

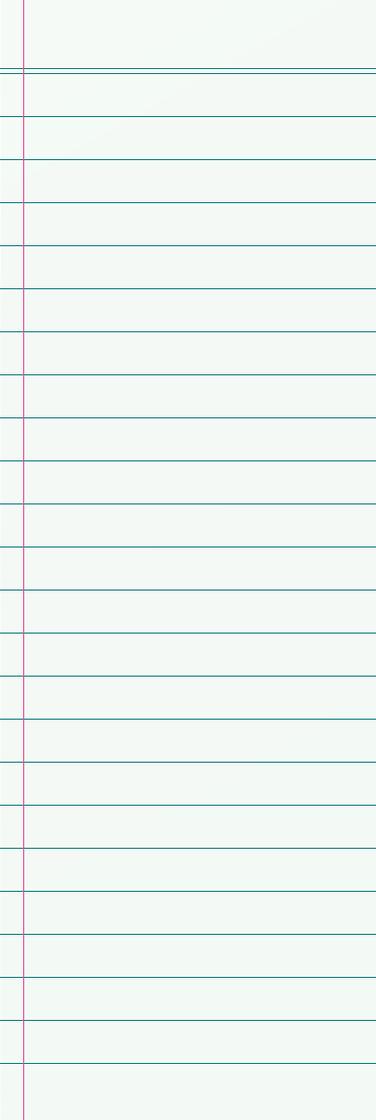


Funded by
UK Government

How libraries can support AI and digital media literacy

Good practice from the
Innovating in Trusted Spaces project





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About this guide

This guide is designed as a practical, hands-on resource for frontline library staff. It supports anyone involved in helping communities build confidence with digital media literacy and Artificial Intelligence (AI) related skills by offering clear explanations, adaptable tools and real-world examples that can be used across a wide range of library settings.

Drawing on tested approaches, community feedback and evidence gathered throughout the project, the guide brings together what worked, what challenged participants and what made the biggest difference in practice. It is complemented by the Libraries Connected community of practice that enables ongoing learning and sharing, helping practitioners stay connected,

exchange insights and continue developing their confidence and skills as this new technology evolves.

What this guide offers you:

- ◆ Clear, adaptable models for delivering digital inclusion support with embedded AI literacy and digital media literacy learning.
- ◆ Tips for working with low-confidence or digitally excluded groups.
- ◆ Guidance on how to introduce AI in a safe, helpful way.
- ◆ Insights from projects tested with communities across four library services.

The guide was developed through collaboration between three partner organisations and four English public library services. A full list of partners can be found at the end of the guide.

Definitions

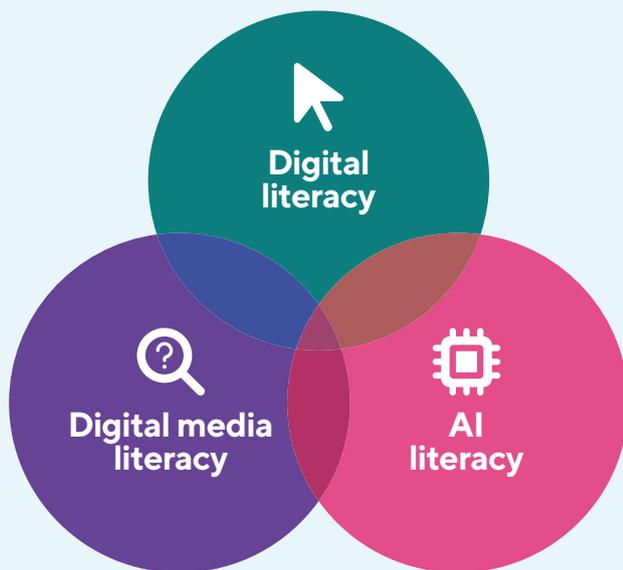
Artificial Intelligence (AI) is “the theory and development of computer systems able to perform tasks normally requiring human intelligence, such as visual perception, speech recognition, decision-making, and translation between languages”.¹ Generative AI is a type of artificial intelligence that can create new content, like text, images, music, or even computer code.

AI literacy is having an understanding of AI and the ability to use it safely, confidently, and effectively.

1 OUP (n.d.) Search result for Artificial Intelligence, Oxford Reference, [Online], Oxford University Press. Available at: <https://oxfordreference.com>

Digital media literacy, or the ability to critically analyse information, is becoming a vital skill that people need to function in a digital world full of information, whether accurate, misleading, real or AI-generated, and an online environment driven by personal data. Skills like this empower people to safely navigate online environments, be discerning of online information and participate actively and responsibly in the digital world. Without these skills, people are vulnerable to manipulation, misinformation and online harms.





Digital literacy is the essential skills, confidence, and knowledge people need to use digital devices, the internet and online services safely, practically, and effectively.

Fig 1: The challenges of digital literacy, digital media literacy and AI literacy are all interrelated

Introduction

Throughout history there have been moments where a general-purpose technology has significantly changed our economy. From electricity to the car, to mass production, to the internet – these technological drivers of economic change have been widely adopted and resulted in a wide variety of uses.

Though still in the early stages of becoming widely used, Artificial Intelligence (AI) is another general-purpose technology that has the potential to significantly change our economy and significantly impact on our daily lives.

