Programme

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:30 - 12:30</td>
<td>● Introduction to the RL:EU project &lt;br&gt;● EU frameworks and tools to foster and evaluate digital competences &lt;br&gt;● EU programmes supporting digital upskilling + table discussion</td>
</tr>
<tr>
<td>12:30 - 13:30</td>
<td>Lunch</td>
</tr>
<tr>
<td>13:30 - 15:00</td>
<td>● Living Library Session: EU projects on digital literacies in libraries (Parallel in-person and virtual sessions with online break-out rooms) &lt;br&gt;● Wrap-up</td>
</tr>
<tr>
<td>15:00</td>
<td>End of conference &amp; networking</td>
</tr>
</tbody>
</table>

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Empowering Europe's public libraries to harness EU resources for enhanced adult education programs and strategies.

WHAT WE OFFER

Local Events  One-On-One Mentoring  Group Coaching  Conference  Advocacy Event

https://resourcing-libraries.eu/

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
RL:EU - The project

➔ Partners: EBLIDA, PiNA, PL2030
➔ Erasmus+ cooperation project in adult education
➔ 2 years project (started in September 2022)

➔ The aim of the project is to improve the participation of public libraries as adult learning centres into EU funding programmes
RL:EU - Activities

➢ Research of public libraries’ participation in EU programmes
➢ A series of 4 webinars
➢ Workbook for public libraries to access EU funds
➢ 25 local events (awareness raising and training)
➢ 100 mentorship hours and 10 group coaching sessions
➢ European networking conference in 2024
➢ Policy recommendations/policy event
➢ Website with best practice examples
EU frameworks and tools to foster and evaluate digital competences

- Digital futures in public libraries – what are we talking about?
- Library relevant EU policy and competence frameworks
- Table discussion
Future of Europe in Public Libraries

We explore these trends together:

➔ Libraries evolve into havens for peer-support in a fast-moving digital society.
➔ Libraries transform into places that foster open-minded yet critical citizens in digital society.
➔ Libraries are hubs for multiple perspectives in digital society, including also the silent majority.
➔ Not about the tool but the ability to adapt.

“Libraries can be "dream labs" for the future. Libraries are places where people are stimulated to be creative, and we need creativity to be ready for the future.”
EU frameworks to foster and evaluate digital competences – relevant for libraries!

STRATEGIC EU POLICY FRAMEWORKS
FRAMEWORK FOR DIGITAL COMPETENCES (DIGCOMP/DIGCOMPEDU)
EU RESOURCES (PROJECTS, PLATFORMS, TOOLS)
EU strategic policy framework on digital skills

EUROPEAN SKILLS AGENDA

DIGITAL EDUCATION ACTION PLAN

EUROPEAN PILLAR OF SOCIAL RIGHTS ACTION PLAN

2030 DIGITAL COMPASS

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
2030 Digital Compass

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
European Digital Rights and Principles

The declaration on European digital rights and principles promotes a digital transition shaped by European values.

(Dec 2022)
KEY FIGURES

1. PEOPLE AT THE CENTRE

4 OUT OF 10 EUROPEANS are not aware that their rights such as the freedom of expression, privacy, or non-discrimination must also be respected online.

2. SOLIDARITY AND INCLUSION

2 OUT OF 3 EUROPEANS used e-government solutions in 2019.

3. FREEDOM OF CHOICE

88% OF BUSINESSES and business users encountered unfair trading conditions on large platforms.

4. PARTICIPATION

72% OF USERS want to know how their data is processed when they use social media.

5. SAFETY AND SECURITY

HALF OF EU INTERNET USERS in 2019 reported that security concerns limit their online activities.

6. SUSTAINABILITY

8 IN 10 EUROPEANS would like to oblige manufacturers to make digital devices easier to repair.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
What is the Digital Education Action Plan?

➢ Priority 1: Fostering the development of a high-performing digital education ecosystem
  ○ 6 actions

➢ Priority 2: Enhancing digital skills and competences for the digital transformation
  ○ 8 actions
In DigComp, digital competence involves the "confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society. It is defined as a combination of knowledge, skills and attitudes."

