

- evaluating the second transnational academy;
- discussing the state of affairs, achievements and challenges for each national pilot;
- reviewing and confirming the plan of activities for the project's last year of implementation;
- discussing timetable, milestones and deadlines;
- going over indicators of achievements;
- deciding the location of the transnational/ European conference in Bucharest;
- budget and financial aspects.

The management meeting that took place in Bucharest (June 2017), also attended by independent evaluator, discussed:

- the conclusions of the European conference;
- overall project achievements and impact;
- project progress and final reporting;
- budget and financial aspects;
- planning for the last months of the project.

The meeting was held between the national partners of Mira Media, ERVET, ActiveWatch and MRC's Integration and Community Manager (Amanuel Woldesus) who took over the interim position of national coordinator from Chatelle Jeram after she had left the organisation earlier that year. Amanuel Woldesus offered information to partners regarding the activities he carried out as interim, the selection process of the new coordinator for DGGMLF and presented the new national coordinator, Sheena Vella.

The observation results showed that time was used as productively as possible during meetings, by taking the time to evaluate progress, discuss priorities and to plan for future activities. The new national coordinators 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.

External evaluation was also interested in exploring how the partnership undertook **monitoring and internal evaluation** activities. As mentioned above, a Quality and Assurance Plan was put in place to evaluate project progress and results through quantitative and qualitative indicators of achievements. Detailed monitoring and evaluation tools and forms have also been developed and shared with the other partners in the Dropbox file. Mira Media took the lead in coordinating monitoring activities by establishing regular contact with transnational partners (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.

In management meetings, project coordinators took turns to discuss the state of affairs, outcomes and challenges of their national pilot. This offered an opportunity for the group to understand the particularities and progress of each organisation. It was also important because each partner could evaluate the performance of the project at the national and transnational levels and make recommendations. This group dynamic could have been enhanced if the results of Mira Media's transnational monitoring activities based on the regular discussions with each partner had been collected and shared more often with the other actors in the partnership.

In February 2017, the external evaluator designed and used a quantitative data questionnaire to collect updated information with regards to project activities and results. The findings were shared with all the partners who found the data useful for getting a clear view of project progress overall. The following indicators were provided:

Indicator	February 2017
Meetings with stakeholders (schools, organisations, other related actors) organised so far	88
Schools and organisations involved in project activities at the local level	77
Intercultural media coaches trained	37
Trainings organised for intercultural media coaches	16
Information meetings with parents	61
Participants at the information meetings	575
Cyberparents participating in project activities	61
Follow up meetings and courses with parents	57
Parents participating at follow up meetings and courses	377
People that have been targeted by local information campaigns	4550
Digital support points for MRS-parents in schools and public spaces	10
Conferences and events organised at the local level	8
Participants at local conferences and events	200

Monitoring and evaluation at the national level mainly consisted of:

- regular/ weekly internal meetings: between project coordinator, intercultural media coaches and other staff members;
- direct observation of media coaches' performance in workshops with MRS-parents. Project coordinators of ERVET and MRC provided an evaluation of the intercultural media coaches after the course, gave feedback and recommendations. *'It was very helpful to have someone who viewed the meetings with different eyes'*, said an intercultural media coach from Italy about the

feedback received from ERVET. The project coordinator of MRC who was participating in one of the workshops with parents observed the way intercultural media coaches understood their role and gave them guidance afterwards. Chatelle Jeram: *'A couple of media coaches had the tendency, although very well intentioned, to want to advise. And they treated the role as teachers, not only as facilitators. It is not how I see that role.'*

- Peer-to-peer feedback: Mira Media and ActiveWatch also used a peer-to-peer feedback approach - more experienced media coaches would help the new coaches develop presentations and deliver their first workshops. Nural Örucü, Dutch intercultural media coach: *'We let them make their own presentations and send it to us for feedback. At the first session they delivered for parents we were always there. We guided them in that way, provided evaluation and what they could improve.'*
- evaluation discussions and meetings with partners and stakeholders from the local network.
- verbal feedback and evaluation forms for MRS-parents participating at educational information meetings and digital courses. A similar problem identified by all partners was that written evaluation forms didn't usually work with these particular groups, mostly because of language barriers. However, the parents were more open to give a verbal feedback after sessions. Therefore, the organisations mostly held informal discussions with parents. MRC: *'We used emoticon pictures for evaluation, but we didn't get a lot of written comments that we could use. But, verbally, people seem to say that they got a lot out of it, they want more of it, they would like to bring their kids.'*