Just as car manufacturers faced concerns, ridicule and claims it would never work, you've probably heard similar around AI.

**You're crazy if
you think this
fool contraption
you've been
wasting your
time on will ever
displace the
horse.**



February 8, 1930,
Saturday Evening Post
(America)

AI is already being used all around us. Online shopping sites use AI to recommend products we may wish to purchase. Streaming services like iPlayer and Netflix recommend what to watch based on our viewing history. Many other services are taking what they know about us and tailoring it to what they think we may like.

GPs and social workers use AI to take notes and update our records. Chatbots deliver customer service, and voice recognition applications like Alexa are increasingly common. With generative AI, available through tools like Copilot, ChatGPT and Gemini, anyone can create text, images, presentations and more.

However, the use of AI can be harmful. It can get things wrong and it can be used for malicious or illegal purposes. Guidelines and legislation have not caught up with all its uses. The Good Things Foundation has developed the AI Gateway, which provides online resources and guidance to help people navigate AI, be aware of its limitations and is a helpful step in being confident in its use.

As AI becomes embedded in public services, as the need for digital skills expands and as trust and safety become bigger challenges, programmes to ensure everyone can participate in an AI-driven online environment are becoming more essential.

Digital inequalities

At the same time there's a growing societal divide between people who can access and benefit from AI, and those who can't. We know that AI and digital media literacy are also

lacking in communities that are already digitally excluded, even though these are some of the people who can benefit most from accessing these tools. Across the UK, wide digital inequalities persist:

- ◆ **7.9 million** adults lack basic digital skills and **22 million** adults cannot complete all the essential digital tasks needed for work.
- ◆ **1.6 million** adults do not have a smartphone, tablet or laptop, which limits their ability to participate in an increasingly online world.²

2 Lloyds Banking Group (2025) 2025 Consumer Digital Index: The generative AI edition, [Online], Lloyds Banking Group. Available at: loydsbankinggroup.com; Lloyds Banking Group (2025) Essential Digital Skills 2025, [Online], Lloyds Banking Group. Available at: loydsbankinggroup.com; Lloyds Banking Group (2024) 2024 Consumer Digital Index, [Online], Lloyds Banking Group. Available at: loydsbank.com

The role of libraries

In this landscape, public libraries play a vital and unique role in supporting digital inclusion. With **2764 libraries** in England, and **143 million visits** each year, libraries are one of the most trusted and accessible public services.³ They already provide a significant proportion of national digital support. People spend **23 million hours** a year using the People's Network of almost **19,500 public PCs** and **over 2,000 loaned devices** are borrowed 24,000 times annually. Crucially, over 80 per cent of customers choose libraries for free PC access and staff support,

³ Arts Council England (2025) *Libraries Data*, [Online], Available at: [artscouncil.org.uk/supporting-arts-museums-and-libraries/supporting-libraries](https://www.artscouncil.org.uk/supporting-arts-museums-and-libraries/supporting-libraries)

reflecting the sector's strong reputation for trust, safety and non-judgemental help.

Library staff are at the heart of this offer, as they help people with online tasks, such as applying for jobs, accessing government services and completing essential digital activities. Yet they, too, face challenges keeping up with the pace of change; 49 per cent say limited technical skills are a barrier to adopting AI in their services.⁴

Amid rapid technological change and growing inequality, strengthening libraries' capacity to deliver relevant, confident digital support has never been more important. Libraries already provide the trusted spaces, skilled staff and community reach needed to help people navigate an AI-enabled world.

⁴ Cox, A (2025) *AI and the UK library profession: survey results*, [Online], CILIP. Available at: [cilip.org.uk/page/AISurveyReport2025](https://www.cilip.org.uk/page/AISurveyReport2025)

Libraries can play an even greater role in ensuring that everyone – regardless of age, income, experience, or confidence – can participate fully, safely and successfully in the digital era.

What we tested

We worked with four library services: Newcastle, Northumberland, Nottingham City, and Nottinghamshire (Inspire), covering 1.8 million people and 121 libraries, to test AI and digital media literacy interventions.

The interventions we tested included:

- ◆ Good Things Foundation's [AI Gateway](#), a free, open-access online resource that helps demystify AI, particularly for individuals with low digital skills.
- ◆ Approaches to building staff confidence around AI.



- ◆ Methods for supporting vulnerable groups with basic digital skills and AI and digital media literacy.
- ◆ Key digital media literacy topics on Good Things Foundation's *Learn My Way platform*, a free digital skills learning platform.

In partnership with Good Things Foundation and WSA Community, we used a test-and-learn model to guide the project.

Good practice for library services

01 What library services did

The following summary shows what each library did during the project. Of course, contextual factors, like location, footfall, staff numbers and community partners, mean that what worked for one customer or one library may not be appropriate for another.



Newcastle

The service generated momentum around AI building up to a one-week cluster of activities, including introductory group sessions on AI, generative AI and Google Lens. These were designed as bookable sessions, but when take-up was low, the service pivoted to hosting a 'pop-up' session in a public area of a library.

Northumberland

The service initially supported older people through one-to-one and group interventions over a number of sessions. They later condensed this to a single session approach, having done a more thorough needs assessment. They delivered sessions across four libraries, including with existing social groups.

