DIGITAL CITIZENSHIP EDUCATION

Volume 2
Multi-stakeholder consultation report

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Foreword

I n 2016, the Steering Committee for Educational Policy and Practice (CDPPE) of the Council of Europe launched a new intergovernmental project "Digital Citizenship Education". The aim of this project is to contribute to reshaping the role that education plays in enabling all children to acquire the competences they need as digital citizens to participate actively and responsibly in democratic society, be it offline or online.

Most young people in Europe today were born and have grown up in the digital era and it is the duty of education to ensure that they are fully aware of the norms of appropriate and responsible behaviour with regard to the use of technology and participation in digital life.

Despite worldwide efforts to address issues around the role of education for the development of digital citizenship through specific initiatives undertaken by various stakeholders, there is a clear need for education authorities to adopt a concerted comprehensive approach to digital citizenship education and integrate it into school curricula to ensure that it is effectively implemented.

The Council of Europe's action with regard to the digital life of children over the last decade has been aimed mainly at their safety and protection in the digital environment rather than their empowerment through education or the acquisition of competences for actively participating in digital society.

Several legally binding instruments define the standards guiding the Council of Europe member states in their action to protect children in the digital age and the European Court of Human Rights has established case law on information and communication technologies (ICTs) and human rights. These instruments include:

▶ Recommendation CM/Rec(2009)5 on measures to protect children against harmful content and behaviour and to promote their active participation in the new information and communications environment, which encourages member states, in co-operation with the private sector, associations of parents, teachers and educators, the media and civil society, to promote media (information) literacy for children, young people, parents and educators, in order to prepare them for possible encounters with content and behaviours carrying a risk of harm;

▶ Recommendation Rec(2006)12 on empowering children in the new information and communications environment which calls on member states for a coherent information literacy and training strategy which is conducive to empowering children and their educators in order for them to make the best possible use of information and communication services and technologies.

The above mentioned recommendations have been used as references and inspiration for the devising of specific tools for teachers and students, such as the Council of Europe "Internet Literacy Handbook for teachers, parents and students" which explains how to get the most out of the internet and how to protect privacy on websites and social networks.

Building on the achievements of the current programme on Education for Democratic Citizenship and Human Rights Education and the results of the project on Competences for Democratic Culture, as well as co-operation activities with other sectors (Internet Governance and Children's Rights programme), the Steering Committee for Educational Policy and Practice decided to launch a pan-European project within the new programme of activities 2016-2017 that would encompass at least the following elements:

▶ a multi-stakeholder consultation/debate on policy issues regarding the place and better use of online resources and contemporary information technologies (Social Networking sites and Web 2.0 or Educational Web 2.0 sites as well as personal devices) in school settings (curricula and schools organisations) and mapping the administrative and legal responsibilities for school leaders, teachers, students and parents;

▶ a review of both formal and informal literature (blogs, wikis and websites). This review would examine the concept of digital citizenship, current digital education policies and contemporary digital education practices and challenges in schools;

▶ the drafting of policy guidelines to further support national authorities in devising digital citizenship education policies to address learning issues and the needs of students and to provide guidance in policy development to help protect students working in open, collaborative, online environments;

▶ the promotion and sharing of best practices from member states on effective interactive programmes for the acquisition of digital citizenship competence for students, through the curriculum, and for teachers, through initial and in-service education;

▶ a set of descriptors for digital citizenship education competence and guidance for the integration of such descriptors in current citizenship education curricula;

▶ development of partnerships with other sectors of the Council of Europe with regard to cross-cutting contemporary educational and legal issues that school authorities face today, such as cyberbullying, including cybermisogyny, cyberbullying of teachers, privacy, sexting, digital addiction, student teacher relationships through social media (Facebook), digital safe schools, freedom of expression online and the human rights of students in digital settings.

The consultation process, which was among the first activities conducted under the project, was carried out by Janice Richardson and Elisabeth Milovidov, both members of the Council of Europe expert group on Digital Citizenship Education. I would like to express my special thanks to them. The findings and recommendations of this overview will guide the expert group in its future work and the development of new activities.

The Council of Europe is well positioned to develop new policy orientations and approaches at pan-European level to meet the challenges schools and society will increasingly face in terms of education. The Council already possesses an important set of standards and tools related to legal issues, rights and responsibilities, children, data protection, media literacy and, most importantly, the Charter on Education for Democratic Citizenship and Human Rights Education. The *acquis* and expertise accumulated over the last 10 years of citizenship education and the current work on the implementation of the charter will serve as a solid basis for the development of a new dimension of citizenship education and reaffirm the role of the Council of Europe as the leading organisation in this field.

Villano Qiriazi
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Executive summary

For more than two decades, the Council of Europe has strived to protect children's rights and safety in the digital environment. More recently, it has complemented this work with action for the education and empowerment of children as active digital citizens, within a framework closely linked to the Competences for Democratic Culture model, which aims to prepare citizens for "living together as equals in culturally diverse democratic societies".

To this end, the Steering Committee for Education Policy and Practice set up a Digital Citizenship Education Working Group (DCEWG) comprising eight members from six different countries and wide-ranging backgrounds to undertake several tasks over the coming years. These tasks are underpinned by a literature review of the concept of digital citizenship as well as a multi-stakeholder consultation on policy issues, which sought out good practices regarding digital citizenship education and the gaps and challenges in formal and informal learning contexts. The present report is a result of the latter action. It looks at the role of development of digital citizenship competence in education, considers the types of online resources and contemporary information technologies being used in educational settings, and maps the administrative and legal responsibilities for school leaders, teachers, students and parents.

These investigative activities will be followed by the development of a framework concept of digital citizenship, policy guidelines and a glossary of terms for the promotion and sharing of good practices. This is intended to lead to the adaptation of the Competences for Democratic Culture descriptors to respond to the needs of digital citizenship education, in order to guide and facilitate the integration of such descriptors in education curricula for digital citizenship.

This multi-stakeholder consultation report on policy issues presents the findings of six months of research, conducted from July to December 2016. More than 200 organisations and experts were contacted in the 47 member countries and three affiliated countries of the Council of Europe over that period, and were requested to complete an online questionnaire on digital citizenship initiatives in their country. This was followed up by a second questionnaire focusing more specifically on competences, in addition to interviews with children, parents and experts from education and social and mobile media sectors, as well as with the respondents who had reported on the most relevant projects. This report will be complemented by a literature review and further consultations with various stakeholders.

There were 62 responses to the initial questionnaire to identify good practices across Europe in the area of digital citizenship, 42 of which focused on children and young people. Analysis of the responses shows that good practice generally:

1. has a positive impact on individuals and/or communities;

2. has been proven through implementation to be effective in realising a specific objective;

3. can be reproduced and is adaptable to different contexts;

4. responds to current and future needs of the target population;

5. is technically, economically and socially feasible and sustainable;

6. contributes to an inclusive society and is adaptable for individuals with special educational needs; and

7. is a participative process that can generate a feeling of ownership in those involved.

The second questionnaire on competences was sent to national contact persons for the 42 projects targeting children in order to: clarify the level of focus being placed on the 20 competences in the four areas of the Competences for Democratic Culture grid; detect areas or competences of greater or lesser focus; and identify any apparent clusters of competences across the different projects.

It is this second questionnaire – the Competence Grid Survey – that provides the most interesting results of the consultation. The differences in the level of focus on the four areas of competences (values, attitudes, skills, and knowledge and critical understanding) raised questions that need to be addressed when developing an educational framework for digital citizenship. The question of how all four areas can be incorporated into effective digital citizenship themes warrants further examination; also, there is a need for further investigation of how the innovative tools and resources detected during the consultation can be replicated across countries and sectors in a way that will promote the development of digital citizenship competences for all children in formal, informal and non-formal learning situations. The consultation was conducted mostly in English. One recommendation would be to conduct a similar consultation in other languages, in order to understand more clearly the impact that social and cultural contexts may have on the concept of digital citizenship. The authors of this consultation report make seven further recommendations:

1. clearly define digital citizenship and other relevant terms, as well as expectations;

2. map the administrative and legal responsibilities for school leaders, teachers, students and parents;

3. make greater efforts to engage families in digital citizenship initiatives;

4. appoint a digital policy officer in schools;

5. publish lesson plans and illustrate learning opportunities based on the most interesting resources;

6. implement solid monitoring mechanisms in order to detect emerging trends and positive and negative secondary effects; and

7. conduct research to better understand the developmental windows for the teaching and inculcation of values, attitudes, skills, and knowledge and critical understanding.

Introduction

Digital citizenship means that we help each other to have a better world, against famine, global warming, deforestation, to help animals that face extinction…

Solène, 11-year-old primary school pupil, France.

Digital citizenship can be described as the capacity of individuals to master and exercise the range of competences required to participate effectively in a culture of democracy online. The multi-stakeholder consultation conducted in the framework of the Council of Europe's DCEWG has four major objectives:

1. to gather sufficient information to enable the development of policy guidelines to support national authorities in developing digital citizenship education policies to address learning issues as well as the needs of students, and to provide guidance to help protect students working in open, collaborative, online environments;

2. to promote and share best practices from member states on effective interactive programmes enabling students to acquire digital citizenship competence through the curriculum, and for teachers, through initial and in-service education;

3. to conduct an analysis of current focuses and gaps in competency development; and

4. to prepare the ground for developing and validating descriptors for digital citizenship.

More specifically, the consultation was conducted using a survey methodology combined with obtaining anecdotal evidence from a range of different target groups to analyse what digital citizenship competences could be, and how they are being developed and assessed across the 47 member countries and three affiliated countries of the Council of Europe.

The consultation ran from June to December 2016, and as well as investigating the types of projects being implemented, in which countries and by whom, it aimed to extract and validate the constructs or building blocks of effective digital citizenship projects and the most successful strategies in developing the necessary competences for specific age groups.

Part I

Methodology and parameters

The methodology of the project

Aims and objectives of the project

The aim of this project is the empowerment of children through education or the acquisition of competences for learning and active participation in digital society. In order to initiate the project, a preliminary literature review was performed to identify and learn from the experiences, findings and resources from various existing programmes and initiatives related to digital citizenship.

This allowed the DCEWG to map the differences in digital citizenship in terms of national policies and countries, as well as to identify emerging trends and challenges. Once the literature review had been completed, the multi-stakeholder consultation could then formally identify good practice projects, both through a survey and from our own research into good practice models, as well as by consulting with various stakeholders and closely exploring the competences.

A two-phase methodology

The terms of reference for the multi-stakeholder consultation were divided into two phases. The first phase was designed as a fact-gathering mission to determine the scope and define the parameters of the research. The second and more in-depth phase was designed to concretise the fact-gathering and supplement the initial project concepts.

A first phase to build a framework

The first phase specifically included the following tasks:

1. to determine and set up appropriate tools and the platform to be used for consultation and reiteration;

2. to request national contact points for DCEWG members in preparation for data gathering;

3. to define potential recipients and broader orientations for the consultations;

4. to seek out unusual/innovative uses of online resources and contemporary information and communication technology (ICT);

5. to prepare the terrain for developing a better understanding of competences; and

6. to formulate draft descriptors for digital citizenship.

The DCEWG created an initial document collection in anticipation of the literature review to be undertaken on a collaborative basis. The books, reports and related documents were divided into five categories: analysing definitions, actors and frameworks for digital citizenship; differing perspectives on digital citizenship education; practices; emerging trends; and challenges. Based on the findings, the group proposed the 10 digital domains to be used in the project, as explained in the methodology. An initial survey was then created to gather information on digital citizenship-related projects being implemented at the time. The survey content was discussed and approved by the DCEWG before being disseminated to the national contact points.

National contacts were proposed by several DCEWG members, and the final list contained more than 200 contacts across Europe. The national contacts received by email an explanatory letter and a questionnaire containing 13 key questions, inviting them to record examples of good practice in digital citizenship in their country. See Appendix A for a copy of the questionnaire.

A second phase to concretise and enrich the findings

Following analysis of the 62 responses received to the good practices questionnaire, it became apparent that for the 42 projects mainly targeting children and young people, it would be useful to have further information in order to: clarify the level of focus being placed on the 20 competences within the four areas of the competence grid; identify any apparent clusters of competences across the different projects; and detect areas or competences of lesser focus. A second questionnaire, the Competence Grid Survey, was sent to the national contact persons for these projects, and was completed for 25 projects. See Appendix B for a copy of this questionnaire.

Figure 1: Countries responding to one or both of the two Good Practice Survey consultation questionnaires
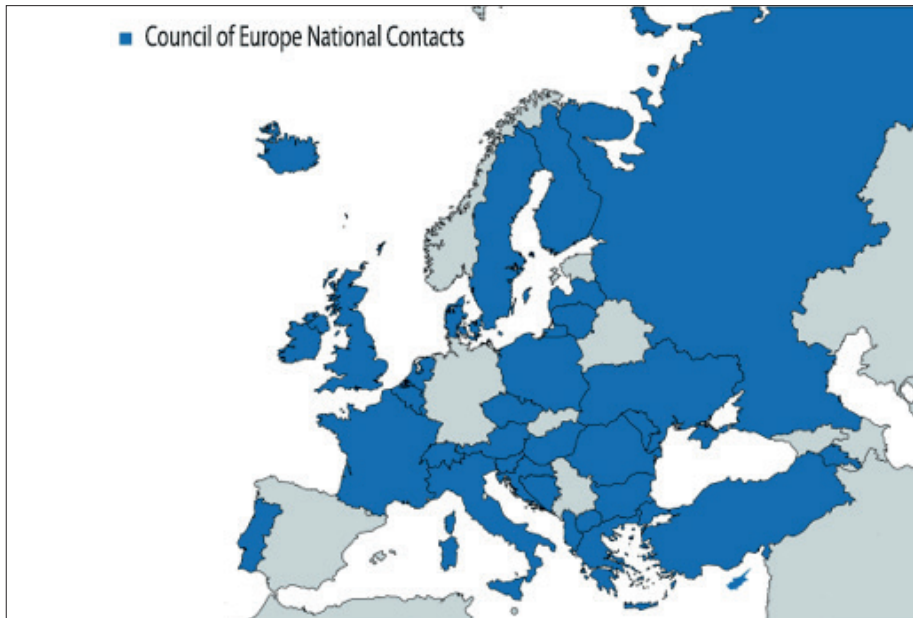
The Competence Grid Survey asked participants to rate each of the competences according to the level of importance it was given in the objectives of their projects. Competences were grouped into four categories (VASK – values, attitudes, skills, and knowledge and critical understanding), with a section after each category where respondents could add and rate any other area of focus within this category. It was hoped that a link could be made with some of the resources that had been identified in the first phase.

All questions followed the same model for each of the 20 competences:

> Please indicate on a scale of 1-4 the importance of each competence in your project. 1 = not applicable, 2 = minor importance, 3 = considerable importance, 4 = maximum importance.

An analysis of the Competence Grid Survey findings suggests several interesting factors, such as:

▶ The broader the range of competences targeted, the lower the impact in these areas, which leads to the supposition that a successful project places the major focus on one key objective, but also takes into account the peripheral competences that could be developed in the process.

▶ Although most projects focused on a range of competences, no patterns emerged in terms of specific clusters of competences that are apparently being taught together.