Without a doubt, the most important **challenge** that DGGMLF management faced was the change in project coordination at ActiveWatch and Migrants Resource Centre. In the first year of the project, Laura Orlescu from ActiveWatch left the organisation and the position was filled by Irina Georgescu before October 2015. The Migrants Resource Centre went through two changes in coordination: Sara Wickert was replaced by Chatelle Jeram in January 2016 who coordinated the activities in London until April 2017; Sheena Vella took over the project as coordinator in July 2017. The impact of these changes was felt mainly through a delay in activities: the national research in Romania, consolidating a local network in both Romania and UK and the start of activities with MRS parents. These changes also took a toll on the partnership's cohesion concerning the timing of actions and transfer of information as the partners were moving at a different pace in the first part of the project cycle.

However, the project seems to have got back on track. The Quality and Assurance Plan put in place at the start of the project mentions changes in key personnel as a risk and comes up with a basic risk management plan. The likelihood of this situation taking place in transnational projects is quite high and the transnational experience of all partners involved managed to lessen the challenge. Mira Media took leadership in reaching out to partners, monitoring activities and progress, setting up meetings online, providing the necessary information to new coordinators about project activities and budget. ActiveWatch and the Migrants Resource Centre also took steps to handle the situations in a timely and efficient manner. The Director of ActiveWatch (Mircea Toma) and the Integration and Community Manager of MRC (Amanuel Woldesus), two very experienced professionals with decision-making authority in their organisations, took over interim project coordination, familiarized themselves with the requirements of the project and advanced project activities at the local level, while they were also in the process of selecting a new project coordinator.

Based on the evaluator's review of documents, participant observations and the feedback received from partners, project management was carried out effectively and very professionally. There is also a high level of satisfaction amongst partners with the way the project had been managed. The participating organisations from UK, Romania and Italy acknowledge and appreciate the experience

that Mira Media has had in developing and running transnational projects. As lead partner in DGGMLF, Mira Media proved a clear understanding of the objectives and results that need to be met by the end of the project, provided a thorough planning of activities and involved partners in decision-making. In our face-to-face conversation, one partner says that *'they [Mira Media] have been very approachable and responsive to questions and communication. We've also received adequate notice of upcoming events, prepare for a report. Very timely and scheduled well'*.

Partners also feel comfortable in 'flaging out things' and asking for information and materials.

Highlights of project management:

- Attention to details;
- Regular contact by email/ phone/ video calling;
- Good management of work plan;
- Speedy and detailed responses to queries and requests from partners;
- Determination to keep the milestones.

D.2. Relevance

External evaluation believes that the project is very relevant because it responds to a clear need in the society identified by (1) researchers and policymakers at the European level; (2) the target groups - migrant, low educated, socially marginalized families; and (3) local stakeholders in the field.

The *Digital Competence Framework for Citizens* published by the European Commission in 2016 underlines that people need digital skills 'to be able to participate and benefit from digital opportunities - but also to mitigate possible risks' for personal development, social inclusion, active citizenship and employment. The same report points out that migrants and low educated are vulnerable groups: around 40% of the EU population have an insufficient level of digital skills - of which 22% have none at all. These are often lower income and low educated families and migrants².

The project is based on the existence of a contextual analysis and consultations with target groups and local stakeholders and professionals working with migrants and vulnerable groups. Mira Media and ActiveWatch had direct contact with migrant and Roma communities during preparation phase/ national research. The parents who participated at roundtables and discussions opened up about their digital skills, needs and challenges. According to the results of research, parents consider digital competences to be very important for their children's educational and job development, but they also have concerns about internet safety issues. Their feedback was used to create curriculum and methodologies for further educational meetings with parents. All four partners also showed flexibility in adapting and changing their methods as they gathered more and more information from meetings with MRS-parents organised throughout project cycle. Migrant parents, especially, have poor command of the national language of their host country and are less confident and willing to connect to digital and information services targeting mainstream audience. Public online services are not user-friendly for people with low digital skills and language understanding issues. The intercultural media coach role developed in the four countries is very relevant to addressing this issue.