Nottingham City

The service ran regular drop-ins over seven weeks at two sites: a city centre and a community-based library. Some drop-ins offered general digital support while others focused on the NHS App, AI literacy and staying safe online.

Nottinghamshire Inspire

The service ran sessions with existing groups. These included using AI for crafting (with a craft group), using generative AI for family history research (with a heritage group) and Google Lens sessions (at an ESOL conversation hub). They hosted an exhibition at two libraries as well as offering skills sessions focusing on misinformation and disinformation.

02 Four effective models

Having a range of models that could be used flexibly and responsively in different combinations worked well. Four key models were effective. While each model is different, they share **three features** that helped make them work:

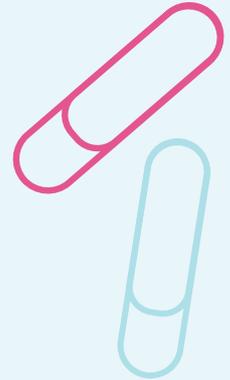
- ◆ **Learning delivered in short 'bursts'** with the offer of a next step.
- ◆ **Support built on trusted relationships**, where staff, particularly in smaller libraries, already know their customers well.
- ◆ **Staff having a range of learning materials** to hand so they can work flexibly and responsively with customers.

Model 1: Browsable exhibitions and 'pop-up' demonstrations of digital tools

These were held in libraries with a high footfall, where proactive staff encouraged the public to engage. One effective pop-up session offered immediate engagement with AI by introducing customers to Google Lens using their own phones. In another library, an exhibition used interactive elements to support customers to engage.

Think about:

running these in visible parts of the library that are open to everyone, with high footfall involving your helpdesk and other frontline staff in discussions about how to encourage people to come along and have a go.



The bits that have been successful have been... the AI photo quizzes like 'Can you tell the difference?' and I think the true or false bit could have more impact.



Library staff member

Good practice: Engaging customers through an exhibition

One library service developed an exhibition about AI to start conversations and give customers the opportunity to think about AI in more depth. While anyone could visit, it was predominantly aimed at customers over 65.

What happened

1. The idea was suggested by a Library Customer Service Assistant.
2. The library service worked with Good Things Foundation to gain permission to use AI Gateway text, images and activities in an exhibition format.

3. A 12-panel exhibition was developed, including sections on 'AI: Myths and Misconceptions', 'AI Everyday Uses', 'AI Accuracy and Bias' and 'Useful AI Tools'.
4. Interactive activities included a true/false quiz, a spot-the-AI-picture challenge, sticker voting and an iPad-based survey.
5. During the project, the exhibition was displayed in two different library branches.
6. The exhibition was then incorporated into the service's suite of touring exhibitions that are available for other libraries to book.



It's a really good opener... because you're trying to get us all interested.

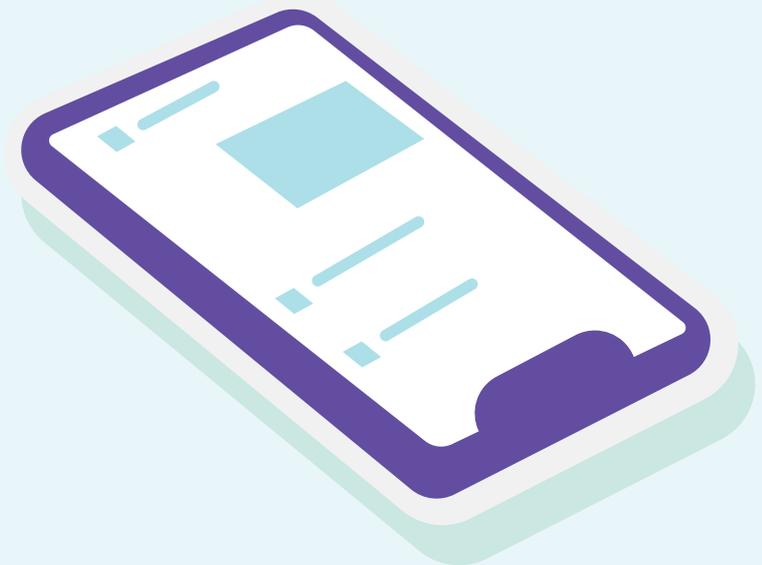
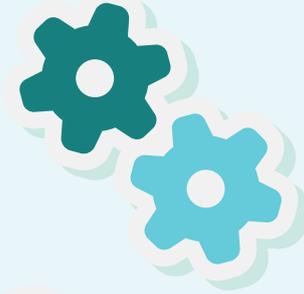


Learning

- ◆ Customers felt confident exploring the exhibition because of the library's trusted voice.
- ◆ The level of information shouldn't overwhelm. It needs to offer enough for customers to decide whether they want to explore the topic further.
- ◆ Putting the images quiz in an eye-catching position attracted attention and worked as a conversation starter. Including images that relate to local sites, activities or communities would increase relatability.
- ◆ Inviting customers attending a community group in the library boosted attendance. Guided tours or a panel event might also attract people to the exhibit.
- ◆ Ensure font size is large to support accessibility.

Model 2: Bookable 'Introduction to...' skills sessions, open to all

These were one-off sessions covering topics like generative AI, Google Lens or misinformation and disinformation. Libraries advertised sessions widely, using printed leaflets and digital communications as well as promoting these through existing partners and groups.