(Council Recommendation on Key Competences for Life- long Learning, 2018).
The DigComp Conceptual reference model

![Diagram showing the DigComp Conceptual reference model]

- **Information and data literacy**
  - 1.1. Browsing, searching and filtering data, information and digital content
  - 1.2. Evaluating data, information and digital content
  - 1.3. Managing data, information and digital content

- **Communication and collaboration**
  - 2.1. Interacting through digital technologies
  - 2.2. Sharing information and content through digital technologies
  - 2.3. Engaging in citizenship through digital technologies
  - 2.4. Collaborating through digital technologies
  - 2.5. Netiquette
  - 2.6. Managing digital identity

- **Digital content creation**
  - 3.1. Developing digital content
  - 3.2. Integrating and re-elaborating digital content
  - 3.3. Copyright and licences
  - 3.4. Programming

- **Safety**
  - 4.1. Protecting devices
  - 4.2. Protecting personal data and privacy
  - 4.3. Protecting health and well-being
  - 4.4. Protecting the environment

- **Problem solving**
  - 5.1. Solving technical problems
  - 5.2. Identifying needs and technological responses
  - 5.3. Creatively using digital technologies
  - 5.4. Identifying digital competence gaps

**FIG.1 The DigComp conceptual reference model**

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Advancing digital empowerment of libraries in Europe (ADELE)

More on: www.adele-project.eu
EU Platforms for learning and exchange

- E-PANEMA: EBLIDA online database of EU projects engaging libraries around sustainability
- Erasmus+ projects results platform
- EPALE: European Platform for Adult Learning in Europe:

  EPALE priorities 2024

Upskilling and Reskilling for the Digital Transition
Adult learning for Sustainable Development
Adult learning as a Way Out of Poverty

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Can you give one example for a library activity for each DigComp area from your local context?
Table discussion question 2

In which DigComp area do you see the most training needs for library staff?
Erasmus +

aims for

support, through lifelong learning, the educational, professional and personal development of people in education, training, youth and sport, in Europe and beyond, thereby contributing to sustainable growth, quality jobs and social cohesion, to driving innovation, and to strengthening European identity and active citizenship.
Specific objectives

Promote non-formal and informal learning mobility and active participation among people

Promote learning mobility of individuals and groups as well as cooperation, quality, inclusion and equity, excellence, creativity and innovation at the level of organisations and policies in the field of education and training;

Promote learning mobility of sport staff as well as cooperation, quality, inclusion, creativity and innovation at the level of sport organisations and sport policies
Priorities of the programme

- Inclusion and diversity
- Digital transformation
- Environment and fight against climate change
- Participation in democratic life
<table>
<thead>
<tr>
<th>IMPORTANT CHARACTERISTICS OF THE ERASMUS+ PROGRAMME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protection, health and safety of participants</td>
</tr>
<tr>
<td>Recognition and validation of skills and qualifications</td>
</tr>
<tr>
<td>Multilingualism</td>
</tr>
<tr>
<td>Communicating projects and their results to maximise impact</td>
</tr>
<tr>
<td>International dimension</td>
</tr>
<tr>
<td>Erasmus+ Open Access</td>
</tr>
<tr>
<td>Requirement for educational materials, research and data</td>
</tr>
</tbody>
</table>

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
KEY ACTION 1

Job shadowing
KEY ACTION 2

SMALL SCALE PARTNERSHIP

(CAPACITY BUILDING OF ORGANISATIONS) - 2 partners
30.000 eur

60.000 eur

COOPERATION PARTNERSHIPS - 3 partners at least
125.000 eur
250.000 eur
400.000 eur
CERV: Citizens, equality, rights and Values

- Centralized program of the EU - managed by DJ JUST and EACEA
- Created in the period 2021-2027 as a response to EU civil society challenges (inequality, violence against women and children, questioning about fundamental values and rights)

OBJECTIVES:
- protect and promote rights and values as enshrined in the EU Treaties and the Charter of Fundamental Rights
- supports the development of open, rights-based, democratic, equal and inclusive societies based on the rule of law

Budget: 1.55 billion EUR (biggest program EU ever had for supporting rights and values)
The four strands of CERV

- Union Values
- Equality, Rights and Gender Equality
- Daphne
- Citizens‘ Engagement and Participation

NEW

Rights, Equality and Citizenship Programme 2014-2020

Europe for Citizens Programme 2014-2020
1.5 billion EUR for 2021-2027

- 44.38% for Union Values
- 24.45% for Equality, Rights, GE and Daphne of which
  - at least 40% for gender-based violence
  - at least 15% to gender equality
- 25.31% for Citizens engagement and participation of which
  - at least 65% for democratic participation
  - at least 15% for remembrance activities.
- 5.87% flexibility margin