▶ Generally speaking, slightly less focus was placed on values and more on attitudes, with marked differences within competence sets. Does this indicate a gap that should be taken into account, or is it simply due to the type of projects that were reported?

▶ Almost all the projects placed a high level of focus on respect and responsibility (attitudes) and analytical and critical thinking (skills). These three competences are cited in awareness campaigns far more frequently than others, and could therefore support the value of such campaigns.

During the course of collecting the documents and implementing the survey, it was understood that broader orientations for the consultations could be achieved through the networks of the DCEWG members. Accordingly, additional consultations involving students, parents, teachers and others were planned on the basis of the following five questions:

1. What does it mean to be a "digital citizen"?

2. What is diversity? How can you help to promote diversity?

3. In your opinion, how does violence and extremism impact on digital citizens?

4. What competences do children develop at school that will help them become digital citizens? What more could be done, and by whom?

5. If you could change anything in the world, what would you change and how?

During the collecting of the documents and the review of available literature and online resources, the existence of unusual and/or innovative uses of online resources and contemporary ICT became apparent. Whether the resources involved games,

videos or school projects, all of them targeted digital citizenship in different and enterprising ways.

The second phase specifically included the following tasks:

1. to disseminate a template for gathering information and encouraging optimal participation;

2. to identify good practices, define criteria and extract constructs; and

3. to consult a broad range of education professionals regarding the administrative and legal responsibilities for developing digital citizenship.

The methodology used by the consultants to address the terms of reference involved:

▶ **Sourcing research reports**. Available research reports and articles were sourced to examine the common understandings and components of digital citizenship and the policy approaches taken by some education authorities.[1]

▶ **Presentations**. Janice Richardson participated in several conferences and meetings on various issues regarding online safety. She used these occasions to speak about the digital citizenship project and to invite interested parties to participate in the survey or the overall project.

▶ **Stakeholder meetings**. Meetings (face-to-face and online) were held with groups of teens and young adults, as well as with experts from the civil sector, academics working with children from 0 years onwards, and experts from key entities in the social media and mobile media industry.

▶ **Surveys**. The consultants developed two online questionnaires. The initial questionnaire was used to identify projects with best practices in digital citizenship. The second questionnaire provided specific information on the competences associated with each digital citizenship project. There were 62 projects reported in the first survey, providing useful information on digital citizenship programmes across Europe. Based on this, 33 countries were identified for follow-up during the second survey.

Defining the survey parameters

Analysing competence prevalence within digital domains

The starting point of the present survey in terms of objectives was the Council of Europe's Competences for Democratic Culture (CDC) "butterfly", which breaks down

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1. Special attention was given to the following Council of Europe recommendations: Recommendation CM/Rec(2014)6 on a Guide to human rights for Internet users; Recommendation CM/Rec(2012)2 on the participation of children and young people under the age of 18; Recommendation CM/Rec(2012)4 on the protection of human rights with regard to social networking services; Recommendation CM/Rec (2008)6 on measures to promote the respect for freedom of expression and information with regard to Internet filters; Recommendation CM/Rec (2009)5 on measures to protect children against harmful content and behaviour and to promote their active participation in the new information and communications environment; and Recommendation Rec(2006)12 on empowering children in the new information and communications environment.

citizenship competences into four groups: values, attitudes, skills, and knowledge and critical understanding.

Figure 2: Council of Europe competence model
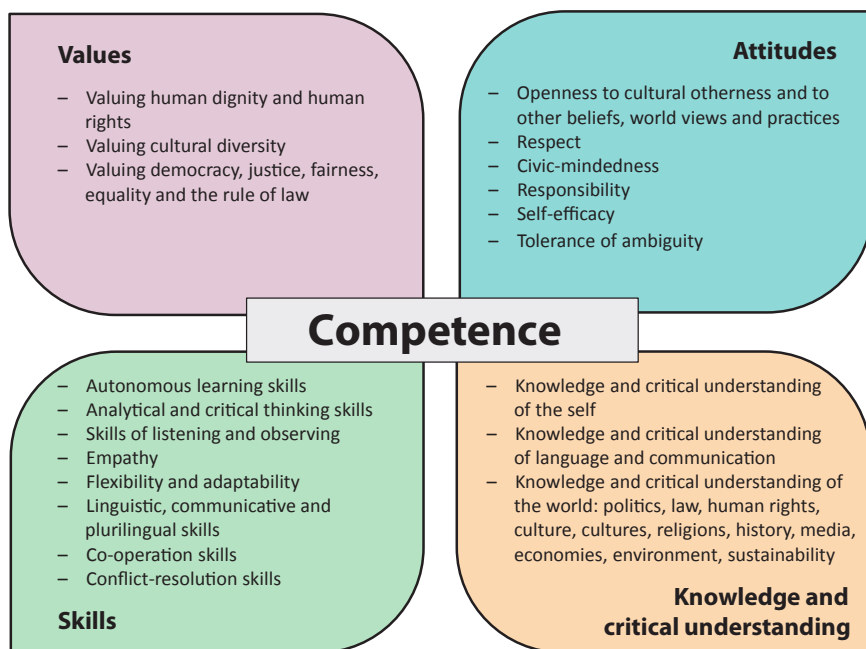
To locate these competences in the digital environment in which young people grow up today, the DCEWG analysed the areas of digital competences most frequently cited by experts and organisations in the field,[2] and finally proposed 10 domains within which competences should be examined:

Privacy and Security	Rights and Responsibilities
ePresence and Communications	Health and Well-being
Media and Information Literacy	Ethics and Empathy
Learning and Creativity	Consumer Awareness
Access and Inclusion	Active Participation

Practices, ideas and opinions were gathered in parallel by several different means. A questionnaire was created on Google Forms and in PDF format, and was sent out

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2. An initial listing of sources examined include: Mike Ribble (www.digitalcitizenship.net/); Edutopia (www.edutopia.org/article/digital-citizenship-resources); Common Sense Media (www.common-sense.org/education/); Council of Europe (www.coe.int/en/web/children/the-digital-environment); the government of New South Wales, Australia (www.digitalcitizenship.nsw.edu.au); Global Digital Citizen Foundation (https://globaldigitalcitizen.org); Canada's Media Smarts (http://mediasmarts.ca/digital-media-literacy); and references from the French Data Protection Authority (CNIL), accessed 11 December 2016 (see Appendix C, "What is digital citizenship?").

to more than 200 experts and organisations active in digital citizenship-related sectors in the 47 member countries and three affiliated countries of the Council of Europe (Belarus, Holy See, Kazakhstan, signatories of European Cultural Convention). At the same time, the two researchers mandated by the DCEWG to conduct the survey drew on their own experience and that of colleagues in relevant fields to suggest projects that should be included in the analysis. The aim was to pinpoint the most prevalent areas of digital citizenship being targeted for specific age groups. Valuable information was gathered in these survey forms through an "open question" option that was systematically added to the questions, as well as through face-to-face and/or online interviews with key persons involved in particularly interesting projects.

All projects recorded in the survey necessarily targeted at least one of the 10 digital citizenship domains defined by the DCEWG,[3] and were considered by respondents to offer a model that could be adapted and implemented in other contexts to help children and young people develop their digital citizenship competences. In all, 62 projects were recorded, involving more than 40 countries. A first observation is that a large majority (39 projects) target a very broad age-range, from young children to parents, carers, teachers and others, and cover most of the domains at the same time. Only three of the projects are tailored specifically to children under the age of 10; 18 projects explicitly target teachers, trainee, teachers, parents and/or carers, but not children.

One observation that can be drawn from a number of the surveyed projects is that there seems to be considerable confusion between internet safety and digital citizenship. While the former aims to ensure the safety and well-being of a young person within a given environment, for the purposes of this report we define digital citizenship as aiming to provide the individual with the values, attitudes, skills and knowledge to use the digital tools of today and tomorrow to participate in shaping and creating the future. During the consultation phase described below, a 24-year-old business student from the Netherlands gave us his own interpretation of the difference between the two: "Digital citizenship is the code for how to act on the internet, internet safety is trouble-shooting when people don't respect that code."

Once the findings from the first survey had been analysed, a second survey was created to gather more information on the relative level of focus on the four key groups of competence, and to invite respondents to add any specific focus of their project that seemed to be missing from the earlier questionnaire. From the 40 persons contacted, this second survey resulted in 25 responses, and unsurprisingly highlighted values and knowledge and critical understanding as the least common areas of focus. Almost all projects described attitudes as a key area of focus. Cross-tabulations show that no specific clusters of competence seem to be repeated across projects.

Enriching the findings through anecdotal evidence

The surveys were supplemented by consultations conducted face-to-face and online with a broader range of stakeholders, including children, teens and young adults,

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3. The DCWG looked at several established digital citizenship programmes with agreed competencies and then pooled their expertise to establish the 10 digital domains for this survey. See Appendix D for the Digital Domains exercise.

parents and major stakeholders from industry (Vodafone, Facebook, etc.), and sound bites from these consultations can be found throughout the pages of this report. As mentioned earlier, the multi-stakeholder consultations were generally based on five key questions, modified according to the interests of the different target groups:

1. What does it mean to be a "digital citizen"?

2. What is diversity? How can you help to promote diversity?

3. In your opinion, how does violence and extremism impact on digital citizens?

4. What competences do children develop at school that will help them become digital citizens? What more could be done, and by whom?

5. If you could change anything in the world, what would you change and how?

One question has been at the root of all stakeholder consultations: what does it mean to be a good citizen on the internet? On 9 November 2016, the global social networking site ASKfm used its multi-language online platform to put this question to its users – mainly teens, according to the statistics. Almost 98 000 responses, including images, were received by ASKfm, with indicative response samples in seven different languages sent to us by its research team. Although not much specific information could be gained from the exercise, it highlighted broad differences in perceptions across the different languages, which could imply that perceptions of digital citizenship vary from country to country.

What is good practice?

The information gathered via the surveys and consultations provided only a non-curated collection of projects recorded by the persons contacted as directly relating to at least one of the 10 digital domains listed earlier. A set of good practice criteria was therefore drawn up from a range of sources,[4] to be used as a filter to extract good practice from the 62 recorded projects. From our analysis, good practice generally:

1. has a positive impact on individuals and/or communities;

2. has been proven through implementation to be effective in realising a specific objective;

3. can be reproduced and is adaptable to different contexts;

4. responds to current and future needs of the target population;

5. is technically, economically and socially feasible and sustainable;

6. contributes to an inclusive society and is adaptable for individuals with special educational needs; and

7. is a participative process that can generate a feeling of ownership in those involved.

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4. www.fao.org/capacity-development/resources/practical-tools/good-practice-tool/en, accessed on 11 December 2016.

Finally, the 62 recorded projects were analysed according to these seven criteria, and seven projects stand out as what can be regarded as "best practice" models. These generally appear to fall into two different categories, which we define as tools and practices.

▶ Tools generally comprise a given body of content bounded by clearly defined parameters, and are therefore limited in terms of adaptability and generating a feeling of ownership. They can, on the other hand, be the starting point for broadly varying activities. The risk is that content (for example, images of technology) can quickly become outdated and therefore do not respond to future needs.

▶ Practices define the parameters and scope for tools for a longer-term activity that can be adapted to future needs, and to the learner's age, interests and abilities. Participants can take ownership of their project, as they have considerable autonomy in shaping it, usually with the help and guidance of a mentor or teacher. Practices cater to future needs and can be considered generic in that they allow for a change of focus when "hot" issues emerge. They can be adapted more easily to the rapidly evolving digital world and the needs of digital citizens.

Evaluating practice

Evaluation frequently does not feature in the recorded projects, as can be seen from Figure 3.

Figure 3: Breakdown of evaluation types
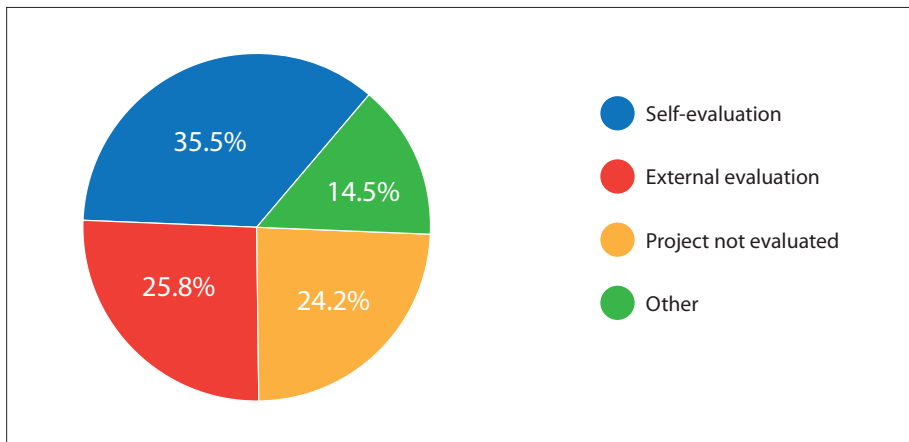
Only around one quarter of the 62 projects examined were subjected to external evaluation, and one quarter of the projects were not evaluated in any way. Self-evaluation was the most frequent means cited. "Other" means were not defined directly, but often figure in the evaluation findings, which are described later in this report.

Yet research underlines the importance of impact evaluation, especially in projects involving capacity building. Firstly, it provides a means of gauging cost-effectiveness, and of detecting any negative secondary effects of the project. It is also important for detecting "windows of opportunity" for teaching certain competences at the most propitious times during a child's development. This can be facilitated through the provision of an evaluation framework that proposes criteria for each of the aspects that should be taken into consideration and, in the case of competence evaluation, hypothesised achievement levels for certain age levels in key areas.

The findings of the Good Practice Survey in digital citizenship are analysed and discussed in depth in the following chapters of this report. In light of our own evaluation of these findings, the final chapter of the report describes seven recommendations which the authors consider could offer a way forward in helping digital citizenship become a reality for children and young people as they make their way into the future, in what is fast becoming a digitally-saturated world.

Part II
Survey results

Findings from the Good Practice Survey – The stakeholders

Which stakeholders appear to be promoting digital citizenship?

One interesting finding from the Good Practice Survey is that it appears that more than 50% the projects examined are financed through public funding, and another 21% through a mixture of public and private funding. In two cases, the European Commission is cited as the principal funding source which triggered a broader funding framework with public and private funders once the Commission programme ceased. The Organization for Security and Co-operation in Europe (OSCE) is indicated as having contributed to a data protection initiative in "the former Yugoslav Republic of Macedonia" (Project 30 in Appendix E) to inform high-school students about their rights and responsibilities regarding privacy and data protection.

Figure 4: Funding sources of digital citizenship projects
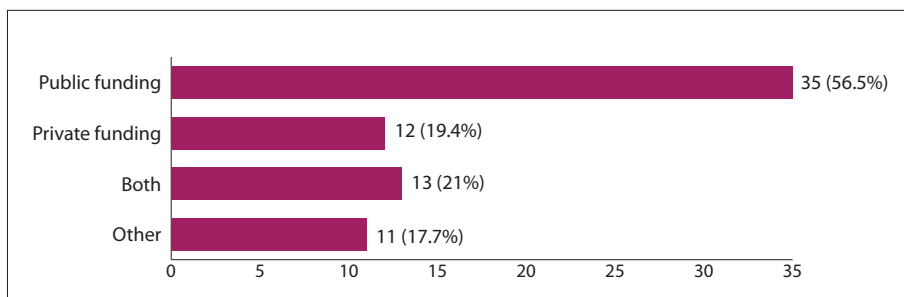
Source: Digital Citizenship Survey

However, the consultation with children and young people seems to show quite a different story. Young people generally consider that they learn about digital citizenship and citizenship in general from their parents, grandparents, or more knowledgeable aunts and uncles. Peers are frequently cited as a source of learning about behaviour. One 17-year-old stated in reference to peers: "It's easier to speak to someone younger – adult advice often can't help a situation".