Think about:

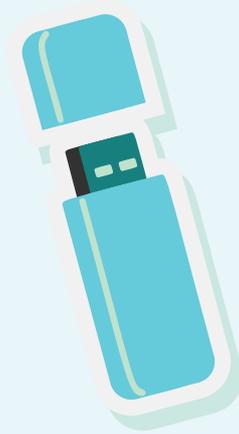
- ◆ having hard copies as a starter to spark interest and motivate customers to go online
- ◆ presenting information in small chunks or adapting your delivery and choice of devices to support specific needs
- ◆ making sessions relaxed and informal in order to encourage discussion and interaction

Good practice: Developing an interactive 'Intro to AI' session that supported peer learning

One library service developed a two-hour interactive session as part of a week-long cluster of activities to generate momentum around AI.

What happened

1. Staff members wanted the small group session to generate greater understanding of AI and its uses.
2. They advertised sessions openly, including inviting regular customers and emphasising their role in helping the library test information about the pros and cons of AI.
3. Using the AI Gateway as a starting point, they designed a two-hour session that focused on informal peer to peer discussions.
4. The session featured videos and information interspersed with examples, questions and lively discussion.



It was more like a conversation than a class.



Learning

- ◆ Quizzes on spotting fake images were particularly effective at sparking interest.
- ◆ Demonstrations of AI tools motivated customers to try these out and explore their own interests.
- ◆ Showing an array of surprising useful applications sparked customers' interest and enabled them to spot how AI might make their life easier or support their passions.
- ◆ Delivery by a diverse team of trusted and approachable staff, who took a relaxed approach, enabled customers to share their thoughts and fears.
- ◆ Staff members saying they weren't experts, and sharing their mistakes, encouraged customers to learn together.

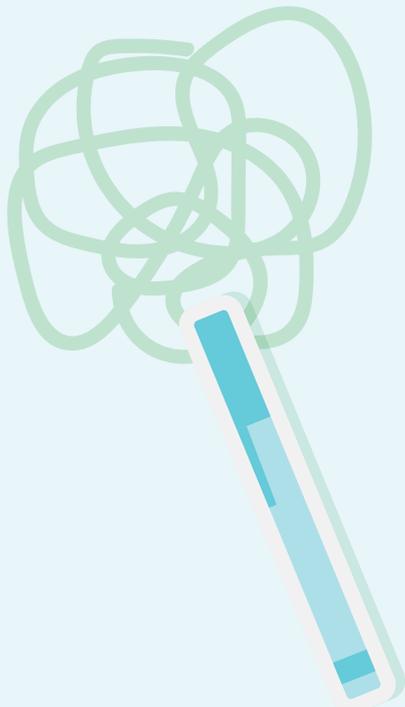
Model 3: Tailored group sessions for specific audiences

Tailored sessions can be developed for, and in collaboration with, existing groups. For example, an ESOL community hub may be interested in Google Lens; a social group meeting regularly at a library may have an interest in understanding more about AI and digital media literacy. You can offer sessions to explore how AI can enhance customers' interests while also improving their safety online.

I'd say to someone, think of something you don't know or want an answer to and go to the course, ask the question and be gobsmacked by the answer!



Customer



Think about:

- ◆ identifying existing activity, social or support groups, for example, a craft group, job club or ESOL group
- ◆ building on existing relationships with local and community partners
- ◆ finding out what interests the group, building awareness of where AI is helpful in that context and tailoring the session to their needs
- ◆ focusing on raising awareness of resources and the learning offers available

Good Practice: Providing tailored sessions to support older people

As part of a wider set of interventions designed to raise awareness of AI and its benefits among older people, one library service ran group sessions at 'Friendly Friday' meet-ups in a local library.

What happened

1. A staff member visited the group in advance to request their help in testing AI.
2. Group members completed an Indicators of Digital Inclusion form that led to conversations about their current internet use and understanding of AI.

[Name of library staff member] knows the group already, so he knew ... what they might need or want or what would help them.



Customer



3. Looking at printed sheets of real and fake images prompted a lively discussion and sparked interest in exploring AI on tablets.
4. Everyone worked through elements of Learn My Way and the AI Gateway, discussing misinformation and disinformation.
5. Group members then followed their own interests. One explored walking routes using ChatGPT. Another researched objects around the library using Google Lens.

Learning

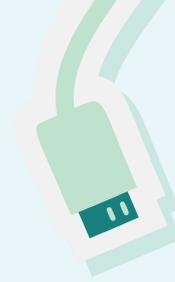
- ◆ Working with an existing library social group enabled the service to reach older people in a familiar setting. Participants were used to chatting together over refreshments and to

welcoming guest speakers. However, it was still important to visit in advance, explain the aim of the session and gain buy-in.

When some members chose not to engage there was no pressure to get involved.

- ◆ Using printed images and quizzes helped to generate discussion and provided an accessible route into exploring AI on a tablet.

They loved using the library tablets and trying things out for themselves.



Model 4: Spontaneous and planned short bursts of one-to-one support

One-to-one learning can be offered either as bookable sessions or in a more ad-hoc way depending on individual need and each library's footfall. Bookable sessions could follow a group session and, in order to be open to all customers, need to be well promoted. Ad hoc sessions could be more flexible in response to customer enquiries.