² Digital Competence Framework for Citizens, European Commission;

Furthermore, the organisations initiated consultation with relevant neighbourhood entities and professionals in the field for national research purposes, but also throughout the project cycle. Their observations and challenges in working with marginalized communities have been put to good use in building win-win partnerships and developing activities for the target groups. This consultation helped partners better understand their local context and the digital needs of migrant and low educated groups in their society. They found that there is a general lack of awareness and attention paid to MRS-parents on digital aspects among policymakers, local public and nonprofit organisations, teachers and other educational professionals.

ERVET: 'There is this idea that you don't have to do anything specific for foreign parents, that they should use the services offered to Italian parents. Somehow, this is a good approach because you are not discriminating against; on the other hand, they are assuming things that don't exist, for example that people understand the language and they are informed about the context.'

These digital education providers and stakeholders observe that migrant, marginalized and low educated parents don't participate at their courses and activities, but they have not been pro-active in making changes to reach out and increase access to information. Many of them believe that MRS-parents are not the target groups for this kind of support.

In Romania, there are some private workshops provided for professionals and schools, but a large part of the population is not covered by any digital literacy or internet safety initiative and does not have the financial means to access them. The digital gap is more obvious in low educated families. The poor segment of the society is also very low educated. And the vast majority of people living in poor conditions in Romania (urban ghetto neighbourhoods, poor marginalized rural areas) is the Roma who, from a social point of view, they are '[migrants although they have immigrated to the Romanian regions more than 800 years ago](#)' -- Mircea Toma, ActiveWatch. Their access to education and social services is still an issue in Romania.

Many educational professionals in the Netherlands and Romania, such as teachers and librarians, avoid to address the issues of internet safety and cyberbullying with their students or in parent-teacher meetings because of the limited knowledge about these topics. Poor digital literacy skills also prevent them from seeing the benefits of digital devices and the internet for educational purposes. Mira Media witnessed the same attitude among Dutch teachers as they are inhibited to act for fear of 'making mistakes'.

DGGMLF's added value is the intercultural element of their activities and their direct focus on providing support to parents. Findings from national research show that digital literacy and computer workshops are not missing at the local level. There are public and nonprofit projects in place. But few of them offer support to parents (and not children or young people), develop strategies to reach out marginalized groups, and provide intercultural support to these groups. DGGMLF showed that if you approach these communities in the right way and offer them what they need in terms of services (language and intercultural support, addressing very practical needs), they see the advantages in improving their digital skills and are also more aware of internet safety issues for their family.

Secondly, the partners' national research on the digital gap and needs of migrant and marginalized communities is also valuable to the local context because much of the information was lacking and fragmented before DGGMLF initiative. Few or no local actors have managed to produce an overall picture.

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

General concerns identified by partners	Objectives and result areas	Activities and outputs
<p>Although there is a growing attention for safer internet use and digital skills in general, there is also an apparent lack of attention and information for MRS families, in particular</p>	<p>O2: Provide migrant, Roma and low educated parents alternative pathways to improve their digital knowledge and skills by giving them new opportunities to access adult education</p>	<p>Information meetings and digital literacy workshops organised for MRS-parents.</p> <p>Information leaflets, resources and materials developed, promoted and distributed to parents.</p>
<p>MRS parents consider internet skills as very important for their children, but, on the other hand, many of them are concerned about internet safety issues. Parents are aware of the dangers concerning cyberbullying, sexting etc, but they face difficulties in communicating about these aspects with their children and in accessing useful information and tips on how to tackle these subjects</p>	<p>O1: Develop a comprehensive approach that allows migrant, Roma and other vulnerable groups and parents to support their children in their internet use and prepare them for a self-supporting life in a rapidly digitalizing society</p> <p>O3: Create a support system for children on digital and internet issues that includes parents, schools, public libraries, migrant organisations etc.</p>	<p>Organisation of information and educational meetings and follow up courses on internet safety, parenting suggestions and tips on how parents can tackle the online behaviour of children.</p> <p>Establishing a local network of partners collaborating on supporting MRS communities with media and digital education, internet safety, digital parenting etc.</p> <p>Awareness campaigns among educational professionals for encouraging their involvement in these types of activities.</p>
<p>Existing information and programs are unknown to MRS communities or unappealing to them due to language limitations and lack of culturally relevant materials</p>	<p>O1: Develop a comprehensive approach that allows migrant, Roma and other vulnerable groups and parents to support their children in their internet use and prepare them for a self-supporting life in a rapidly digitalizing society</p> <p>O2: Provide migrant, Roma and low educated parents alternative pathways to improve their digital knowledge and skills by giving them new opportunities to access adult education</p>	<p>Recruitment and training of intercultural media coaches;</p> <p>Development of culturally-relevant and digitally simplified language materials used in sessions with migrant and low educated parents.</p> <p>Selection, training and involvement of MRS cyberparents in peer-to-peer learning/reaching out/communication/support activities to MRS communities.</p>
<p>Schools, educational professionals and digital literacy</p>	<p>O4: Increase the awareness and empower educational</p>	<p>Local information campaigns</p>