Some examples given by young people show that the education establishment plays no role at all in situations where digital citizenship is in question; 16-year-old Noelia, who is Spanish, cited cases where children have had to leave school because the school had not been able to help in matters of bullying and sexting that had happened online. Like all the other young people consulted, she emphasised the role of the media:

What I feel has been helping a lot to change everyone's mind is the media. I feel that the media has empowered a lot of previously vulnerable groups. Nowadays, every TV show features gay, bisexual or transgender people, which ultimately makes it impossible not to pay attention to the issue. Also, other media such as YouTube have allowed many people to understand others in depth, as they could hear first-hand how discriminatory some situations can be, for example police brutality against black people.

One country, Denmark, nevertheless seems to place considerable focus on children learning about citizenship and digital citizenship in school from the very earliest age.[5] This possibly provides an interesting model of good practice that merits further investigation. Interview requests were sent to experts for further information; however, this was not available at the time of publication of this report.

Given that more than one quarter of funding for digital citizenship projects comes from the private sector, we consulted several major companies (Facebook, ASKfm, Vodafone) to find out how they select the projects they will fund, and what sort of follow-up they provide. Facebook has run a citizenship grant support programme for a number of years, providing US$50 000 each to the four top projects that apply for funding each year.[6] Evaluation criteria include reach, visibility, expected outcomes and the credibility of the lead organisation.

Vodafone invests in several digital citizenship projects each year, hand-picking organisations that are credible in this area and whose objectives correspond to the company's priorities. According to one Vodafone representative, the company's overall approach is shaped by a shared responsibility of citizens to strive to ensure that the internet remains open and free, but at the same time safe and secure:

> If industry is responsible, then everyone else should be responsible for this too. We have to create the framework together: before ships [began] sailing, there was no maritime law; now we have to speed up the process to have a similarly strong internet framework.

Stakeholders most frequently involved in digital citizenship programmes

After listening to children and young adults on the subject of digital citizenship, it is a little surprising to see that teachers and students are the most frequently involved populations in the projects we examined, with parents also rating highly for their involvement. Perhaps this can be explained by a much lower involvement of school management, as it is difficult for a project to realise its full potential if school management is not involved from the outset.

Public libraries, cultural institutions and youth workers were three areas cited by respondents that were not included in the response alternatives.

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5. www.francetvinfo.fr/replay-radio/question-d-education/danemark-le-royaume-de-la-confiance_1959947.html, accessed 11 December 2016.
6. www.facebook.com/notes/facebook-safety/facebook-awards-digital-citizenship-research-grant-to-european-schoolnet/346406968713425, and https://scotedublogs.org/tag/research/, accessed on 11 December 2016.

Figure 5: Stakeholders involved

Stakeholders involved in the programme (62 responses)

Stakeholder	Value
Parents	34 (54.8%)
Students	51 (82.3%)
Teachers	51 (82.3%)
School managers	30 (48.4%)
Academia	24 (38.7%)
Local community	23 (37.1%)
Private sector	22 (35.5%)
Civil sector (NGOs)	36 (58.1%)
Regulatory authorities	23 (37.1%)
Religious authorities	0 (0%)
National/international authorities	10 (16.1%)
Other	12 (19.4%)
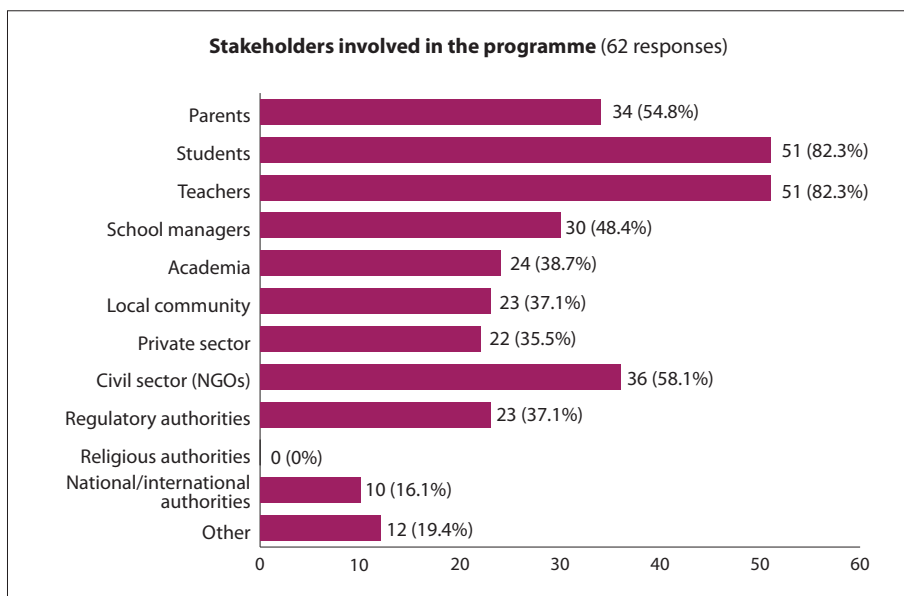
Source: Digital Citizenship Survey

As no projects examined included the involvement of religious authorities, this led to a brief consultation with representatives from this sector, with the fairly unanimous response that citizenship is an inherent aspect to any religion, and is therefore dealt with as a specific project. Given the importance of diversity within the CDC model, the non-involvement of religious authorities in multi-stakeholder projects evokes a more complex response, which suggests that this could be an area for further investigation.

Stakeholders who responded to the survey in their role as leader of one or more digital citizenship projects present a more nuanced picture. In this case, the private sector includes two small and medium-sized enterprises, one in Greece and another in Switzerland, and a large telecommunications/internet service provider organisation in Austria. The large number of projects registered by data protection authorities (DPAs) may be explained by the fact that a greater percentage of DPAs responded to the questionnaire than in any other sector that was contacted.

Two of the projects examined in the survey are being conducted by the European Commission, and another by the United Nations Educational, Scientific and Cultural Organization (UNESCO). More specifically, the two Commission projects are run by the Joint Research Centre, the European Commission's science and knowledge service, and one of them builds on a qualitative study of online activities of children aged 0-8 in seven EU countries. The other, Happy Onlife, is a toolkit for children aged 8-12 and their parents and teachers, with fun activities to raise awareness of the risks and opportunities on the internet and to promote the best online practices. The UNESCO project (in Greece) concerns the development of an open educational resource handbook that aims to provide a theoretical and practical framework on how to teach media and information literacy (MIL) in typical education and lifelong learning

contexts. This publication addresses all forms of new and traditional media, offering an intercultural and interdisciplinary perspective such as media ethics, media pluralism, commercial literacy, and internet and information literacy.

Figure 6: Sectors leading digital citizenship projects
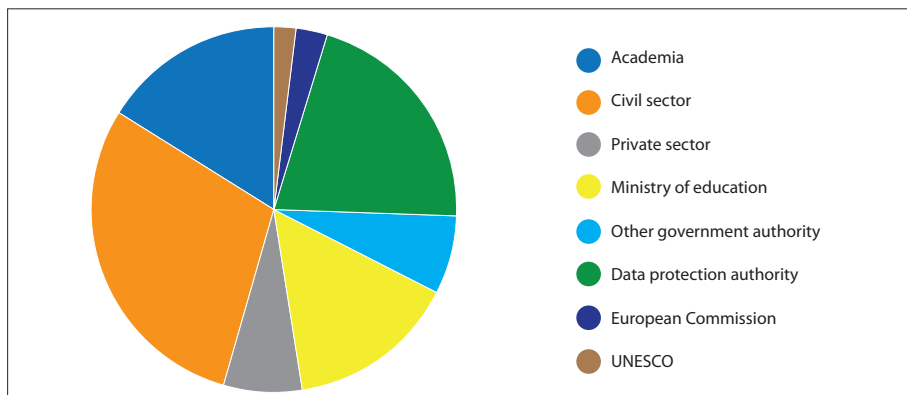
Consulting the stakeholders

Multiple stakeholders were identified in order to broaden the scope of the consultation and to increase the depth of knowledge on digital citizenship in various sectors. It was thought that the inclusion of stakeholders from a variety of groups would also help to increase eventual compliance once a policy was drafted. The stakeholders were canvassed to provide their viewpoints on digital citizenship.

Given that a key objective of the consultation was to establish a conceptual framework for digital citizenship education, it was critical to have input on policy development from various stakeholders. It was also deemed essential to include students and parents as stakeholders, as they experience policy change first hand, along with the teachers who carry it out.

Individual consultations were conducted with stakeholders in more than the three countries that were originally identified. The following list identifies the country and stakeholders:

- ▶ Belgium (children, experts)
- ▶ Croatia (teachers, children, experts)
- ▶ France (children, parents, teachers)
- ▶ Italy (experts, academia)
- ▶ Luxembourg (children)
- ▶ Netherlands (teens, young adults)
- ▶ Portugal (children, parents, teachers, experts)
- ▶ Slovakia (children)
- ▶ United Kingdom (teachers, experts, industry)
- ▶ Spain (children)
- ▶ Cyprus (policy makers, civil sector)

- ▶ Sweden (parents, politicians, policy makers, academia, experts, industry)
- ▶ Denmark, Poland, Latvia and USA (parents, experts, industry)

The following is a short list of stakeholders contacted:

- ▶ Institutions
- ▶ National governments
- ▶ Industry: ICT Coalition, European Broadcasting Union, International Telecommunication Union, Facebook, ASKfm, Vodafone
- ▶ Ombudspersons
- ▶ Academia / eTwinning network / teachers
- ▶ Children, teens and young adults
- ▶ Parents

While the information gathered from stakeholders is integrated into the relevant chapters of this report, it may be of interest here to look more closely at the perception of children, teens, young adults and parents regarding digital citizenship. The consultation via ASKfm clearly shows that in different countries, or at least in different languages, the term "digital citizenship" is interpreted in very different ways, and this is clearly depicted in the word clouds generated from French and English responses. As the question "What does it mean to be a good citizen on the internet?" was published on 9 November 2016, the US presidential election was uppermost in the minds of many young people. Nevertheless, there is a marked difference in the ideas expressed.

Figure 7: A comparison of English and French response terms in the ASKfm consultation

In particular, young people criticised the trend towards a high degree of individualism and non-co-operation, which in their view strongly influences citizenship. One young person put this down to the impact of social media and suggested as a solution that parents and educators should be making young people more aware of this:

> Social media understands us, what human nature wants, and deals with an egocentric society – they study us and encourage us to share more than ever before; too many people need approval from others and rate themselves by the likes they get. We are urged to manage our own personal social media, and this is stressful.

When asked what should be the goal of digital citizenship, the notion of a perceived lack of integrity in society seems to be of concern to the younger generation: "We should improve integrity – the integrity of banks, health care, all sectors". Others would like to be educated in a way that makes shades of opinion more apparent: "If we could avoid seeing everything in black and white, we would empathise more and make the common good a priority instead of our own interests." Many teens and young adults expressed a real fear for our environment in the future. One suggested: "If companies were taxed on resource depletion instead of on labour costs, it would improve our environment and also bring about more equality in incomes."

When asked how such results could be achieved through today's educational system, young people pointed to the role of the peers and family as a powerful influencer on the way they act:

> For most young people, their friends always have a say in their lives, and family is always the influencer of many decisions. It all comes back to the way you were brought up and how you were taught to make decisions.

But when we discussed the internet and citizenship with parents, they seemed to feel that they have been completely left behind in the debate. The survey responses of parents varied widely, from several parents clearly stating that they had "no idea" what is meant by the term "digital citizen", to a lengthy explanation that:

> a digital citizen is someone who partakes in and is immersed in digital technology; a person who can give and receive information and influence from global yet anonymous sources. And who, hopefully, understands the responsibilities of that power.

One parent even noted that they had "never before heard the phrase." This leads us to put forward the recommendation that a far greater effort should be made to raise the awareness of parents and to actively involve them in discussions on internet governance and the very important issue of what citizenship means today.

Findings from the Good Practice Survey – Project focus

Focus of digital citizenship projects – detecting the gaps

As discussed earlier, one of the objectives of the consultation was to detect digital domains where it appears that insufficient focus is being placed. A preliminary observation is that most projects appear somewhat too broad in terms of age cohorts and focus on competences, with apparently few projects following the generally accepted "SMART"[7] guide to effective project management, namely:

Specific – Set specific goals through questions such as who, what, where, when, which, why.

Measurable – Create criteria that you can use to measure the success of a goal.

Attainable – Identify the most important goals and what it will take to achieve them.

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7. www.wrike.com/project-management-guide/faq/what-is-smart-in-project-management/, accessed on 11 December 2016.

Relevant – You should be willing and able to work towards a particular goal.

Time-bound – Create a time frame in which to achieve the goal.

Use of the SMART criteria could be helpful in improving the outcome digital citizenship projects.

Almost all the projects aimed to develop competences in the domains of media and information literacy, rights and responsibilities, and privacy and security, though the latter may be explained by the large number of DPAs that responded to the survey. Consumer awareness and health and well-being appear to receive less focus, yet are perceived by young people who were interviewed in the consultations to be areas about which they think they need to learn more. Teens informed us in the consultations that they get a lot of information on topics like anorexia and sexuality from the internet, but several of the young adults consulted expressed the wish that they had learned about these topics in school rather than alone on the internet.

A 16-year-old girl shared with us an online experience which may point to a trend in digital citizenship that could perhaps be encouraged through a little more focus on health and well-being in school:

> I was reading my Twitter newsfeed when I suddenly came across a retweet from someone I didn't know, saying that she had been struggling with self-harm. The first thing I did was message her privately and try to get her to understand that no pain was worth the self-harm, that even if I was a stranger I was there for her. Other ways I think I might have influenced others is probably basically by the articles I share on Facebook, where I stand by a particular opinion, whether it is [on] politics, gender, sexuality or animal violence.

This story also gives an indication of how young people perceive citizenship within the digital domains.