- at least 50% of strand Union values, strand Equality, Rights, GE and strand Daphne should be allocated to support activities carried out by civil society organisations
- of which at least 40% shall be allocated to local and regional civil society organisations
CERV 2021 - 2022 in numbers

- 1771 CSO supported
- 3994 entities reached
- 26 calls for proposals
- 131 million euro distributed to CSOs
- 51 million euro to support local and grassroot CSOs
## Co-financing

<table>
<thead>
<tr>
<th>Co-financing types</th>
<th>Project proposal</th>
<th>Project reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>LUMP SUM (participation)</td>
<td>predefined amounts calculated based on number of active participants and participating countries</td>
<td>implementation of events</td>
</tr>
<tr>
<td>LUMP SUM II (change)</td>
<td>real costs, unit costs, flat rates</td>
<td>realizaciimplementation the a WP</td>
</tr>
<tr>
<td></td>
<td>eligible categories defined in each call</td>
<td>invoices and documentation regardin costs</td>
</tr>
<tr>
<td>REAL COSTS (change)</td>
<td>real costs, unit costs, flat rates</td>
<td>invoices and documentation regardin costs</td>
</tr>
<tr>
<td></td>
<td>eligible categories defined in each call</td>
<td>invoices and documentation regardin costs</td>
</tr>
</tbody>
</table>
Union Values

- Protect and promote Union values by providing financial support to civil society organisations active at local, regional, national and transnational level

CHAR - LITI 2024
(18. 9. 2024)

Priorities:
- promoting EU Charter of Fundamental Rights
- empowering the civic space
- Strategic litigation
- combating hate crime and hate speech
- protection of whistleblowers

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Equality, Rights and Gender Equality

- Promote rights, non-discrimination, equality, including gender equality, and advance gender and nondiscrimination mainstreaming
- Combat racism, xenophobia and all forms of intolerance
- Protect and promote the rights of the child
- Protect and promote the rights of people with disabilities
- Protect and promote EU citizenship rights and the right to the protection of personal data

Priorities:
- Tackling the root causes of the gender care gap by promoting a gendertransformative approach and challenging gender stereotypes
- Supporting the implementation of the provisions of the (proposal for a) Pay Transparency Directive - public authorities (1 project per member state)

Funded by the European Union. Views and opinions expressed are however not necessarily those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Daphne

- Preventing and combating gender-based violence against women and girls and domestic violence
- Preventing and combating all forms of violence against children, young people and other groups at risk
- Supporting and protecting victims

**Priorities:**

- Large-scale and long-term transnational actions on tackling gender-based violence
- Targeted actions for the protection of and support for victims and survivors of gender-based violence
- Targeted actions for the prevention of gender-based violence, in the domestic sphere, in intimate relationships, and online, including through targeted actions with perpetrators
- Targeted actions making integrated child protection systems work in practice

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Citizens’ Engagement and Participation

- Raise awareness of the common European history
- Promote citizens' engagement and participation in the democratic life of the Union
- Promote exchanges between citizens of different Member States (town-twinning and networks of towns)
Citizens’ Engagement and Participation

**REMEMBRANCE 2024**
(6. 6. 2024)
- Democratic transition
- Remembrance of the Holocaust, genocide, war crimes and crimes against humanity to reinforce democracy in the EU
- Migration, de-colonisation and multicultural
- European integration

**CHILD**
(26. 3. 2024)
- Children’s mental health
- Embedding a rights of the child perspective in actions at national and local level
- Children’s engagement and participation
- Understanding democratic rights, which starts in childhood

**NETWORKS OF TOWNS**
(18. 4. 2024)
- Building knowledge of the role of minorities
- Strengthen the European dimension and democratic legitimacy of the EU decision-making process
- Bringing citizens together to discuss actions on the climate and the environment

**TOWN TWINNING**
(19. 9. 2024)
- The EU is built on solidarity
- Give citizens the opportunity to express what kind of Europe they want

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.
Horizontal priorities

- Gender Mainstreaming
- Child Protection
- Values
Funding & tender opportunities

Funding & tenders (europa.eu)
Table discussion question 1

Can you think about contributions of EU project to the development of digital competences?
How can we, next to librarians, actively involve users of libraries?
Lunch break!

See you back here at 13:30 for the Living Libraries session!