experts have little experience in communicating and working with migrant, Roma and low educated parents and with migrant organisations and institutions	professionals on digital education aspects.	
Teachers and youth workers face challenges on how to deal with the social media use and online behaviour of their students	<p>O3: Create a support system for children on digital and internet issues that includes parents, schools, public libraries, migrant organisations etc.</p> <p>O4: Increase the awareness and empower educational professionals on digital education aspects.</p>	<p>Local information campaigns.</p> <p>Involvement of educational professionals in digital education activities as digital facilitators in their neighbourhood, recruiting and training them for the role of media coach, preparing them to coordinate cyberparents at local level.</p>

D.3. Effectiveness

Overall, the project was effective in the sense that the planned activities were realistic and largely implemented. Most expected results were achieved during project cycle or, due to various challenges, it showed a good development towards achievement.

Factors influencing the achievement of objectives/ results or generating setbacks:

- it can be said that one key factor behind effectiveness was the establishment of local networks and partnerships that was essential in bringing together various expertise, making contact with MRS communities and developing digital support points;
- involvement of intercultural media coaches and/or cyberparents that secured access to MRS-communities
- involvement of the target groups in project implementation and content: MRS-parents participating at DGGMLF activities have been included in the process of creating a curriculum/agenda based on their needs and concerns. Their needs have been met directly by asking them what they wanted to learn. This approach has influenced the achievement of follow up and digital literacy courses;
- poor social and economical conditions and isolation of the Roma population in rural Romania made difficult for ActiveWatch to access some of the most marginalized communities;
- the changes in coordination and offices at MRC have delayed activities and had an impact on the development or progress of several approaches to establish contact with new organisations, build a structural method of involving cyberparents.
- in Italy mainly, but also in the Netherlands, public attention over the issue of refugees increased, therefore the pressure for migrant dedicated activities has lowered. This situation led to a lack of urgency for local and regional stakeholders to become involved.

Main achievements:

- ✓ Building local networks and partnerships has been a main focus of the DGGMLF consortium. When asked to identify the most successful activity of the project, partners frequently referred to their network of partners. Connecting with local stakeholders and identifying common visions, objectives and activities can be time-consuming, but all the partners have put effort into networking, initiating local partnerships and consolidating existing connections for achieving win-win and durable networks;
- ✓ Many partners have also had a positive impact on their partners' capacity and activities by contributing to the improvement or revival of social, educational or digital programs. For example, only one digital support point has been established at one of the organisations' premises (MRC), the other points have been connected with their local network (migrant and intercultural associations, libraries and schools, community centres) by improving the skills of their staff (intercultural media coaches, cyberparents and volunteers, educational professionals) through training, providing materials and tools for further activities with MRS parents etc.
- ✓ The media education and digital literacy meetings and workshops have been a 'hook' for addressing other problems in the MRS communities: access to information about educational and job opportunities, access to public online services, parenting challenges, civic education and participation, practical needs regarding online banking/online shopping, social inclusion, community development etc.