Figure 8: Digital domains covered by recorded projects

Key elements of the programme (Digital Domains – tick all boxes applicable)
(62 responses)

Domain	Value
Privacy & Security	37 (59.7%)
e-Presence & Communications	23 (37.1%)
Media & Information Literacy	45 (72.6%)
Learning & Creativity	30 (48.4%)
Access & Inclusion	18 (29%)
Access & Inclusion	41 (66.1%)
Health & Wellbeing	15 (24.2%)
Ethics & Empathy	34 (54.8%)
Consumer Awareness	17 (27.4%)
Active Participation	31 (50%)
Other	12 (19.4%)
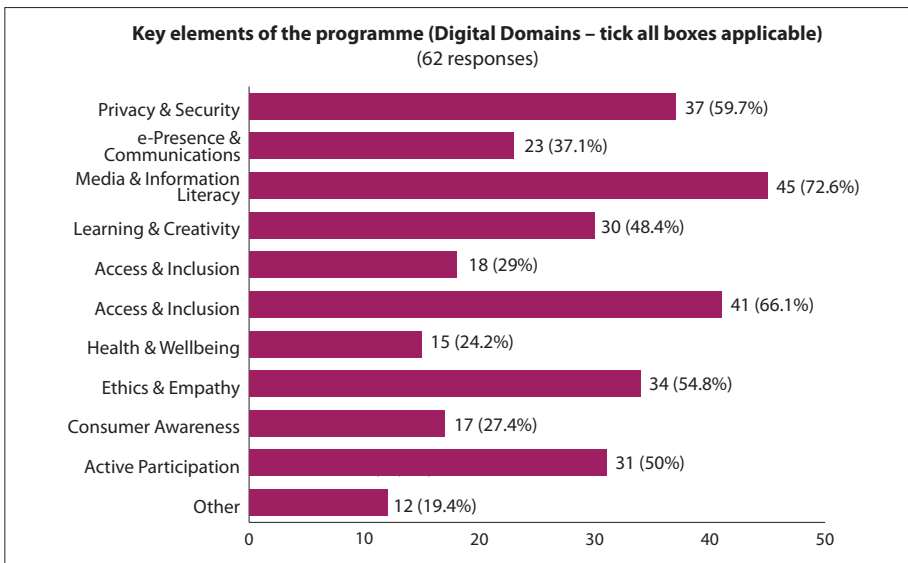
Source: Digital Citizenship Survey

One of the projects with an explicit focus on consumer awareness and a clearly defined target group and set of objectives is a UK project called Citizens Online. The aim of this project is to increase customer and staff satisfaction through improved access to practical support, including state benefits and relevant local services. Citizens Online addresses an issue to which sociologists are already pointing as an emerging challenge in our society – the "virtualisation of money" – by providing support and training opportunities to help citizens make the transition from face-to-face transactions and "hard cash" to monetary transactions online. The overall targeted outcome is improved employability and social outcomes for individuals, accompanied by improved confidence, digital skills and a better quality of life.

During the consultation, several older teens and young adults had trenchant comments regarding active participation. A 25-year-old law student from the Netherlands pointed out that, due to anonymity online,

> some people give themselves a hundred voices, for example when they start up a petition against something. But when you don't agree with the petition, your voice isn't even heard. How can we counteract today's big fashion to start petitions on anything we wish, without giving voices against the petition equal visibility?

Findings from the Good Practice Survey – From obstacles to good practice

What is impeding the development of more digital citizenship initiatives?

One question in the survey triggered a wide range of interesting responses which indicate both the gaps that need tackling and perhaps some recommendations for making greater progress in fostering digital citizenship. Although almost 50% of the 62 projects examined did not indicate any obstacles, certain projects pointed to several.

By far the greatest obstacle is the lack of awareness of the importance of digital citizenship, not only on the part of teachers and families, but also senior leadership of schools, training institutions and public authorities. eTwinning, for example, is a recognised network for teachers that is strongly approved and supported by national governments, yet the national eTwinning leader for Iceland points out that there are so many "important" topics in the school curriculum nowadays that it is difficult to make teachers understand why they should also be focusing on digital citizenship.

According to the information received in the survey, the second greatest obstacle is the lack of knowledge in schools, families and further up the value chain to those who define school curricula. Finding funding for the ongoing implementation of digital citizenship projects was cited as an obstacle by seven projects, whereas being able to find suitable teaching resources was mentioned by eight. Although our own research has shown that a considerable number of good resources do exist, these are mainly in English, rarely accompanied by lesson plans and/or ideas to support

their implementation, and are not sufficiently broadly disseminated to reach children, teachers and families.

This leads us to a second recommendation: create a repository of digital citizenship resources supported by lesson plans and teaching programmes, and encourage their translation for use in other member countries.

The lack of shared definitions of key concepts and protocols for investigating and educating about digital citizenship are further obstacles that have been highlighted by project leaders in Greece, Russia and Italy.

Figure 9: Obstacles encountered in implementing projects

Legend:
- Lack of awareness
- Lack of knowledge
- Copyright issues
- Definition of key concepts
- Organisational back up
- Finding suitable resources
- Ongoing funding
- Staying updated
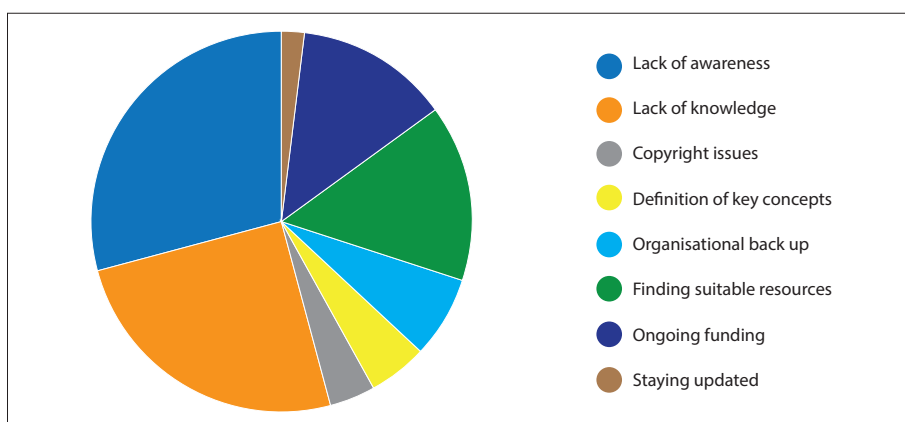
Why do you consider your project to be "good practice?"

Although this question in the survey triggered a range of responses that seem to have little correlation with the definition of good practice put forward earlier (see page 15), they nevertheless opened up some interesting avenues for discussion. Respondents could provide more than one reason in their response. Approximately one in four projects aims to develop digital citizenship competences and another one in four is considered to leverage knowledge building for teachers, children or parents. A number of projects were considered to be good practice because they were generating data that would contribute to building evidence-based knowledge in the field of digital citizenship. Such projects are mainly developed by academia, and include the DREAM project at the University of Southern Denmark's Department for the Study of Culture (IKV) and a project run by the University of Sarajevo's Faculty of Political Sciences for students of sociology, social work and journalism.

The innovative RadioActive project from Portugal cited a number of reasons, including the active participation and engagement of a broad range of partners, from academia to government and community-based organisations, to produce resources and work with communities and young people in formal and non-formal contexts on issues related to media and information literacy.

The creation of resources was only cited by one in six projects, with project owners realising that the resources created within the project are perhaps not transferable

to other contexts, or sustainable over time. Around one in 10 projects consider that they trigger inter-generational involvement, and another 15 projects engage children, families or schools in one of the 10 digital domains.

This lack of inter-generational involvement leads us to make specific recommendations to engage the administrative and legal responsibilities of school leaders, teachers, students and parents.

Figure 10: Reasons for being considered a good practice
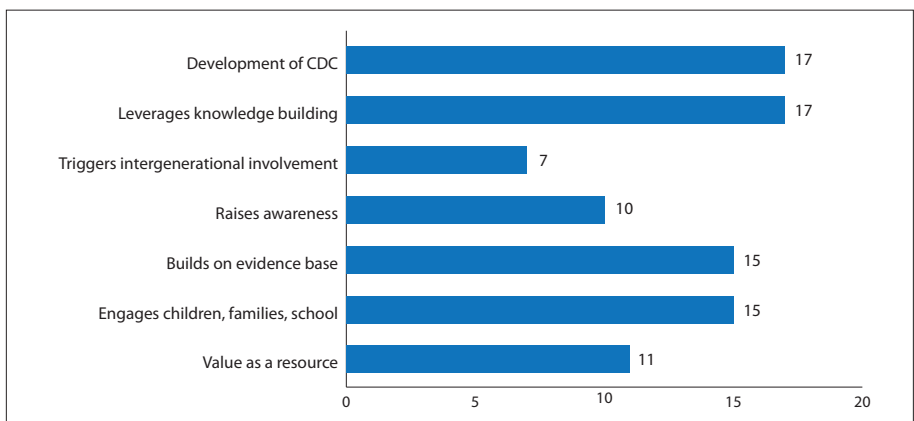
Findings from the Competence Grid Survey

What we learned from the Competence Grid Survey

The Competence Grid Survey aimed to further investigate the level of focus that was being placed on child- and youth-oriented projects, and to detect if any competences appeared to form clusters that would be useful in constructing a digital citizenship framework model. It is interesting to note some of the more unusual competences which respondents added to each of the four areas of the CDC model and which they apparently believed were not covered in other areas:

Values: solidarity – developing a sense of injustice and the commitment to overcoming it, aiming for a society in which people care about each other, not only about themselves or their family and relatives, a place where people not only claim their rights but also recognise the responsibility they have for the well-being of all, undertaking initiatives for or together with those whose voices often are not heard.

Attitudes: civil courage – daring to take risks to defend human rights; taking part in disputes without harming others.

Skills: cyberbullying resolution skills; collaborative creativity and productive skills; media production skills (image-based montage and video editing to understand issues of representation and language); "forward-looking" skills.

Knowledge and critical understanding: the ability to build a healthy identity; critical understanding of propaganda and stereotypes in the media.

The differences in the level of focus on competences in the table below raise several questions that need to be addressed when developing an educational framework for digital citizenship. Are differences due to difficulties in integrating certain competences into projects, or in fact do they need to be learned progressively through life and not through projects at all? Is there a lack of awareness of the importance of certain competences? Do competences improve through repeated focus via different learning channels and contexts, or is it necessary to break down the competences into progressive achievement levels in order to provide for comprehensive integration and assessment within our educational systems? One of UNESCO's Global Citizenship Education publications provides an interesting model of a progressive competence development framework (see Appendix F).

Figure 11: Level of focus on competences
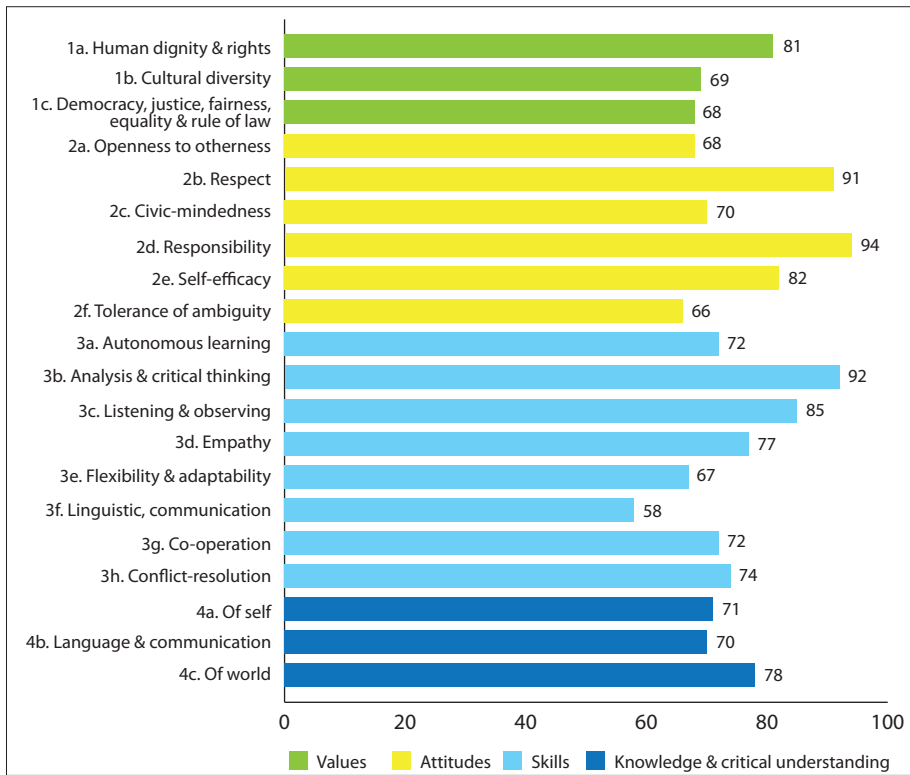
Findings from the Competence Grid Survey – Searching for competence clusters

A deeper analysis of the competence grid offers no real insight into how competences could be clustered to facilitate integration and assessment, as suggested at a recent CDC meeting on assessment. It nevertheless provides clearer details on age ranges. Appendix G provides an overview of the focus accorded to each competence in each of the 25 projects recorded on the competence grid, and uses the same colour legend and order of competences.

Qualitative evaluation of good practice in education

Pinpointing good practice in projects in areas such as digital citizenship – which are at the crossroads of values, attitudes, skills, and knowledge and critical understanding, and are disseminated via multimedia platforms of information and communication technology – is a highly complex process. The lack of common evaluation criteria and objective formal evaluation in most of the projects included in this survey complicates the task even further. With the aim of ensuring an unbiased data-gathering process, we therefore attempted to build the questionnaire around the five qualitative criteria within an analysis model[8] which has been generally accepted by educators from Dewey to Freire and is frequently used today in qualitative assessment:

1. intentional – what did the project set out to achieve, and how?

2. structural – how did learning progress from aims to goals?

3. curricular – the framework and boundaries of the activities conducted, and the resources used or generated;

4. pedagogical – how learning was mediated, and the features of the learning context;

5. evaluation – what has been evaluated, how, and what findings can be drawn for future projects?

To extract good practice from the 62 examples of practice recorded in the survey, it was then necessary to define a framework within which to compare the projects, taking into consideration the specific online and offline contexts in which children and young people develop their competences as future citizens in a fast-moving world. This led to the development of an analysis grid using the seven criteria described on pages 5 and 6, which we used to analyse seven interesting practices (described below).

According to the number of criteria a project meets, it may be possible to determine whether it can be considered a tool or a practice.

Figure 12: Analysis of projects on a good practice grid for digital citizenship

Criteria	Web We Want	ACES	KidZania	Daisy Chain	Digizen
Positive impact on individuals/ communities	2	2	2	2	2
Proven to realise specific objective	1	2	2	2	1
Replicability, adaptability	1	2	1	1	1

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8. Eisner E.Z. (1998), *The enlightened eye: Qualitative inquiry and the enhancement of educational practice*, Prentice Hall, Upper Saddle River (NJ).

Criteria	Web We Want	ACES	KidZania	Daisy Chain	Digizen
Responds to future needs	1	2	2	0	1
Feasible and sustainable	0	2	1	0	0
Contributes to inclusive society	1	2	1	1	1
Participative, user ownership	1	2	1	0	1
Tool or practice	**Tool**	**Practice**	**Practice**	**Tool**	**Tool**

Key: 0 = no, 1 = some, 2 = yes

Innovative tools and practices which promote development of digital citizenship competences

Web We Want (www.webwewant.eu/)

Category: Tool – a set of resources available through a dedicated web platform.

Description: Web We Want, launched on Safer Internet Day in February 2013, by the Insafe co-operation network, was designed to "help young people make the most of the opportunities online technologies and social media offer to develop key competences – and, crucially, become reflective and responsible citizens." The fundamental advantage of this resource is that it was in effect created by young people for young people, and as such offers pertinent insights into many themes covered in the handbook for teens, which has been translated into 13 languages. It is worth noting that given the success of Web We Want, an accompanying handbook for educators and lesson plans were designed by teachers for teachers. These innovative resources, used separately or together, encourage young people to develop the creative and critical thinking skills essential for a fulfilled life in tomorrow's world.