Think about:

- ◆ ensuring staff are confident and familiar with key resources
- ◆ raising awareness of all staff, so they're able to respond to enquiries throughout the library whether at the front desk or on the library floor

One-to-one learning: Customer Story

A man who has English as a second language wanted to learn more about ChatGPT and Copilot so that he could use them for reading, creative writing and, possibly, future study.

“I realised I could use AI to better myself. I’m an avid reader but was only reading in English. Now I can translate in real time. I learned how to write better prompts and come up with my own questions. I wrote a short story using positive quotes that I’m going to give to people and I’m going to write a funny story using jokes.

I think I might be able to use AI to get into formal study... I have a curious mind, but I get distracted. This allowed me to learn at my own pace... be driven by my curiosity and to simplify complex subjects”.

Top tips for library services

These top tips from partners are designed to support other library services moving forward.

Problem-solving adds a valuable hook

- ◆ **Understand the problem a customer wants to solve.** This enables you to offer personalised practical guidance that addresses immediate needs.
- ◆ **Be flexible and adapt delivery to respond to emerging needs.** This ensures relatability and relevance.
- ◆ **Encourage a test-and-learn approach.** This helps everyone learn together, listen to feedback and adapt as needed.



Tried and tested are a good starting point

- ◆ **Use existing tools like AI Gateway and Learn My Way.** These reliable reference resources are useful for staff and customers.
- ◆ **Set up pop-up and drop-in sessions on the library floor.** Short, simple, interactive activities, like trying out Google Lens, can spark customer interest.
- ◆ **Use mixed learning approaches.** Hardcopy quizzes, short videos, spot-the-fake images and discussion opportunities provide customers with a range of ways to engage.

I didn't realise I was being taught... she was very helpful, professional and patient... You know the staff are there for you... at other places they think you're gaga once you get to 60.



Customer

Understand what people actually need to know, so we can send them away with their problem solved.

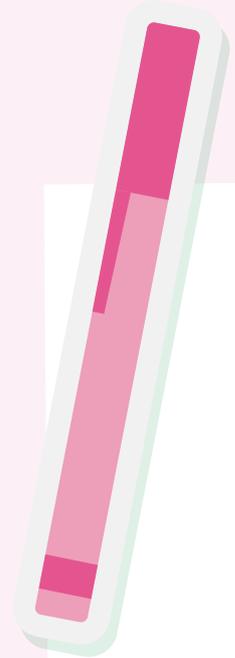


- ◆ **Make tablets and laptops available while also supporting customers to use their own devices.** It's important for customers to have access to resources in the library, but they should also be supported to use their own device as part of their learning journey.

Engagement with customers starts with trust

- ◆ **Build on customers' trusted relationships.** Customers are more likely to engage when the opportunity to learn about AI and digital media literacy is presented to them by someone they trust. This might be library staff they know well, an existing group that they attend regularly or a community organisation that tells them about the support.

- ◆ **Use printed promotional material as well as social media.** This ensures you reach those who may be digitally excluded. Hard copies work well in sparking interest and motivating customers to go online.
- ◆ **Connect with partners.** This might include health or other council services or voluntary and community sector groups who could benefit from your offer.
- ◆ **Create a friendly, informal space where customers can try out AI and learn about digital media literacy.** Taking activities onto the library floor and offering guidance can also encourage participation.
- ◆ **Cluster activities in a focused week or burst of activity.** This creates a buzz of excitement and maximises staff capacity. It can help to pick a week that already has a profile.



If the relationship with the customer is there, they are more willing to engage with sessions/activities.



Meeting customers' varied needs to foster inclusion

- ◆ **Where possible, identify customers' skills, interests and access needs in advance.** This enables you to tailor the pace, content and devices used and ensures disabled customers and those with specific learning needs can engage fully.
- ◆ **Adapt to individual needs.** For instance, for customers with limited memory, take care to present information in small chunks. If you feel someone has reached their limit for learning, check in with them and slow down the pace of delivery.

- ◆ **For customers with visual and hearing impairments.** Adapt how you deliver and choices of devices.
- ◆ **Hold joint staff and customer sessions.** Shared learning environments enable staff to better understand customers' perspectives.
- ◆ **Embed safeguarding considerations and follow local safeguarding policies.** This protects vulnerable customers who may be at risk of disclosing sensitive information or passwords.

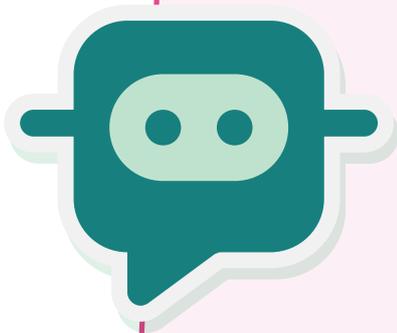


Be proactive in your approach to new tech ... and be honest with people. 'Look, this is new for us, we're learning as we're going on.