Open challenges:

- The organisations faced challenges in transferring transnational methods and roles in very different local circumstances. The cyberparent role envisioned in the DGGMLF proposal turned out to be a fluid concept in practice. Many partners found it difficult to identify cyberparents among MRS participants at the media and digital education courses who had the necessary skills, the motivation and the time to become cyber volunteers in their community. Mira Media has implemented this activity to a higher degree (they have been exploring this role for several years) and ActiveWatch has also had good practice examples, but the results didn't meet their own expectations: *'The number of cybermothers is low in comparison to what we were expecting, but it takes longer time. You have to develop the first level of competences, and then the second so that you can encourage them to have that role'* -- Mircea Toma, ActiveWatch. In Italy, ERVET realised that due to economical reasons, the involvement of cyberparents in the project depended on offering a small contract. In both Italy and Romania, some of the cyberparents identified have been coached to take on more responsibilities over time/ during project cycle: intercultural media coach, e-facilitator etc. The cyberparent role, as envisioned by DGGMLF, was not picked up by MRC who struggled most in selecting and training cyberparents. The organisation encouraged peer-to-peer learning during activities and workshops, but has not identified a method of involving the parents in more structural coaching for the role of cyberparents. Furthermore, all partners came to the conclusion that a support system for volunteers/cyberparents is necessary in coordinating their activities at the local level, after recruitment and training. Organisations are exploring this thread and ways of involving local partners to pick up responsibility.

Changes that can be already identified and linked to the project:

- migrant parents in Italy are affected by the poor quality of school online services from the point of view of user friendliness. Based on DGGMLF awareness campaign, the Municipality of Modena has launched a working group with the people in charge of the schools' websites of the city's primary and first level secondary schools to re-design the platforms in a more user-friendly way;

- DGGMLF pilot allowed the municipality of Modena to test this approach and see that working directly with MRS communities for awareness and cultural events could be done: *'Some initial internal resistance and skepticism were overcome thanks to the positive results achieved'* -- ERVET;
- *'Parents discovered that the program was giving them practical tools and opportunities to behave like informed parents, to do their job in parenting'* -- Mircea Toma, ActiveWatch

To be continued

D.4. Impact

The overall objective of DGGMLF is to provide MRS-parents with alternative pathways to improve their knowledge, competences and skills by giving them new opportunities to access adult education. For making a significant contribution to this goal, the project depended on increasing the access of MRS-communities to information and, secondly, on improving the awareness of both MRS-groups and professionals that this line of activity (digital education) is needed.

Increased awareness and interest from professionals

Prior and during project implementation, the partner organisations observed that many of the stakeholders and local service providers were unaware that specific digital-related activities for migrant and marginalised parents should be implemented. DGGMLF showed the need for more structural and long-term attention to be offered to these groups.

Although there is no significant impact on a broader level, the partners have succeeded in getting the attention of some relevant local stakeholders to this issue by direct networking and planning a local information campaign. They created a context in which this topic can be addressed.

Most digital education initiatives in Romania, for example, happen in central points in big cities. There are few efforts developed in marginalized urban neighbourhoods and small rural communities. ActiveWatch activated the EDUCAB network of public libraries on this issue and has been making contacts and establishing meetings with professionals in the rural vulnerable areas who, many of them, showed their interest in having DGGMLF in their library or schools, in learning of ways to introduce digital-related aspects in their activities. It hasn't been an official change in institutional policies, but the program has received attention from professionals working in those institutions.

A similar situation has taken place in Utrecht where Mira Media has been looking for more structural partnership with Utrecht library, among other important actors at the local level. Professionals from the public library have become more aware of the need of hosting specific activities for migrant parents that also involve cooperation with migrant organisations and key members of community. At the moment, central and neighbourhood libraries are involved in various activities developed by Mira Media. By building the PIM coalition that consists of important Utrecht stakeholders in the field of education and services for migrants, DGGMLF activities are starting to become visible and well-established in the neighbourhoods.

Many of the regional and local professionals in Italy who have been targeted by ERVET acknowledge the opportunities and achievements brought on by DGGMLF. The project was clear in increasing the interest of stakeholders and in presenting that, by using the DGGMLF approach piloted by ERVET, developing activities with and for migrant communities could take place and achieve results.

In UK, MRC teamed up with several libraries and the Cardinal Hume Centre, but has not explored further connections outside their traditional partnerships for direct awareness purposes, except for media dissemination activities that have not been the object of this evaluation.