A new chapter on bullying, radicalisation and hate speech, launched in February 2017, was based on the same youth-led model.

Summary: Feedback from youth and teachers, the request from teachers to create an accompanying handbook for educators, the fact that a new chapter was added, healthy website traffic statistics and ongoing requests for hard copies together appear to indicate that Web We Want is having a positive impact. The new chapter was constructed and piloted by a dozen or so teens from as many different countries, showing that the concept is transferable and adaptable to emerging themes. Although the content aims to guide young people on how to build an inclusive society, the level of critical understanding required to carry out the activities automatically excludes less able individuals. The activities are open-ended and participative, although user ownership is limited by the fact that this is primarily a printed, published resource. A quick tour of available equipment in schools suggests that its online use would not be widespread and that printing costs (approximately 1 euro per unit) could put offline use out of reach for some schools, meaning that the resource may be more suitable for informal learning contexts.

KidZania (www.kidzania.com/what-is-kidzania.html)

Category: A Platform and practice comprising a broad range of citizenship-related activities.

Description: KidZania is essentially a "responsible citizen" educational amusement park. The indoor theme park allows children between the ages of 4 and 12 to play in adult environments. Children can engage in different work roles such as doctor, journalist, shopkeeper, etc. KidZania parks have been built in a dozen countries across the world using a franchise system. See Appendix H for a comprehensive description written by a DCEWG member following a study tour carried out in Portugal.

Summary: The Portuguese Ministry of Education has adapted small sections of the national curriculum in relevant subject areas so that teachers can prepare primary school children for their regular visits to the park. The developed activities are

evaluated by the park through feedback from the staff as well as from parents and accompanying teachers. This evaluation contributes to improving the activities. The positive impact is also evaluated to some extent through related classroom activities. In particular, some activities have been customised to give children a sense of the real value of money, as they have to work to earn money and carry out banking activities. This is a response to a specific digital challenge. Activities in the park are replicable as individual activities in other environments, and adaptable to future and special educational needs. KidZania has created a sustainable economic model; however, a huge initial investment is required. Children's enthusiasm to take part in KidZania is triggered in part by the high level of active participation and ownership of activities that the concept allows.

Daisy Chain (www.ilovedaisychain.com/)

Category: An online resource/tool for very young children.

Description: *Daisy Chain* is a short film about kindness, empathy and standing together in the face of bullying. The story is beautifully illustrated and narrated by Oscar-winning actress Kate Winslet, and the simple format is accessible to young children.

Summary: *Daisy Chain* is a single pedagogical resource; however, the site is also a missed opportunity, because it does not appear to provide any further resources to support the lessons contained in the film. Moreover, it features advertising for the purchase of spin-off products, which is typical of many sites which specifically target children. Only the concept behind the film is replicable and could be used for other themes. On the other hand, it is a topic that will continue to be important and the approach used could be considered timeless; it could therefore respond to future needs. It contributes to an inclusive society, and has been recommended by academics who specialise in working with young children with special needs.

Two of the projects in Greece recorded in the Good Practice Survey, the video *Greek Store* and the children's book and theatre play *Internet Farm*, are resources that can be compared to *Daisy Chain*, although they are less "polished" than *Daisy Chain* and tackle a range of issues instead of just one. The two Greek resources are embedded in a website and a programme providing information and activities, and do not contain any advertising for purchasable products.

Digizen (www.digizen.org/digicentral/)

Category: A compendium of tools and information available through an online platform.

Description: Digizen is a website helping young people discover how to become responsible DIGItal CitiZENs via videos, lessons, investigation, reports, and games such as Digizen game. The website offers further resources for teachers, parents and students, and the information provided includes a glossary of terms on digital citizenship.

Summary: The website offers an extensive range of tools and activities, but seems to provide no means of interaction or feedback mechanism beyond an email form, and it is therefore difficult to see how the impact on individuals or communities can be measured beyond website traffic statistics. It targets a broad range of objectives, all related to digital citizenship. The website is in English only, and seems to cater only to mainstream children, parents and teachers. It works well on mobile phones, iPad etc., and could be adapted to future needs by adding content on emerging trends and topical issues. Its contribution to an inclusive society may be limited by the perception of the website's creators and the content regarding what the digital society should be, as we found no references as to where the definitions and content originate. Digizen encourages participation, for example by encouraging users to send their ideas and creations to the organisation behind the website, namely Childnet, and through attractive game play features. One example is the Digizen game. To play this, you log onto the site, create your own character and then join the main character, Joe, at school. As Joe experiences cyberbullying, you help him make decisions and act as a responsible digital citizen.

ACES (Academy of Central European Schools) (www.aces.or.at/projectcontest)
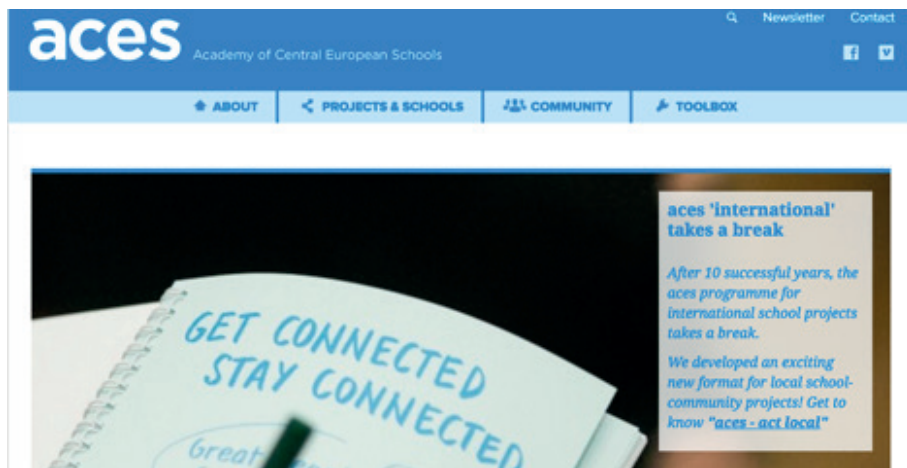
Category: A competition platform that provides guidelines for project building on a new citizenship theme each year and offers a toolbox for teachers and showcases winning projects.

Description: The Academy of Central European Schools (ACES) was set up by a foundation linked to a major Austrian bank, and aims to provide concrete opportunities for mobility and exchanges between 15 countries: Albania, Austria, Bosnia and Herzegovina, Bulgaria, Croatia, Czech Republic, Hungary, Kosovo*, Moldova, Montenegro, Romania, Serbia, Slovak Republic, Slovenia and "the former Yugoslav Republic of Macedonia". For the past 10 years, it has organised an annual competition for students aged 12-17 and their teachers based on a different theme each year: solidarity in 2015/16, diversity in 2014/15 and media reality check in 2013/14. It has now considerably modified its approach in order to place more focus on bringing local actors together for a more cohesive society to empower citizens and act against discrimination while maintaining its role as a bridge between countries. The initiative is supported by the education ministries of all participating countries, is associated with the EU, and promotes the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education.

Summary: The ACES website is the core of an extensive range of activities linked to citizenship, mainly in formal learning contexts, although it is also progressively reaching informal contexts. Schools can download the guidelines and create their project in subject areas across the curriculum, provided that their project relates to the annual theme, and can also interact with other schools working on the same theme. Each year, pupils and teachers of short-listed projects meet face-to-face for two or three days to perfect their projects and present them to the jury for the final selection of winners. The impact of ACES is directly measured by the schools involved,

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*   All references to Kosovo*, whether to the territory, institutions or population, in this text shall be understood in full compliance with United Nations Security Council Resolution 1244 and without prejudice to the status of Kosovo.

because projects are integrated into the school programme upon which pupils are assessed. Because a specific theme is chosen each year, the extent to which it is realised can be more easily measured. The core competition elements – but also other programme components – are easily replicable and adaptable because they only set the parameters; participants, including those with special educational needs or disabilities, can then take ownership to create their project in any way they wish. The recent change in direction to focus on the local community is an indication of the sustainability of ACES in responding to future needs.

Part III

Challenges and recommendations

Consultation challenges

Digital citizenship is a complex issue, and the study of relevant policies and practices across member countries of the Council of Europe has posed a certain number of challenges, not least the timing of the consultation. The consultation finally got off the ground in July 2016, leading to the decision to modify the initially envisaged strategy and to contact a greater number of persons rather than targeting only one national contact point per country, as a considerable number of these were away over the summer period. Therefore, more than 200 persons in 45 of the 50 targeted countries (47 member states and three partner countries) were contacted, mainly in education and IT ministries, universities and national data protection authorities, as well as civil sector representatives active in the field of digital citizenship. They either completed the questionnaire themselves (for example, the Ministry of Education in Cyprus), or sent it on to the relevant persons in their country who were aware of or were running digital citizenship projects.

Another challenge related to investigating policy when the concurrent literature review on the main terms and definitions had not been finalised. This meant that the survey was based on certain presuppositions, which we hope will be found later to be valid. This was further complicated when it became apparent that few, if any, countries actually have a policy on digital citizenship. In a number of countries (Greece, Latvia, Romania) the ministry of education is a member or a supporting partner of the national safer internet centre, which seems to lead to confusion between digital citizenship and internet safety, and no immediate intention to disentangle the two. Throughout the Good Practice Survey, no real national policy to develop digital citizenship was encountered beyond initiatives such as promoting the national anthem and flag in schools (France), although several policy makers began taking a positive interest after having received the questionnaire or having heard about the survey (Portugal, Cyprus, Sweden).

The fact that the survey template was only available in English may have precluded some respondents from completing the survey. Moreover, the survey was self-reporting, which is challenging in terms of objectivity. We counteracted the self-reporting aspect by proactively looking at projects which we thought were interesting. We noted that some of the most innovative projects were brought to our attention by our own research or other experts in the field.

The questionnaire may have contained unintentional bias, as it was directed towards the groups running the various digital citizenship projects and not the groups that were targeted in the projects. We were not able to accurately assess the effectiveness of the various projects because we did not always have viewpoints from the target population. The two exceptions to this challenge were the Web We Want and ENABLE projects.

The online digital citizenship projects, games and videos could be considered out of date in some instances, as technologies and children's accessibility to those practices continue to change.

Recommendations

The literature review and multi-stakeholder consultations appear to indicate that digital citizenship is only now beginning to feature on the agenda of many European governments, although academia and the civil sector appear to be more closely involved and are striving to have their voice heard. The findings of the Good Practice Survey have not clearly defined digital citizenship and the ensuing expectations in a manner which can be applied coherently across Europe.

Although the Ministry of Education in Cyprus has been running several projects over the past three years with the aim of fostering digital citizenship, and several of Luxembourg's ministries are closely involved in the projects recorded for that country, few others appear to be developing policy or resources in this area at present. We note that the Italian and Portuguese Ministries of Education are in the process of forming or seeking partnerships with the civil sector to translate and adapt projects that appear to be successful in promoting digital citizenship. Once again, as in many other areas, language is proving to be a stumbling block. Successful projects in other languages are difficult to locate and have little chance of being acknowledged for their value or taken up elsewhere unless they are first translated into English and then into other languages by national governments or entities involved in education.

One of the tremendous benefits of this consultation, and indeed the entire project, is the pooling of all of these resources in one location. The support of the DCEWG has been invaluable in this, as it has made possible a review of projects in a half dozen languages. For example, the Portuguese DCEWG member was able to visit KidZania (see the project description above) in Lisbon, to see the project in action with children aged under 12, to conduct an in-depth discussion with the Portuguese Ministry of Education, and then to report these findings back into the survey. We emphasise the need to recognise the value of current quality resources regardless

of the language they are in, and to make comprehensive information on those resources more freely available.

A number of recommendations have been made throughout this report, and these and others are presented below.

1. Clearly define digital citizenship and other relevant terms, as well as expectations

Given the confusion around the terms "digital citizenship", "digital literacy" and "internet safety", it would be constructive to clearly define and distinguish what digital citizenship implies. This would also include clear identification of the expectations of a good digital citizen. A resource similar to the newly revised *Internet Literacy Handbook*, a digital citizenship handbook published by the Council of Europe, could be most valuable to governments, the civil sector, industry and academia in this regard. At present there is a marked lack of direction and common understanding of the term in the way that education on digital citizenship is being implemented in Europe. Ideally, such a handbook could be organised on the basis of the 10 digital domains, and provide links to useful online resources and good practices in this field. It also follows that the 10 digital domains should be reordered to reflect the priorities of education authorities for children and young people in the digital environment:

Learning and Creativity	Privacy and Security
Access and Inclusion	Rights and Responsibilities
Active Participation	Ethics and Empathy
Health and Well-being	Media and Information Literacy
ePresence and Communications	Consumer Awareness

2. Mapping the administrative and legal responsibilities for school leaders, teachers, students and parents

Given the above recommendations, it seems important to find a way to reach school leaders and convince them of the need to establish policies for the safe, legal and ethical use of digital information and technology within the class environment, including guidelines for responsible use and digital citizenship. This need will be further driven by the implementation of the General Data Protection Regulation (GPDR) in the European Union, which will require families and schools to make firm decisions about which internet services they wish their children to access.

3. Families do not understand and are not engaging with digital citizenship

Parental engagement in digital issues has presented constant challenges in this digital era. Studies have demonstrated that parents are fearful and anxious about most things linked to their children's online activities, which is having a profound impact on their engagement with notions of digital citizenship. It would be fruitful

to identify an effective means of reaching parents and getting them to engage in the digital citizenship debate. It seems crucial to develop their support and advocacy in a topic that touches the very roots of society. Policy makers deplore the lack of interest from the public in issues related to internet governance, and digital citizenship seems even more inherent to the everyday lives of us all. We need to push for engagement as well as awareness, and to move beyond the usual workshops and conferences, which only involve a limited number of people and hence can only meet with limited success.

4. Appoint a digital policy officer in schools

Once a digital citizenship education policy has been developed, it would be beneficial to have someone within the educational system who acts as a Digital Policy Officer. This person would be instrumental in bringing together the stakeholders (school leaders, teachers, parents and students) in order to develop a policy that meets cultural and national needs while respecting the guidelines of the Council of Europe. These guidelines could be developed as a digital policy handbook. The digital policy officer's role could then be to ensure that the policy is applied and adapted, and that it gains in momentum as a best practice in digital citizenship education.

5. Lesson plans and learning opportunities based on the most interesting resources

Given the number of interesting resources that have been brought together by this survey and the contacts that have been made, the Council of Europe could use this opportunity to create a compendium of some of the best resources being used across Europe. The resources could also be supplemented with lesson plans and guidelines on learning opportunities to inform teachers but also families and other educators as to how and when they can implement these resources in the classroom and in the home.

6. Solid monitoring, to pick up emerging trends and to detect side effects

Trend and impact monitoring are very important aspects in all facets of societal evolution. The radicalisation and populist movements we have seen over the past decade or so show that information and communication technology has created a vast underflow that can rapidly move masses in one direction or another, thus highlighting the critical need to find better means to monitor what is happening. Examples from industry illustrate that it is possible to pick up on emerging trends and predict some of the secondary effects, and perhaps there are lessons here which policy makers need to learn. This should be a priority for society.