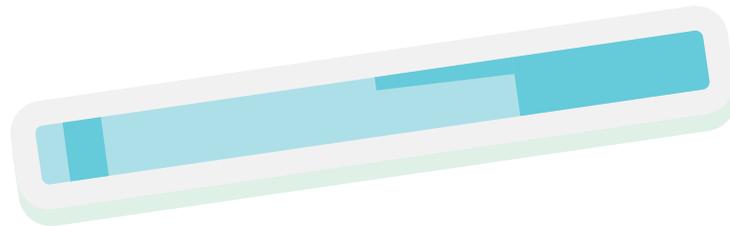
Understanding local demand for support with basic digital skills

- ◆ **Ensure your library service offers a separate basic digital skills support service.** Some customers will need to develop their foundational digital skills before being able to engage with AI and digital media literacy topics.
- ◆ **Set up an enquiry log for all things digital.** This will give you a good idea of the kinds of support customers need around AI and digital media literacy over a period of time.



Challenges	Ideas for Action
Fear of AI	<ul style="list-style-type: none">◆ Reassure staff they don't need to be experts◆ Frame supporting AI and digital media literacy as an extension of the library's existing offer◆ Provide resources and training to build staff skills◆ Take a patient, friendly approach that sparks curiosity and offer steps to stay safe online◆ Highlight how staff and customers are already engaging with AI
Supporting customers who have limited digital skills	<ul style="list-style-type: none">◆ Refer customers to in-house or external basic digital skills support◆ Where there is no separate digital skills support, address basic digital skills before blending in AI and digital media literacy

Challenges	Ideas for Action
Limited staff capacity	<ul style="list-style-type: none">◆ Explore the potential for collaboration with trusted partners◆ Develop ways for staff to easily exchange skills, ideas and resources◆ Refine interventions to minimise staff time◆ Aim to embed responding to AI requests within frontline staff's day-to-day work



AI and digital media literacy checklist

This checklist helps you plan and introduce AI and digital media literacy support.

Overall
focus

What are the main aims of this activity?
What do we want to achieve?



-
- | | | |
|----------|--|--------------------------|
| Audience | Who do we want to reach? | <input type="checkbox"/> |
| | How can we market this activity within and beyond the library? | <input type="checkbox"/> |
| | Are there customers or existing groups it would be good to reach out to? | <input type="checkbox"/> |
| | Are there partners or other teams who could help promote this activity? | <input type="checkbox"/> |
| Delivery | What model best suits this activity? For example, an exhibition or pop up, bookable session, tailored group session, one to one session... | <input type="checkbox"/> |
| | What will I do? What key steps do I need to take to deliver this activity and timeline? | <input type="checkbox"/> |
| | What equipment and learning resources will support this activity? | <input type="checkbox"/> |

Learning
and impact

What key challenges might arise and how will I overcome them?

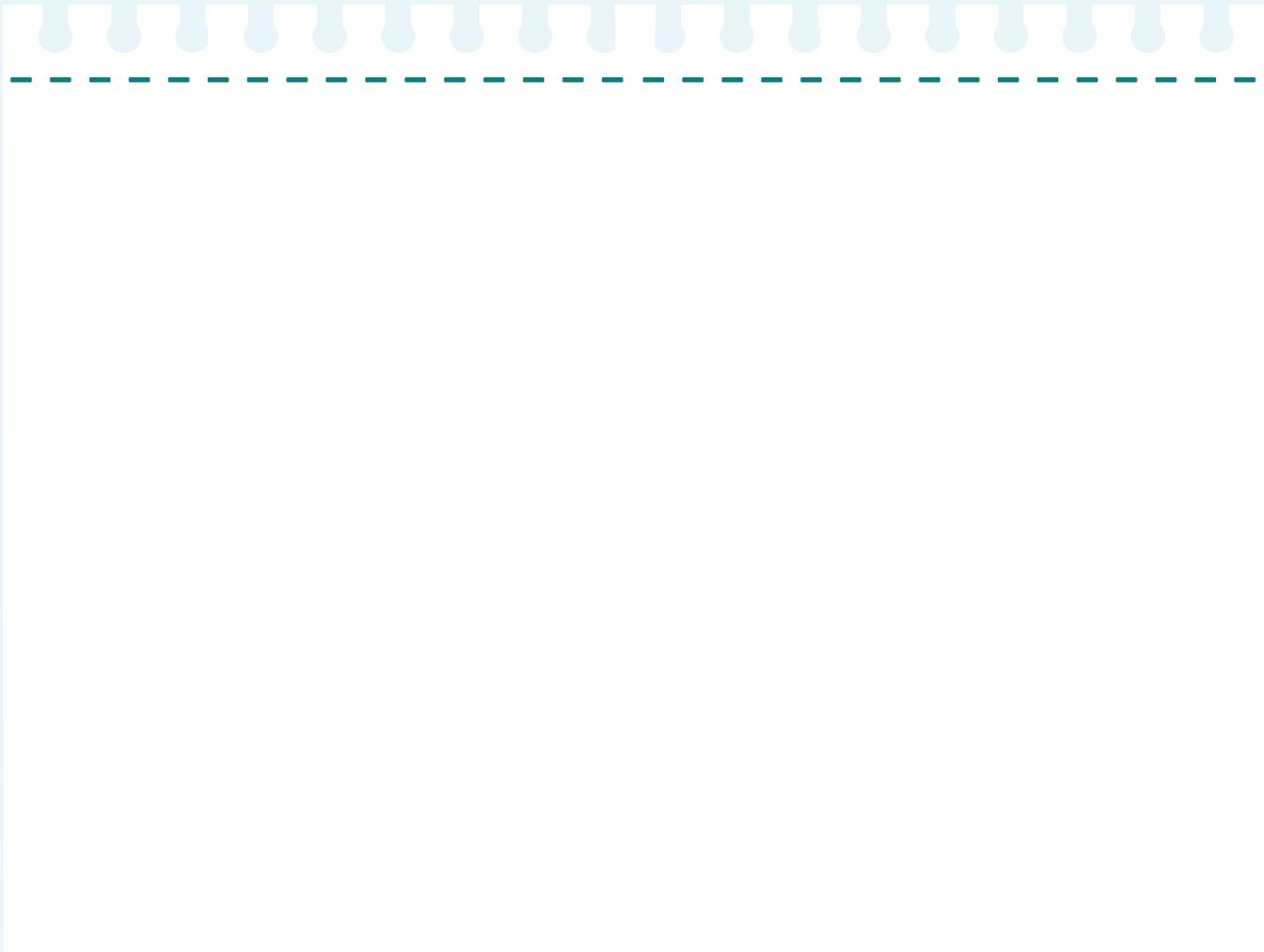
How will we know if this has gone well? What are the key changes that will demonstrate success?