Improved access to information and awareness of MRS-groups

The program has responded to the immediate digital-related needs of the MRS-parents. DGGMLF contributed to the improvement of access to information of the target groups by developing a specific approach to facilitate communication and information lines:

- Reaching out to migrant and marginalized groups in their environments, where they meet and live;
- Using the language of the migrants in communication and training and established relations with community facilitators for spreading information;
- During meetings, the intercultural media coaches used simplified and culturally relevant materials for an easier assimilation of information;
- Awareness was also enabled by gaining and ensuring the trust of the participants in the educational offer that was adapted to the local context (parent-to-parents discussions and support, intercultural media coaches prepared to collect and disseminate conclusions and suggestions for the parents who were expecting guidance etc)

Having not been used to specific attention, MRS communities were open to attend the DGGMLF activities, although, in some cases, not in the high numbers the partners expected. MRS parents usually asked intercultural media coaches to return several times to the community for additional activities.

The external evaluation considers that the practical educational offered by DGGMLF had a positive impact on the parents who participated in meetings and workshops. The project guided members of MRS communities in accessing online public services, doing online shopping and banking, handling the parenting issues related to internet safety. The partners have been witnessing individual changes in the participants as they were becoming more and more confident in their digital behaviour (see Chapter C.3. Effectiveness). Their observations were enabled by the fact that the project permitted the development of follow up meetings and programs where national project teams and some of the MRS groups interacted over a longer period of time.

However, the external evaluation has not had the opportunity to interact with the target groups and get first-hand statements. And no structural analysis/or certification on the competences and skills achieved by parents have been put in place.

DGGMLF succeeded in making contact with MRS communities that were quite unreachable to the other local stakeholders and showed that it could be done under certain circumstances. The MRS groups of parents involved in the project have had access to necessary information to their particular needs and to an alternative opportunity of improving their internet safety and digital skills. Still, their access to information is still predominantly depended on activities implemented in their environment that cater to them in a very specific way, of actors being constantly present in the neighbourhood.

To be continued

D.5. Sustainability

The project shows several elements of sustainability for the result areas and the overall objective. However on-going activities in the field are always needed to ensure sustainability. In the context of DGGMLF, the partners had a dedicated budget for these activities that allowed them to strengthen their capacity in the field and make important steps in achieving the expected results. All the partners

are at the moment involved in other funding schemes (European, private and governmental financing) that should ensure the follow up of activities.

- All the partners have been working on the issue of media/digital education for some time, many of them with migrant and vulnerable groups, and consider it to be one of their priorities or lines of actions for their programs and advocacy campaigns;
- The local network of partners established in the four cities presents, in many cases, signs of sustainability. Mira Media's main focus is media education and the organisation will continue to work with PIM and other local partners in advancing media and digital related aspects in the neighbourhood for MRS communities. When interviewed at the end of the project cycle, all the partners showed confidence in the network they created, they were planning or continuing digital literacy activities with their existing partners. ActiveWatch and the national network of libraries, MRC and the Cardinal Hume Centre, ERVET and PEI & other neighbourhood and migrant organisations;
- The same team of organisations, together with their national partners, are involved in COLIBLITE, which is a follow up to DGGMLF;
- ERVET is already involved in another initiative (CASPER) in Bologna and other cities in Emilia-Romagna region on internet safety and access to online services of MRS young people;
- Migrants Resource Centre will support the digital point developed at its premises for their clients and will continue its collaboration with the Cardinal Hume Centre for organising additional meetings and workshops with MRS-parents. CHC, as a centre visited by many MRS clients, has been a natural place for developing a second sustainable digital support point in London;
- Some of the intercultural media coaches trained in DGGMLF have also been involved by DGGMLF partners in other related initiatives. Involvement of media coaches is part of the on-going strategy of Mira Media; in Italy the media coaches maintained their role in other intercultural and digital education projects. MRC's connection to a network of volunteers will provide opportunity for recruitment and training of media coaches.
- The digital support points developed within DGGMLF are connected to existing structures: schools, community centres, migrant associations, libraries, that allow for continuity. However, on-going contact, support and monitoring for these points should also be considered in the future.
- Methodologies, materials and the online resources developed or discovered have also been used or adapted to new activities. Similarly, much of the research, lessons learned and tips undertaken by DGGMLF should be of use in the future.

Part D: Recommendations

On the basis of the findings in this report and in the light of an existing follow up for the project, the external evaluation formulates the following recommendations:

- DGGMLF team should consider, for their follow up project - COLIBLITE, to build on the achievements of the present initiative and to address the shortcomings outlined in this report;
- Update findings in the national research (which was produced in 2015) and create a (common) conclusions and recommendations paper to be distributed to local, national and European stakeholders;

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To be continued