7. Research on developmental windows for the teaching and inculcation of VASK

The preliminary research and literature review, along with developmental research in other sectors, indicate that timing is a key factor in triggering and developing

digital citizenship competences. More research is also necessary to understand the progression to full mastery of these competences, and the developmental windows and timelines for the effective teaching and inculcation of values, attitudes, skills, and knowledge. If educators were guided by Achievement Level Descriptions (ALDs), realisation of these competences would be facilitated and assessment made possible. These could be linked to guidelines on formative assessment in the four areas of digital citizenship competences, and even accompanied by an attractive assessment portfolio to add the notion of fun into competence development.

Teachers play a major role in helping pupils understand their rights and the boundaries of being a responsible digital citizen. They are in the ideal position to guide young people and provide them with opportunities for active participation in society, while emphasising the value of learning and the role of technology in their lives. Indeed, parents in today's society expect teachers to assume this role, which brings us back to our fifth recommendation. But students also have the right to track their own progress towards becoming active, responsible digital citizens through a child-friendly mapping of what this involves and self-assessment tools to help them along this path.

Conclusion

International events over the past two or three years have cast a new light on what it means to be a citizen in today's world, where online blurs with offline and where "news" can come from the most unreliable sources. One of the young people we encountered from Luxembourg during our consultations summed up the challenge quite aptly:

> In the online world, everything is so depersonalised, it's easier to get things wrong. It is the place to get back at people and show your darkest side; anonymity gives you that edge. In offline life there are consequences, but online you don't think of the consequences.

One aspect of the consultation phase was also to look at what digital citizenship means through the eyes of a parent. This parent's response is fairly representative:

> I have no idea what it means to be a "digital citizen". If I were to devise a meaning for those words, the meaning would start with the general concept of being a citizen and then would specify that the need for good citizenship doesn't end when a person is in an online environment.

We hope that the research findings, lessons learned, best practices, and resources identified in this report can contribute to the Council of Europe's work by bringing to the debate input on practices that are being implemented in the field as well as the perspectives of certain key stakeholders. We share with them the task of creating a solid knowledge base in order to craft a digital citizenship policy and a related campaign, capacity building programme and other forms of activity.

Appendices

A.   Good Practice Survey – Digital Citizenship

B.   Competence Survey form

C.   What is Digital Citizenship?

D.   Digital Domains exercise

E.   Respondents to the Digital Citizenship Survey

F.   UNESCO, Global Citizenship Education Domains of Learning

G.   Response Grid: Competence Survey

H.   KidZania Portugal – Report

Good Practice Survey – Digital Citizenship

Digital Citizenship aims to encourage young people to develop their online proficiency, engagement and creativity and be fully aware of their rights and responsibilities both on- and offline.

The Council of Europe's Education Department is currently working on a project to develop guidelines for Digital Citizenship Education (DCE). Within our mandate as members of the DCE expert working group, we are conducting a survey that seeks to record examples of good practice in this field. You are kindly requested to complete and submit this form to inform the Council of Europe about a project or programme in the field of digital citizenship that you have recently completed or have underway. You are also invited to encourage other people/organisations working in this area to send us their own information by completing the form.

An online version is available here.

SECTION ONE – ABOUT YOUR PROJECT OR PROGRAMME

Country
(where project/programme is implemented)

Implementing organisation(s)

Contact person(s)
(name & email)

Website
(if applicable)

Do you accept to be contacted for brief follow-up?

YES ☐   NO ☐

Target group(s) (age and number of children or others involved)

Key elements of the programme

(please tick all applicable "Digital Domains" here-under)

Privacy & Security	☐	Rights & Responsibilities	☐
e-Presence & Communications	☐	Health & Well-being	☐
Media & Information Literacy	☐	Ethics & Empathy	☐
eLearning & Creativity	☐	Consumer Awareness	☐
Access & Inclusion	☐	Active Participation	☐
Other (please define)			

Briefly explain any obstacles that had to be overcome

SECTION TWO – FURTHER DETAILS ABOUT YOUR PROJECT OR PROGRAMME

Please limit your responses in this section to 500 characters, including spaces. We will contact you for further details as necessary.

Key objectives of your project/programme

Briefly summarise your project/programme

Describe key outcomes of your project/programme

What, in your opinion, makes this a good practice?

SECTION THREE – PARTNERS, FUNDING SOURCES AND EVALUATION

Please tick all answers that apply.

Stakeholders involved in the programme

Parents	☐	Students	☐
Teachers	☐	School management	☐
Academia	☐	Local community	☐
Private sector	☐	Civil sector (NGOs, charities)	☐
Regulatory authorities	☐	Religious authorities	☐
National/international political entities	☐	Other	

Programme evaluation

Self-evaluation	☐	External evaluation	☐
Project not evaluated	☐	Other	

If the project or programme was evaluated, please briefly describe the findings

Project/programme funding sources

Public funding ☐ Private funding ☐

Both ☐ Other ☐

SECTION FOUR – TIME FRAME, RESOURCES AND OUTPUT

Time frame (how long did the project/programme run/has it been running?)

Resources used, or resulting from this good practice

Link to any useful online resources, library, archives

Do you wish to add anything further?

Thank you for your participation. Please send your completed form or your request for further information to Janice.Richardson@insight2act.net.

For information on the Council of Europe's projects on Competences for Democratic Culture and Digital Citizenship Education, please contact Christopher Reynolds: christopher.reynolds@coe.int.

Appendix B

Competence Survey form

Competency analysis for Digital Citizenship

Digital Citizenship aims to encourage young people to develop their online proficiency, engagement and creativity and be fully aware of their rights and responsibilities both on- and offline.

The Council of Europe's Education Department is currently working on a project to develop guidelines for Digital Citizenship Education (DCE). Within our mandate as members of the DCE expert working group, we contacted you earlier with our Good Practice online survey (http://goo.gl/forms/lKqHgxAg9LvazbKG2). So that we can better understand the competencies being targeted in the project that you described in the survey, we kindly request that you complete the following. We hope to receive all forms by 25 October 2016.

1. **Country**

   ....

2. **Project/programme name and/or website**

   ....

   ....
   ....

3. **Age and number of the young people involved**

   ....
   ....
   ....

Competencies developed in your project

Please indicate on a scale of 1-4 the importance of each competency in your project. 1 = not applicable, 2 = minor importance, 3 = considerable importance, 4 = maximum importance.

4. **1a. Valuing human dignity and human rights**
   Mark only one oval.

1	2	3	4
◯	◯	◯	◯

5. **1b. Valuing cultural diversity**
   Mark only one oval.

1	2	3	4
◯	◯	◯	◯

6. **1c. Valuing democracy, justice, fairness, equality & the rule of law**
   Mark only one oval.

	1	2	3	4
	⬭	⬭	⬭	⬭

7. **1d. Other competencies relating to values (please name and describe the competency, then rate on a 1-4 scale, as above)**

   ....

   ....

   ....

8. **2a. Attitudes - Openness to cultural otherness & to other beliefs, world views & practice**
   Mark only one oval.

	1	2	3	4
	⬭	⬭	⬭	⬭

9. **2b. Respect**
   Mark only one oval.

	1	2	3	4
	⬭	⬭	⬭	⬭

10. **2c. Civic-mindedness**
    Mark only one oval.

	1	2	3	4
	⬭	⬭	⬭	⬭

11. **2d. Responsibility**
    Mark only one oval.

	1	2	3	4
	⬭	⬭	⬭	⬭

12. **2e. Self-efficacy**
    Mark only one oval.

	1	2	3	4
	⬭	⬭	⬭	⬭

13. **2f. Tolerance of ambiguity**
Mark only one oval.

	1	2	3	4
	◯	◯	◯	◯

14. **2g. Other competencies relating to attitudes (please name and describe the competency, then rate on a 1-4 scale, as above)**

....

....

....

15. **3a. Skills - Autonomous learning skills**
Mark only one oval.

	1	2	3	4
	◯	◯	◯	◯

16. **3b. Analytical & critical thinking skills**
Mark only one oval.

	1	2	3	4
	◯	◯	◯	◯

17. **3c. Skills of listening and observing**
Mark only one oval.

	1	2	3	4
	◯	◯	◯	◯

18. **3d. Empathy**
Mark only one oval.

	1	2	3	4
	◯	◯	◯	◯

19. **3e. Flexibility & adaptability**
Mark only one oval.

	1	2	3	4
	◯	◯	◯	◯

20. **3f. Linguistic, communication & plurilingual skills**
Mark only one oval.

	1	2	3	4
	◯	◯	◯	◯

21. **3g. Co-operations skills**
Mark only one oval.

	1	2	3	4
	◯	◯	◯	◯

22. **3h. Conflict-resolution skills**
Mark only one oval.

	1	2	3	4
	◯	◯	◯	◯

23. **3i. Other competencies relating to skills (please name and describe the competency, then rate on a 1-4 scale, as above)**

....

....

....

24. **4a. Knowledge & critical understanding of self**
Mark only one oval.

	1	2	3	4
	◯	◯	◯	◯

25. **4b. Knowledge & critical understanding of language & communication**
Mark only one oval.

	1	2	3	4
	◯	◯	◯	◯

26. **4c. Knowledge and critical understanding of the world**
Mark only one oval.

	1	2	3	4
	◯	◯	◯	◯

27. **4d. Other competencies relating to Knowledge & critical understanding (please name and describe the competency, then rate on a 1-4 scale, as above)**

....

....

....

....

What is Digital Citizenship?

Multi-stakeholder survey
Digital Citizenship Education

7-8 July 2016

Presented by: Janice Richardson
Elizabeth Milovidov

Council of Europe

What is Digital Citizenship?

Council of Europe: "Those who are not 'digital natives' or do not have opportunities to become 'digital citizens', or 'digizens', in any meaningful way will run the risk of marginalisation in future society unless measures are taken to provide them with the necessary competences. With the development of relatively inexpensive technology, the 'digital gap' is more likely to be a gap in the competences required to make advanced use of the technology than access to technology per se. School policies in a number of countries are introducing Digital Citizenship Education to ensure that learners acquire such competences. Such an education serves **to encourage learning opportunities for young people to develop their online proficiency, engagement and creativity as well as an awareness of the legal implications**. Digital citizenship represents a new dimension of citizenship education that focuses on teaching students to work, live and share in digital environments in a positive way."

Mike Ribble: Digital citizenship can be defined as the norms of appropriate, responsible behavior with regard to technology use. "Digital Citizenship is a concept which helps teachers, technology leaders and parents to understand what students/children/technology users should know [in order to] use technology appropriately. Digital Citizenship is more than just a teaching tool; it is a way to prepare students/technology users for a society full of technology. **Digital citizenship is the norms of appropriate, responsible technology use**. Too often we are seeing students as well as adults misusing and abusing technology but not sure what to do. The issue is more than what the users do not know but what is considered appropriate technology usage."

(www.digitalcitizenship.net)

JRC Scientific and Policy Reports, "DIGCOMP: a framework for developing and understanding digital competence in Europe": "Engaging in Online Citizenship: to participate in society through online engagement, to seek opportunities for self-development and empowerment in using technologies and digital environments, to be aware of the potential of technologies for citizen participation."

(http://ipts.jrc.ec.europa.eu/publications/pub.cfm?id=6359)

EU Kids Online: "It is important, therefore, to encourage children to be responsible for their own safety as much as possible rather than rely on restrictive or adult forms of mediation. The focus of internet safety messaging should be on empowerment rather than restriction of children's usage, emphasising responsible behaviour and digital citizenship. Similarly, the development of policy, child safety practices and positive online content should also focus on children as a competent, participatory group."

(www2.cnrs.fr/sites/communique/fichier/rapport_english.pdf)

Common Sense Media: "Digital media and technology is evolving at a rapid pace, bringing with it amazing opportunities as well as real risks for our children. On the positive side, young people are using the Internet and mobile technologies to create, connect, explore and learn in ways never before imagined. Challenges from harmful behaviors, cyberbullying to digital cheating, are surfacing in schools and in homes across the country. Young people face ethical challenges daily without a roadmap to guide them."

(www.bethany-ed.org/page.cfm?p=1304)

Cybersmart Australia: "Digital citizenship is about confident and positive engagement with digital technology. A digital citizen is a person with the skills and knowledge to effectively use digital technologies to participate in society, communicate with others and create and consume digital content."

(www.esafety.gov.au/education-resources/classroom-resources/digital-citizenship-ms)

MediaSmarts Canada: "What exactly is digital literacy, and how can we ensure that students are learning the digital skills they need in school? MediaSmarts classifies competencies for digital literacy into three main principles: use, understand and create."

(http://mediasmarts.ca/sites/mediasmarts/files/pdfs/digital-literacy-framework.pdf)

UNESCO Asia and Pacific Regional Bureau for Education: "In view of these challenges, young digital citizens need to equip themselves – from early years and with ample support from those around them – with the knowledge, skills, and attitude to take advantage of the opportunities and be resilient in the face of risks. There is a clear need for specific training on the risks related to ICT use, not only for young people but their guardians (parents and teachers) as well."

(https://ictedupolicy.org/system/files/62_fosteing_digital_citizenship_through_safe_and_responsible_use_of_ict.pdf)

My Learn Guide Project

A digital citizen:

- ▶ is a confident and capable user of ICT;
- ▶ uses technologies to participate in educational, cultural, and economic activities;
- ▶ uses and develops critical thinking skills in cyberspace;
- ▶ is literate in the language, symbols, and texts of digital technologies;
- ▶ is aware of ICT challenges and can manage them effectively;
- ▶ uses ICT to relate to others in positive, meaningful ways;
- ▶ demonstrates honesty and integrity and ethical behaviour in their use of ICT;
- ▶ respects the concepts of privacy and freedom of speech in a digital world;
- ▶ contributes and actively promotes the values of digital citizenship.

(www.mylgp.org.nz/guide/308/digital-citizenship-definition/)

Digital Citizenship Summit

Formulated by Mike Ribble as "Safe, Savvy, Ethical":

- ▶ Safe: Security, Communication, Commerce
- ▶ Savvy: Literacy, Access, Health
- ▶ Ethical: Rights & Responsibilities, Law, Etiquette.

(http://digitaltraininginstitute.ie/digital-citizenship-summit-san-francisco/)

Appendix D
Digital Domains exercise

During the Expert Working Group meeting in Strasbourg 7 and 8 July 2016, the consultants presented several definitions of digital citizenship. The Expert Working Group, after much discussion, then distilled the key points of major reputable digital citizenship programmes into the chart below. The group then went through each domain, line by line, concept by concept, in order to find 10 digital domains for the purposes of the Good Practice Survey.