What evidence will we collect and who will we share this with?

Is there anything we would do differently next time?

Notes:

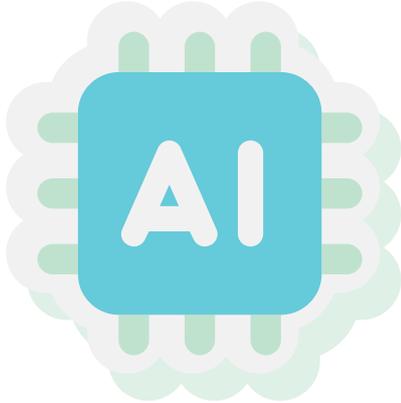
Please feel to use this space to write any additional notes.



Legacy

One of the most encouraging things we've seen throughout this project is a real shift in attitudes. Many staff have moved from feeling that AI "isn't for me" or worrying that it sits at odds with trusted information practices, to feeling more confident and open to learning. More staff are now recognising that understanding AI can genuinely help customers, and that not engaging with it could leave some people at a disadvantage. This shift has opened the door to working alongside customers as co-learners, exploring tools together and building confidence step by step.

Beyond this project, a range of wider initiatives are emerging across the sector to build knowledge, confidence and capability in AI and digital media literacy, including:



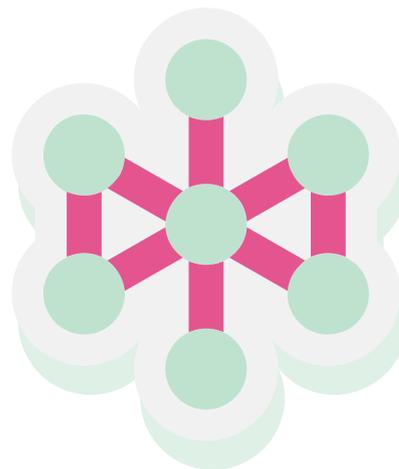
- ◆ *CILIP & Google super searchers programme*
- ◆ *CILIP Digital Skills e-learning*
- ◆ *Generative Artificial Intelligence Skills in Schools (GenAISiS)*
- ◆ *IFLA Artificial intelligence special interest group resources*

Join the project's community of practice

The project's legacy is a community of practice established to support library staff in sharing learning and exploring the resources developed through a test-and-learn approach. Participants shaped the community of practice as a space to ask practical "how-to" questions, acknowledge that everyone is learning as they go and safely explore emerging issues in greater

depth. The openness, honesty, and reflective dialogue within the group helped shape this framework and ensured it remained grounded in the needs of the public library community. The sessions inspired and energised staff, offered recognition for the four participating services, and encouraged others across the sector to begin innovating within the digital inclusion space.

In the long term, the community of practice will help practitioners feel supported as they respond to the shifting demands of digital inclusion. It will remain a collaborative space that encourages curiosity, experimentation and shared problem-solving. The transition into the Information and Digital Universal Offer Group will amplify its impact and empower more services to innovate with confidence.



Resources

The models tested by the libraries during this project were underpinned by a range of freely available, high-quality learning resources that provided multi-purpose support, increasing the understanding and confidence of both staff and customers.

Free and accessible materials provided by Good Things Foundation provided the core of this collection. *Learn My Way*⁵, a free basic digital skills learning platform was a particularly important part of this. Its user-friendly digital skills topics, and those focused on digital media literacy, offered a solid grounding, ensuring that learners could navigate the digital information landscape with understanding and confidence.

⁵ www.learnmyway.com

*The AI Gateway*⁶, a free open access platform that provides a mix of micro-learning experiences, and is aimed at closing the UK's AI confidence gap, complemented this foundational learning. This resource was critical in addressing the project's forward-looking goals regarding emerging technologies. Covering complex ideas in a simple and engaging way, it explains what AI is, helps to develop the judgement of when to use generative AI – and when not to – and provides a safe space to practice using AI tools.

