



Newsletter (February 2026)

We're happy to share the latest updates from the DigiGap project following our Third Transnational Meeting, which took place in Krakow, Poland, on 11-12 December 2025. The two-day meeting brought together all partners to review progress, exchange experiences, and plan the next steps of this important initiative aimed at reducing the digital gap.



The discussions focused on key project developments, particularly under Work Package 3 on Digital Change Agents. Partners reviewed the implementation of the "Ready, Steady, Go" workshops, developed through the DigiCompBook, and shared valuable feedback and results from participating schools across different countries.

A key highlight of the meeting was the exchange of insights from schools involved in the pilot activities. Partners presented their experiences, identified challenges, and discussed lessons learned, contributing to a stronger, evidence-based approach for the next phase of the project.

In addition, partners worked on shaping the upcoming activities under "My New Digital Family" (WP4), focusing on how students can act as digital change agents by transferring their knowledge to family members. This intergenerational approach lies at the heart of DigiGap, aiming to strengthen digital skills beyond the classroom and into the wider community.

The meeting also addressed project management updates, quality assurance, risk management, and dissemination strategies, ensuring that the project continues to progress effectively and reaches a wider audience.

Overall, the Krakow meeting was highly productive, marked by strong collaboration, shared commitment, and a clear vision for the next steps. The DigiGap partnership continues to work together towards empowering students and communities, bridging the digital divide across generations.



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Ready, Steady, Go! Workshops

The DigiGap project has successfully implemented a series of “Ready, Steady, Go!” workshops across partner schools in Greece, Spain, Poland, and Romania, empowering students to become Digital Change Agents within their families and communities.

At Moraitis School in Greece, 37 students engaged in hands-on activities exploring the digital generation gap, developing teaching skills, and using tools such as Canva and Microsoft Copilot to design learning materials for their families.

Similarly, at Carlos V School in Spain, an eight-week programme enabled primary students to strengthen their digital competences, communication, and empathy, while learning how to guide their families in safe and responsible technology use.

In Poland, a full cycle of 18 workshop sessions involved 37 students and 6 teachers, covering topics such as generational differences, pedagogical skills, and communication. Students progressively developed confidence and practical skills, ultimately becoming active digital mentors in their communities.

Finally, in Romania, a targeted workshop with 5th grade students focused on improving communication through the “Communication Traffic Light” activity, helping learners understand how tone and language affect digital interactions and learning processes.

Overall, the workshops demonstrate a shared approach across countries: equipping young people not only with digital skills, but also with the ability to transfer knowledge across generations, contributing to reducing the digital divide in a practical and inclusive way.



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