Common Sense Media	Ribble	MediaSmarts	CNIL	JRC	DIGCOMP
Internet Safety	Access & Inclusion	Ethics & Empathy	Personal Data	Cultural	Information
Privacy & Security	Commerce	Privacy & Security	Digital Identies	Information	Communication
Relationships & Communciation	Communication	Community Engagement	Technical Aspects	Digital	Content Creation
Cyberbullying & Digital Drama	Literacy	Digital Health	Economic Aspects	Active Participation	Safety
Digital Footprint & Reputation	Etiquette	Consumer Awareness	Regulations	Communication	Problem Solving
Self-Image & Identity	Law	Finding and Verifying	Rights		
Information Literacy	Rights & Responsibilities	Making and Remixing	Protection		
Creative Credit & Copyright	Health & Wellness		Digital Literacy		
Learning & Creativity	Security				
References					
www.common sensemedia. org/educators/ digital-citizenship	www.digitalcit izenship.net/	http://mediasmarts. ca/teacher-resources/digital-literacy-framework/ use-understand-create-digital-literacy-framework-canadian-schools-overview	www.cnil.fr/		http://ipts.jrc. ec.europa.eu/ publications/ pub. cfm?id=6359

Appendix E

Respondents to the Digital Citizenship Survey

AL, AT, BA, BG, CZ, HR, HU, KS, MD, ME, MK, RO, RS, SI, SK	ACES was initiated by the ERSTE Foundation (AT) and is co-ordinated by Interkulturelles Zentrum (AT) in co-operation with Nadácia Slovenskej sporitel'ne (SK). www.aces.or.at/partnerorganisations
Albania	Information and Data Protection Authority
Armenia	Safer Internet Armenia
Austria	Austrian Institute for Applied Telecommunications (ÖIAT), ISPA
Bosnia and Herzegovina	Faculty of Political Sciences University of Sarajevo
Belgium	European Schoolnet
Bulgaria	Applied Research and Communications Fund (ARC Fund) and Association Parents
Bulgaria	Commission for Personal Data Protection (CPDP)
Bulgaria	South-West University
Canada	Office of the Privacy Commissioner of Canada
Croatia	Association for Communication and Media Culture (DKMK)
Cyprus	Cyprus Pedagogical Institute (CPI), Ministry of Education and Culture
Cyprus	Cyprus Pedagogical Institute (CPI), Ministry of Education and Culture, Microsoft, CNTI, PCCPWC and Young Volunteers
Cyprus	Cyprus Pedagogical Institute (CPI), Ministry of Education and Culture
Czech Republic	Úřad pro ochranu osobních údajů (The Office for Personal Data Protection)
Denmark	Centre for Digital Youthcare
Denmark	DREAM and Department for the Study of Culture, University of Southern Denmark
Denmark	DREAM/Department for the Study of Culture, University of Southern Denmark
France	CNIL and the Collective of stakeholders for Digital Education (nearly 60 members)
France	Génération numérique
France	Schools (EMI program), le CLEMI, la CNIL, Fréquence écoles
Greece	UNESCO Communication and Information sector

Greece	Safer Internet Hellas
Greece	Safer Internet Hellas, Chilodentri
Hungary	National Authority for Data Protection and Freedom of Information
Iceland	Icelandic Centre for Research - RANNÍS
Iceland	Safer Internet Centre
Iceland	University of Iceland - School of Education
Ireland	Professional Development Service for Teachers (PDST) – Webwise
Italy	Italian Data Protection Authority
Italy	European Commission, Joint Research Centre
Italy, Portugal, Turkey, Finland, Czech Republic, Lithuania, Poland, Greece	Centre Zaffiria
Latvia	Latvian Internet Association, Latvian Safer Internet Centre
Luxembourg	SNJ (snj.lu)
Luxembourg	SNJ (snj.lu), KJT (kjt.lu) and SMILE (securitymadein.lu)
Luxembourg	SNJ (snj.lu), SCRIPT (script.lu)
Luxembourg	SCRIPT
Republic of Moldova	1) National Center for Personal Data Protection of the Republic of Moldova (The Center) 2) "Young Technocrats" Association
Netherlands	Stichting Kennisnet.nl
Poland	Adam Mickiewicz University in Poznań
Portugal	Centro de Investigação Media e Jornalismo
Portugal	Direção-Geral da Educação (General Directorate for Education, Ministry of Education)
Portugal	Odivelas Municipality; Science and Technology Portuguese Foundation
Romania	Mediawise Society
Russia	Institute of informatics problems Federal Research Center "Computer Science and Control", Russian Academy of sciences , Arkhangelk's regional institute of open education
Russia	Institute of informatics problems, Federal Research Center "Computer Science and Control", Russian Academy of Sciences and Moscow educational project "School of New Technologies"
Slovenia	Information Commissioner of Slovenia
Spain	Catalan Data Protection Authority
Sweden	Södertörn University
Sweden	The Swedish Media Council

Switzerland	Privately SA
Switzerland	Federal Data Protection and Information Commissioner
"The former Yugoslav Republic of Macedonia"	Data Protection Agency
Ukraine	INGO European Media Platform
Italy, Estonia, Sweden, UK, Germany, Czech Republic, Greece, Portugal	University of Bologna (Co-ordinator), University of Tartu, University of Orebro, London School of Economics, FSU-Jena, Masaryk University, University of Athens, University of Porto, Italian Youth Forum
United Kingdom	Childnet
United Kingdom	Citizens Online
United Kingdom	UK Safer Internet Centre
United States of America and United Kingdom	Digital Citizenship Summit

Appendix F

UNESCO, Global Citizenship Education Domains of Learning

Table A: Overall guidance

Table A (p. 70) presents the overall structure of the guidance, based on the three domains of learning, and presenting key learning outcomes, key learner attributes, topics and corresponding learning objectives, highlighting their interconnectedness, vertically and horizontally.

Table B: Topics and elaborated learning objectives

Table B (p. 71) is an elaboration of Table A, suggesting learning objectives for each of the topics in Table A. Since education levels as well as students' preparedness vary by country, the age/level of education groups suggested here are merely indicative and can be adapted as users deem appropriate.

The topics and learning objectives are further elaborated in tables B.1- B.9 that follow.

Source: Global Citizenship Education – Topics and learning objectives, http://unesdoc.unesco.org/images/0023/002329/232993e.pdf

Table A

Global Citizenship Education

DOMAINS OF LEARNING

COGNITIVE	SOCIO-EMOTIONAL	BEHAVIOURAL

KEY LEARNING OUTCOMES

COGNITIVE	SOCIO-EMOTIONAL	BEHAVIOURAL
• Learners acquire knowledge and understanding of local, national and global issues and the interconnectedness and interdependency of different countries and populations • Learners develop skills for critical thinking and analysis	• Learners experience a sense of belonging to a common humanity, sharing values and responsibilitiess, based on human rights • Learners develop attitudes of empathy, solidarity and respect for differences and diversity	• Learners act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world • Learners develop motivation and willingness to take necessary actions

KEY LEARNER ATTRIBUTES

Informed and critically literate	Socially connected and respectful of diversity	Ethically responsible and engaged
• Know about local, national and global issues, governance systems and structures • Understand the interdependence and connections of global and local concerns • Develop skills for critical inquiry and analysis	• Cultivate and manage identities, relationships and feeling of belongingness • Share values and responsibilities based on human rights • Develop attitudes to appreciate and respect differences and diversity	• Enact appropriate skills, values, beliefs and attitudes • Demonstrate personal and social responsibility for a peaceful and sustainable world • Develop motivation and willingness to care for the common good

TOPICS

1. Local, national and global systems and structures 2. Issues affecting interaction and connectedness of communities at local, national and global levels 3. Underlying assumptions and power dynamics	4. Different levels of identity 5. Different communities people belong to and how these are connected 6. Difference and respect for diversity	7. Actions that can be taken individually and collectively 8. Ethically responsible behaviour 9. Getting engaged and taking action

LEARNING OBJECTIVES BY AGE/LEVEL OF EDUCATION

Pre-primary/ lower primary (5-9 years)	Upper primary (9-12 years)	Lower secondary (12-15 years)	Upper secondary (15-18+ years)

Table B

TOPICS	LEARNING OBJECTIVES			
	Pre-primary & lower primary (5-9 years)	**Upper primary (9-12 years)**	**Lower secondary (12-15 years)**	**Upper secondary (15-18+ years)**
1. Local, national and global systems and structures	Describe how the local environment is organised and how it relates to the wider world, and introduce the concept of citizenship	Identify governance structures, decision-making processes and dimensions of citizenship	Discuss how global governance structures interact with national and local structures and explore global citizenship	Critically analyse global governance systems, structures and processes and assess implications for global citizenship
2. Issues affecting interaction and connectedness of communities at local, national and global levels	List key local, national and global issues and explore how these may be connected	Investigate the reasons behind major common global concerns and their impact at national and local levels	Assess the root causes of major local, national and global issues and the interconnectedness of local and global factors	Critically examine local, national and global issues, responsibilities and consequences of decision-making, examine and propose appropriate responses
3. Underlying assumptions and power dynamics	Name different sources of information and develop basic skills for inquiry	Differentiate between fact/opinion, reality/fiction and different viewpoints/perspectives	Investigate underlying assumptions and describe inequalities and power dynamics	Critically assess the ways in which power dynamics affect voice, influence, access to resources, decision-making and governance
4. Different levels of identity	Recognise how we fit into and interact with the world around us and develop intrapersonal and interpersonal skills	Examine different levels of identity and their implications for managing relationships with others	Distinguish between personal and collective identity and various social groups, and cultivate a sense of belonging to a common humanity	Critically examine ways in which different levels of identity interact and live peacefully with different social groups
5. Different communities people belong to and how these are connected	Illustrate differences and connections between different social groups	Compare and contrast shared and different social, cultural and legal norms	Demonstrate appreciation and respect for difference and diversity, cultivate empathy and solidarity towards other individuals and social groups	Critically assess connectedness between different groups, communities and countries
6. Difference and respect for diversity	Distinguish between sameness and difference, and recognise that everyone has rights and responsibilities	Cultivate good relationships with diverse individuals and groups	Debate on the benefits and challenges of difference and diversity	Develop and apply values, attitudes and skills to manage and engage with diverse groups and perspectives
7. Actions that can be taken individually and collectively	Explore possible ways of taking action to improve the world we live in	Discuss the importance of individual and collective action and engage in community work	Examine how individuals and groups have taken action on issues of local, national and global importance and get engaged in responses to local, national and global issues	Develop and apply skills for effective civic engagement
8. Ethically responsible behaviour	Discuss how our choices and actions affect other people and the planet and adopt responsible behaviour	Understand the concepts of social justice and ethical responsibility and learn how to apply them in everyday life	Analyse the challenges and dilemmas associated with social justice and ethical responsibility and consider the implications for individual and collective action	Critically assess issues of social justice and ethical responsibility and take action to challenge discrimination and inequality
9. Getting engaged and taking action	Recognise the importance and benefits of civic engagement	Identify opportunities for engagement and initiate action	Develop and apply skills for active engagement and take action to promote common good	Propose action for and become agents of positive change

B.1 Topic: Local, national and global systems and structures

Pre-primary & lower primary (5-9 years)

Learning objective: Describe how the local environment is organized and how it relates to the wider world, and introduce the concept of citizenship

Key themes:

- ▶ The self, family, school, neighbourhood, community, country, the world
- ▶ How the world is organised (groups, communities, villages, cities, countries, regions)
- ▶ Relationships, membership, rule-making and engagement (family, friends, school, community, country, the world)
- ▶ Why rules and responsibilities exist and why they may change over time

Upper primary (9-12 years)

Learning objective: Identify governance structures and decision-making processes and dimensions of citizenship

Key themes:

- ▶ Basic local, national and global governance structures and systems and how these are interconnected and interdependent (trade, migration, environment, media, international organisations, political and economic alliances, public and private sectors, civil society)
- ▶ Similarities and differences in rights and responsibilities, rules and decisions and how different societies uphold these (including looking at history, geography, culture)
- ▶ Similarities and differences in how citizenship is defined
- ▶ Good governance, rule of law, democratic processes, transparency

Lower secondary (12-15 years)

Learning objective: Discuss how global governance structures interact with national and local structures and explore global citizenship

Key themes:

- ▶ National context and its history, relationship, connection and interdependence with other nations, global organisations and the wider global context (cultural, economic, environmental, political)
- ▶ Global governance structures and processes (rules and laws, justice systems) and their interconnections with national and local governance systems
- ▶ How global decisions affect individuals, communities and countries
- ▶ Rights and responsibilities of citizenship in relation to global frameworks and how these are applied
- ▶ Examples of global citizens

Upper secondary (15-18+ years)

Learning objective: Critically analyse global governance systems, structures and processes and assess implications for global citizenship

Key themes:

- ▶ Global governance systems, structures and processes, and the way that regulations, politics and decisions are made and applied at different levels
- ▶ How individuals, groups, including the public and private sectors, engage in global governance structures and processes
- ▶ Critical reflection on what it means to be a member of the global community and how to respond to common problems and issues (roles, global connections, interconnectedness, solidarity and implications in everyday life)
- ▶ Inequalities between nation states and their implications for exercising rights and obligations in global governance

B.2 Topic: Issues affecting interaction and connectedness of communities at local, national and global levels

Pre-primary & lower primary (5-9 years)

Learning objective: List key local, national and global issues and explore how these may be connected

Key themes:

▶ Issues affecting the local community (environmental, social, political, economic or other)
▶ Similar or different problems faced in other communities in the same country and in other countries
▶ Implications of global issues for the lives of individuals and communities
▶ How the individual and the community affect the global community

Upper primary (9-12 years)

Learning objective: Investigate the reasons behind major common global concerns and their impact at national and local levels

Key themes:

▶ Global changes and developments and their impact on people's daily lives
▶ Global issues (climate change, poverty, gender inequality, pollution, crime, conflict, disease, natural disasters) and the reasons for these problems
▶ Connections and interdependencies between global and local issues

Lower secondary (12-15 years)

Learning objective: Assess the root causes of major local, national and global issues and the interconnectedness of local, national and global factors

Key themes:

▶ Shared local, national and global concerns and their underlying causes
▶ Changing global forces and patterns and their effects on people's daily lives
▶ How history, geography, politics, economics, religion, technology, media or other factors influence current global issues (freedom of expression, status of women, refugees, migrants, legacies of colonialism, slavery, ethnic and religious minorities, environmental degradation)
▶ How decisions made globally or in one part of the world can affect current and future well-being of people and the environment elsewhere

Upper secondary (15-18+ years)

Learning objective: Critically examine local, national and global issues, responsibilities and consequences of decision-making, examine and propose appropriate responses

Key themes:

▶ Inquiry into major local, national and global issues and perspectives on these (gender discrimination, human rights, sustainable development, peace and conflict, refugees, migration, environmental quality, youth unemployment)
▶ In-depth analysis of the interconnected nature of global issues (root causes, factors, agents, dimensions, international organisations, multinational corporations)
▶ Evaluation of how global governance structures and processes respond to global issues and the effectiveness and appropriateness of responses (mediation, arbitration, sanctions, alliances)
▶ Critical reflection on the influence on global issues and interdependence of history, geography, politics, economics, culture or other factors
▶ Research, analysis and communication on topics with global and local connections (child rights, sustainable development)

B.3 Topic: Underlying assumptions and power dynamics

Pre-primary & lower primary (5-9 years)

Learning objective: Name different sources of information and develop basic skills for inquiry

Key themes:

▶ Different sources of information and collecting information using a range of tools and sources (friends, family, local community, school, cartoons, stories, films, news)

▶ Listening and communicating accurately and clearly (communication skills, languages)