The AI Gateway played a pivotal role in building confidence around artificial intelligence, demystifying complex concepts and fostering curiosity, and supported libraries to make AI understandable and approachable.

⁶ learning.goodthingsfoundation.org/ai

In addition to these platforms, other helpful resources created by Good Things Foundation were used, alongside materials available from other providers. This variety ensured that the support offered was well-rounded and met a wide range of needs.

A number of resources were developed by the individual library services themselves during the project to address the unique challenges and local contexts that were encountered during the test-and-learn sprints.

A full list of the resources – the Good Things Foundation resources, the specialist materials, and the resources developed by the libraries – can be found on the Libraries Connected website: librariesconnected.org.uk/projects/innovating-trusted-spaces-libraries-advancing-digital-inclusion-action-plan



Resources

Project partners

Libraries Connected

Libraries Connected is an independent charity that supports, promotes and represents public libraries across England, Wales, Northern Ireland and the Crown Dependencies. Working with 176 member library services, it provides practical support, training and advice, advocates for libraries to government, leads national programmes and raises the profile of libraries through strategic partnerships.

Good Things Foundation

Good Things Foundation is the UK's leading digital inclusion charity. It helps fix the digital divide through its

National Digital Inclusion Network, made up of over 8,000 community partners. Its hyperlocal support includes the National Databank, National Device Bank, Learn My Way and the AI Gateway. Good Things provides high quality digital inclusion resources, alongside research and evidence to understand digital exclusion and inform its strategy, policy and advocacy work.

WSA Community Consultants

WSA Community is a community development organisation that delivers research, learning and evaluation projects. Placing communities at the heart of all its projects, WSA Community works to ensure diverse voices are heard and support those sharing their lived experience to advocate for change. It is committed to equity, diversity and inclusion and works alongside communities to build capacity, co-create learning, evaluate projects and deliver training.

Our partner libraries

Our partner library services serve a combined population of 1.2 million people, spanning a diverse demographic and geographic range.

North East region

Newcastle Libraries

Newcastle Libraries provides a network of 14 libraries across the city. Innovative and creative services sit alongside our historic collections. Recognised as part of the Libraries Development Framework, and as a Library of Sanctuary, it is proud to deliver an inclusive, modern public library service.

Northumberland Libraries

Managed by Northumberland County Council, the Library Service comprises 29 libraries across the county. These include stand-alone buildings, libraries co-located in community buildings and leisure centres and a mobile library service, which uses two vehicles to visit 73 villages. The majority offer public access to PCs, free internet and Wi-Fi.

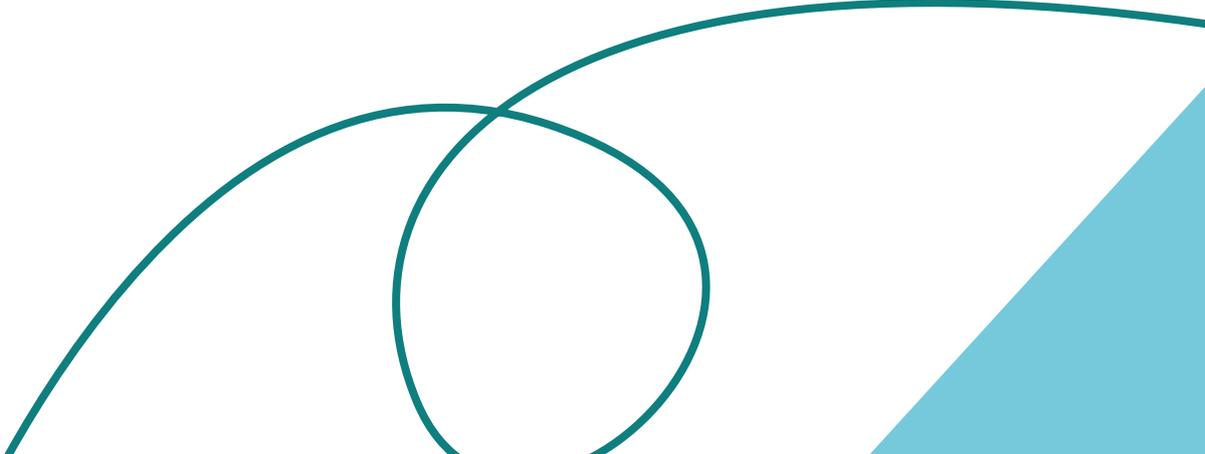
East Midlands region

Nottingham City Libraries

Nottingham City Libraries runs 14 libraries within Nottingham City, serving a population that is both ethnically and socio-economically diverse. These include a mix of stand-alone libraries, libraries co-located within Joint Service Centres, which also house NHS and council services, and a library within HMP Nottingham.

Nottinghamshire (Inspire)

Inspire: Culture, Learning & Libraries is contracted by Nottinghamshire County Council to operate 57 public library buildings and three mobile libraries. Inspire is a National Portfolio Organisation for Arts Council England, delivering cultural activities through public libraries. It also offers alternative education provision for 16–19 year olds through Inspire College and Adult Learning in the form of accredited and leisure courses.



Notes:

Please feel to use this space to write any additional notes.

How Libraries can support AI and digital media literacy: Good practice from the Innovating in Trusted Spaces project



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