

DIGITAL WELLBEING FOR FAMILIES ERASMUS+ PROJECT NEWSLETTER 3

PROJECT COMPLETION

As the Digital Wellbeing for Families project draws to a close, we are proud to share the results of our pilot workshops delivered across four partner countries: **Ireland, Romania, Spain and Croatia.**

Together, we have equipped families with practical tools to navigate the digital world with confidence, balance and safety.

ALL RESOURCES NOW AVAILABLE ON OUR WEBSITE

The following resources are freely accessible for parents, guardians and adult educators:

- **Micro-learning Cards** – Simple, actionable tips for families
- **Digital Wellbeing Guidebook** – A practical guide for educators and practitioners
- **Workshop Materials** – Ready-to-use session plans and activities

All resources are available in all partner languages: English, Spanish, Romanian, Croatian and Hungarian.

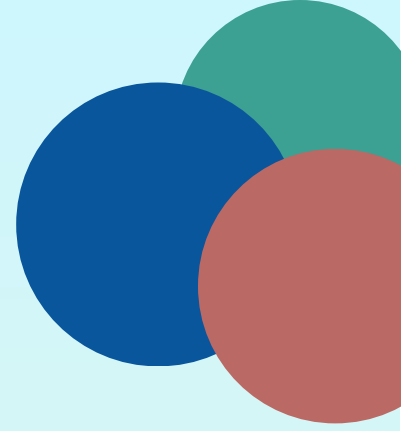


PILOT WORKSHOPS – OVERVIEW

All four partners delivered workshops with families, focusing on rural and disadvantaged communities where low digital literacy affects parenting and children's education. Six intergenerational topics were covered: Balanced Device Use, Digital Identity, Emotional Intelligence, Empowering Interdependence, Learning Apps & AI, and Online Safety.

Partners aim to reach at least 50 more families. A key innovation is intergenerational learning, encouraging exchange between tech savvy children and parents who bring critical thinking and life wisdom.





IRELAND – MEATH PARTNERSHIP (FEBRUARY TO MARCH 2026)

Across four pilot workshops reaching 49 parents and 33 children in libraries and accommodation centres across County Meath, Meath Partnership worked with Ukrainian, Somali, Nigerian, Pakistani, Palestinian, Romanian, Afghan, Irish, and Jordanian families. Sessions covered digital identities, online safety, emotional intelligence and screen use, learning apps and AI, and family interdependence.

In the first workshop at Newgrange Lodge, 11 parents and 15 children explored screen time comparisons and tech free moments, with children speaking confidently about online pressure and bullying. The second workshop at Ashburne Library brought 15 parents and 7 young children to focus on digital footprints and safe posting, where parents realised they protect their own data but rarely consider their children's long term digital identity. The third workshop at Navan Library involved 14 parents discussing online safety and AI, uncovering a sense of helplessness around data collection by large companies. The fourth workshop at Flaxmill Accommodation Centre brought 9 parents and 11 children aged 6 to 16, where children led discussions on gaming and online purchases, and an activity with obsolete technologies like analogue cameras and dial telephones created warm intergenerational conversations.

A recurring insight was that awareness alone is not enough; families also need to feel empowered to make small, realistic changes that work for their unique living situations.





ROMANIA – Spektrum Education Center (February to March 2026)

Spektrum Education Center delivered five intergenerational workshops in Harghita county, reaching 172 participants (86 parents, 85 children, and 5 educators) with children aged 6 to 14. Recruited through a network of 100 teachers, each 90-minute session brought parent-child pairs together to explore balanced device use, digital identity, emotional intelligence, online safety, learning apps, and AI in an interactive and playful way.

A consistent highlight was the value of shared time, with parents repeatedly saying that working alongside their child was the most memorable part. Parents left with concrete intentions, including screen-free bedtime hours, phone-free bedrooms, no social media before age 13, and tools like Google Family Link. Children surprised parents with their digital awareness. One parent summed up a common realisation: "The workshop made me realise that I am not very familiar with the digital world, but it also surprised me how knowledgeable my daughter is about the risks." Demand for follow-up sessions was strong across all five workshops.



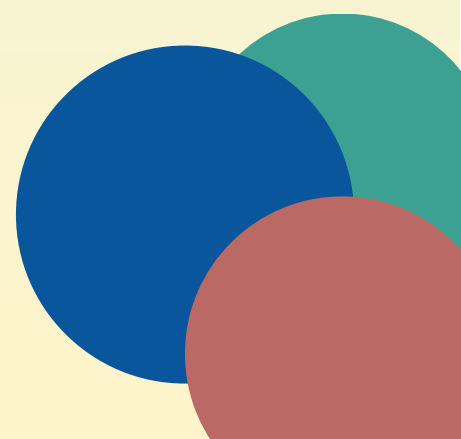


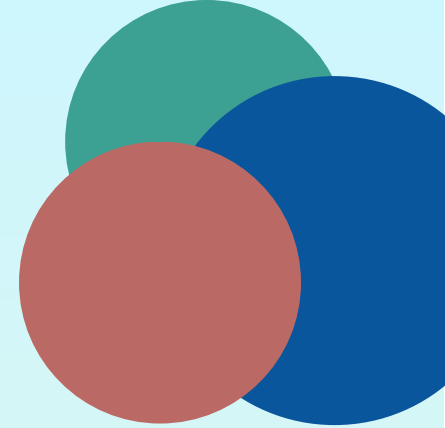
CROATIA – Ustanova za obrazovanje odraslih Dante

In Croatia, the piloting activities were implemented through a series of intergenerational workshops involving parents and children, primarily aged 9–12, in the communities of Brinje, Novi Vinodolski, and Selce. The activities were organised in cooperation with Centar Izvor Selce and its local branches operating in these towns. The workshops focused on key aspects of digital wellbeing, including balancing online and offline activities, responsible device use, creating a family digital agreement, understanding digital footprints, and promoting safe and healthy digital habits. The sessions combined interactive activities for both children and parents, encouraging reflection and discussion about everyday technology use.



The workshops addressed a clear need within the target group, particularly among parents, who often expressed uncertainty about how to establish healthy digital boundaries at home. While children were generally less enthusiastic about discussing restrictions and limits on device use – and many had already encountered similar topics at school – the activities proved especially valuable for parents. One of the most significant outcomes of the piloting activities was the way they initiated meaningful conversations within families. For many participants, this was the first time they had openly discussed their digital habits, expectations, concerns, and family rules regarding technology use. Creating this space for dialogue was considered the greatest success of the workshops, as it encouraged greater mutual understanding and laid the foundation for healthier digital practices within the family.





SPAIN – Centro de Educación de Personas Adultas San Ildefonso La Granja (FEBRUARY TO APRIL 2026))

CEPA San Ildefonso – La Granja delivered five intergenerational workshops in collaboration with local schools in the Real Sitio de San Ildefonso area. Sessions were held outside school hours to encourage participation from all family members, and a supervised space was made available for young children to facilitate attendance for families with smaller kids.

School management teams showed strong engagement and highlighted the project as highly relevant to the needs of their communities.

The workshops created a natural space for intergenerational exchange; children frequently led discussions, particularly on social media, Apps and online identity, while parents contributed their concerns and life experience, creating a natural intergenerational exchange. Several parents noted that the workshops had opened conversations that continued at home, and many expressed interest in taking part in follow-up sessions.



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CONTACT YOUR LOCAL PARTNER ORGANISATION:



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