▶ Identifying key ideas and recognising different perspectives

▶ Interpreting messages, including complex or conflicting messages

Upper primary (9-12 years)

Learning objective: Differentiate between fact/opinion, reality/fiction and different viewpoints/perspectives

Key themes:

▶ Media literacy and social media skills (different forms of media, including social media)

▶ Different points of view, subjectivity, evidence and bias

▶ Factors influencing viewpoints (gender, age, religion, ethnicity, culture, socio-economic and geographical context, ideologies and belief systems or other circumstances)

Lower secondary (12-15 years)

Learning objective: Investigate underlying assumptions and describe inequalities and power dynamics

Key themes:

▶ Concepts of equality, inequality, discrimination

▶ Factors influencing inequalities and power dynamics and the challenges some people face (migrants, women, youth, marginalised populations)

▶ Analysis of different forms of information about global issues (locate main ideas, gather evidence, compare and contrast similarities and differences, detect points of view or bias, recognise conflicting messages, assess and evaluate information)

Upper secondary (15-18+ years)

Learning objective: Critically assess the ways in which power dynamics affect voice, influence, access to resources, decision-making and governance

Key themes:

▶ Analysis of contemporary global issues from the perspective of power dynamics (gender equality, disability, youth unemployment)

▶ Factors facilitating or hindering citizenship and civic engagement at global, national and local levels (social and economic inequalities, political dynamics, power relations, marginalisation, discrimination, state, military/police power, social movements, trade unions)

▶ Critical examination of different viewpoints, opponent or minority views and critiques, including assessing the role of the mass media and of social media in global debates and on global citizenship

B.4 Topic: Different levels of identity

Pre-primary & lower primary (5-9 years)

Learning objective: Recognise how we fit into and interact with the world around us and develop intrapersonal and interpersonal skills

Key themes:

- Self-identity, belonging and relationships (self, family, friends, community, region, country)
- Where I live and how my community links to the wider world
- Self-worth and the worth of others
- Approaching others and building positive relationships
- Recognizing emotions in self and others
- Asking for and offering help
- Communication, cooperation concern and care for others

Upper primary (9-12 years)

Learning objective: Examine different levels of identity and their implications for managing relationships with others

Key themes:

- How the individual relates to the community (historically, geographically and economically)
- How we are connected to the wider world beyond our immediate community and through different modalities (media, travel, music, sports, culture)
- Nation state, international organizations and bodies, multi-national corporations
- Empathy, solidarity, conflict management and resolution, preventing violence, including gender-based violence, and bullying
- Negotiation, mediation, reconciliation, win-win solutions
- Regulating and managing strong emotions (positive and negative)
- Resisting negative peer pressure

Lower secondary (12-15 years)

Learning objective: Distinguish between personal and collective identity and various social groups and cultivate a sense of belonging to a common humanity

Key themes:

- Multiple identities, belonging and relating to different groups
- Complexity of personal and collective identity, beliefs and perspectives (personal, group, professional, civic)
- Engagement and cooperation in projects addressing common challenges
- Feeling of belongingness to common humanity
- Cultivating positive relationships with people from various and different backgrounds

Upper secondary (15-18+ years)

Learning objective: Critically examine ways in which different levels of identity interact and live peacefully with different social groups

Key themes:

- Personal identities and memberships in local, national, regional and global contexts through multiple lenses
- Collective identity, shared values and implications for creating a global civic culture
- Complex and diverse perspectives and notions of civic identities and membership on global issues or events or through cultural, economic and political examples (ethnic or religious minorities, refugees, historical legacies of slavery, migration)
- Factors that lead to successful civic engagement (personal and collective interests, attitudes, values and skills)
- Commitment to the promotion and protection of personal and collective well-being

B.5 Topic: Different communities people belong to and how these are connected

Pre-primary & lower primary (5-9 years)

Learning objective: Illustrate differences and connections between different social groups

Key themes:

▶ Similarities and differences within and between cultures and societies (gender, age, socio-economic status, marginalised populations)

▶ Connections between communities

▶ Common basic needs and human rights

▶ Valuing and respecting all human and living beings, the environment and things

Upper primary (9-12 years)

Learning objective: Compare and contrast shared and different social, cultural and legal norms

Key themes:

▶ Different cultures and societies beyond own experience and the value of different perspectives

▶ Rule-making and engagement in different parts of the world and among different groups

▶ Notions of justice and access to justice

▶ Recognizing and respecting diversity

Lower secondary (12-15 years)

Learning objective: Demonstrate appreciation and respect for difference and diversity, cultivate empathy and solidarity towards other individuals and social groups

Key themes:

▶ Personal and shared values, how these may differ and what shapes them

▶ Importance of common values (respect, tolerance and understanding, solidarity, empathy, caring, equality, inclusion, human dignity) in learning to co-exist peacefully

▶ Commitment to promoting and protecting difference and diversity (social and environmental)

Upper secondary (15-18+ years)

Learning objective: Critically assess connectedness between different groups, communities and countries

Key themes:

▶ Rights and responsibilities of citizens, groups and states in the international community

▶ Concept of legitimacy, rule of law, due process and justice

▶ Promoting wellbeing in the community and understanding threats to, and potential for, wellbeing at a global level

▶ Promoting and defending human rights for all

B.6 Topic: Difference and respect for diversity

Pre-primary & lower primary (5-9 years)

Learning objective: Distinguish between sameness and difference and recognise that everyone has rights and responsibilities

Key themes:

▶ What makes us similar and what makes us different from other people in the community (language, age, culture, ways of living, traditions, characteristics)

▶ Importance of respect and good relationships for our well-being

▶ Learning to listen, understand, agree and disagree, accept different views and perspectives

▶ Respecting others and self and appreciating differences

Upper primary (9-12 years)

Learning objective: Cultivate good relationships with diverse individuals and groups

Key themes:

▶ Understanding the similarities and differences between societies and cultures (beliefs, language, traditions, religion, lifestyles, ethnicity)

▶ Learning to appreciate and respect diversity and interact with others in the community and wider world

▶ Developing values and skills that enable people to live together peacefully (respect, equality, caring, empathy, solidarity, tolerance, inclusion, communication, negotiation, managing and resolving conflict, accepting different perspectives, non-violence)

Lower secondary (12-15 years)

Learning objective: Debate on the benefits and challenges of difference and diversity

Key themes:

▶ Importance of good relationships between individuals, groups, societies and nation states for peaceful co-existence, personal and collective well-being

▶ How diverse identities (ethnic, cultural, religious, linguistic, gender, age) and other factors influence our ability to live together

▶ Challenges of living together and what may cause conflict (exclusion, intolerance, stereotypes, discrimination, inequalities, privileges, vested interests, fear, lack of communication, freedom of expression, scarcity of and unequal access to resources)

▶ How individuals and groups of different identities and membership engage collectively on issues of global concern to bring about improvements worldwide

▶ Practicing dialogue, negotiation and conflict management skills

Upper secondary (15-18+ years)

Learning objective: Develop and apply values, attitudes and skills to manage and engage with diverse groups and perspectives

Key themes:

▶ Mutual interdependence and challenges of living in diverse societies and cultures (power inequalities, economic disparities, conflict, discrimination, stereotypes)

▶ Diverse and complex perspectives

▶ Action by various organisations to bring positive change regarding global issues (national and international movements such as women, labour, minorities, indigenous, sexual minorities)

▶ Values and attitudes of empathy and respect beyond groups to which you belong

▶ Concepts of peace, consensus building and non-violence

▶ Engaging in actions for social justice (local, national and global levels)

B.7 Topic: Actions that can be taken individually and collectively

Pre-primary & lower primary (5-9 years)

Learning objective: Explore possible ways of taking action to improve the world we live in

Key themes:

- How our choices and actions can make our home, school community, country and planet a better place to live and can protect our environment
- Learning to work together (collaborative projects on real life issues in the community – e.g. working with others to collect and present information and using different methods to communicate findings and ideas)
- Decision-making and problem-solving skills

Upper primary (9-12 years)

Learning objective: Discuss the importance of individual and collective action and engage in community work

Key themes:

- Connection between personal, local, national and global issues
- Types of civic engagement for personal and collective action in different cultures and societies (advocacy, community service, media, official governance processes such as voting)
- Roles played by voluntary groups, social movements and citizens in improving their communities and in identifying solutions to global problems
- Examples of individuals and groups engaged in civic action who have made a difference at local and global levels (Nelson Mandela, Malala Yousafzai, Red Cross/Crescent, Doctors without Borders, the Olympics) and their perspectives, actions and social connectedness
- Understanding that actions have consequences

Lower secondary (12-15 years)

Learning objective: Examine how individuals and groups have taken action on issues of local, national and global importance and get engaged in responses to local, national and global issues

Key themes:

- Defining the roles and obligations of individuals and groups (public institutions, civil society, voluntary groups) in taking action
- Anticipating and analysing the consequences of actions
- Identifying actions taken to improve the community (political processes, use of the media and technology, pressure and interest groups, social movements, non-violent activism, advocacy)
- Identifying benefits, opportunities and impact of civic engagement
- Factors contributing to success and factors limiting success of individual and collective action

Upper secondary (15-18+ years)

Learning objective: Develop and apply skills for effective civic engagement

Key themes:

- Analysing factors that can strengthen or limit civic engagement (economic, political and social dynamics and barriers to representation and participation of specific groups such as women, ethnic and religious minorities, disabled people, youth)
- Selecting the most appropriate way for obtaining information, expressing opinions and taking action on important global matters (effectiveness, outcomes, negative implications, ethical considerations)
- Collaborative projects on issues of local and global concern (environment, peace building, homophobia, racism)
- Skills for effective political and social engagement (critical inquiry and research, assessing evidence, making reasoned arguments, planning and organising action, working collaboratively, reflecting on the potential consequences of actions, learning from successes and failures)

B.8 Topic: Ethically responsible behaviour

Pre-primary & lower primary (5-9 years)

Learning objective: Discuss how our choices affect other people and the planet, and adopt responsible behaviour

Key themes:

▶ Values of care and respect for ourselves, others and our environment

▶ Individual and community resources (cultural, economic) and concepts of rich/poor, fair/unfair

▶ Interconnections between humans and the environment

▶ Adopting sustainable consumption habits

▶ Personal choices and actions, and how these affect others and the environment

▶ Distinguishing between 'right' and 'wrong', and giving reasons for our choices and judgements

Upper primary (9-12 years)

Learning objective: Understand the concepts of social justice and ethical responsibility, and learn how to apply them in everyday life

Key themes:

▶ What it means to be an ethically responsible and engaged global citizen

▶ Personal perspectives on fairness and issues of global concern (climate change, fair trade, fighting terrorism, access to resources)

▶ Real life examples of global injustice (human rights violations, hunger, poverty, gender-based discrimination, recruitment of child soldiers)

▶ Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts

Lower secondary (12-15 years)

Learning objective: Analyse the challenges and dilemmas associated with social justice and ethical responsibility, and consider the implications for individual and collective action

Key themes:

▶ Different perspectives about social justice and ethical responsibility in different parts of the world, and the beliefs, values and factors that influence them

▶ How these perspectives may influence fair/unfair, ethical/unethical practices

▶ Effective and ethical civic engagement with global issues (compassion, empathy, solidarity, dialogue, caring and respect for people and the environment)

▶ Ethical dilemmas (child labour, food security, legitimate and non-legitimate forms of action such as use of violence) citizens face in undertaking their political and social responsibilities and their roles as global citizens

Upper secondary (15-18+ years)

Learning objective: Critically assess issues of social justice and ethical responsibility, and take action to challenge discrimination and inequality

Key themes:

▶ How different perspectives on social justice and ethical responsibility influence political decision-making and civic engagement (membership in political movements, voluntary and community work, involvement in charitable or religious groups) or complicate the resolution of global issues

▶ Issues that involve ethical questions (nuclear power and weapons, indigenous rights, censorship, animal cruelty, business practices)

▶ Challenges for governance of different and conflicting views of fairness and social justice

▶ Challenging injustice and inequalities

▶ Demonstrating ethical and social responsibility

B.9 Topic: Getting engaged and taking action

Pre-primary & lower primary (5-9 years)

Learning objective: Recognise the importance and benefits of civic engagement

Key themes:

- Benefits of personal and collective civic engagement
- Individuals and entities that are taking action to improve the community (fellow citizens, clubs, networks, groups, organizations, programmes, initiatives)
- The role of children in finding solutions to local, national and global challenges (within the school, family, immediate community, country, planet)
- Forms of engagement at home, school, community as basic aspects of citizenship
- Engaging in dialogue and debate
- Taking part in activities outside the classroom
- Working effectively in groups

Upper primary (9-12 years)

Learning objective: Identify opportunities for engagement and initiate action

Key themes:

- How people are involved with these organisations and what knowledge, skills and other attributes they bring
- Factors that can support or hinder change
- The role of groups and organisations (clubs, networks, sports teams, unions, professional associations)
- Engaging in projects and written work
- Participating in community-based activities
- Participating in decision-making at school

Lower secondary (12-15 years)

Learning objective: Develop skills for active engagement and take action to promote the common good

Key themes:

- Personal motivation and how this affects active citizenship
- Personal set of values and ethics to guide decisions and actions
- Ways to engage in addressing an issue of global importance in the community
- Proactively engaging in local, national and global initiatives
- Developing and applying necessary knowledge, skills, values and attitudes supported by universal values and principles of human rights
- Volunteering and service-learning opportunities
- Networking (peers, civil society, non-profit organisations, professional representatives)
- Social entrepreneurship
- Adopting positive behaviour

Upper secondary (15-18+ years)

Learning objective: Propose action for, and become agents of, positive change

Key themes:

- Learning to be active global citizens and how to transform one's self and society
- Contributing to the analysis and identification of needs and priorities that require action/change at local, national and global levels
- Actively participating in the creation of a vision, strategy and plan of action for positive change
- Exploring opportunities for social entrepreneurship
- Critically analysing the contributions and the impact of the work of various actors
- Inspiring, advocating for and educating others to act
- Practicing communication, negotiation, advocacy skills
- Obtaining information and expressing their opinions about important global matters
- Promoting positive societal behaviour

Response Grid: Competence Survey

Level of focus per competence for each of the 25 projects registered on the Competence Grid

Country	Programme name	Target age group	V1	V2	V3	A1	A2	A3	A4	A5	A6	S1	S2	S3	S4	S5	S6	S7	S8	K1	K2	K3	Total
Ireland	Webwise		4	3	3	2	4	3	4	3	2	4	4	4	4	3	2	4	4	2	2	3	64
Hungary	http://naih.hu/key-to-the-world-of-the-net.html	age 10-16	4	3	3	4	4	3	4	4	3	3	4	3	4	3	3	3	4	4	3	4	70
Greece	The Grocery Store / https://www.youtube.com/watch?v=ceSUuKMr4xo	age 12-18	4	1	1	1	4	1	4	4	1	1	4	4	1	1	1	1	1	1	1	4	41
Greece	The Internet Farm / https://www.facebook.com/FarmaTouDiadiktyou/?notif_t=page_user_activity&notif_id=1472103931576348	0-9	4	4	4	1	4	1	4	4	1	1	4	4	4	1	1	1	4	1	1	4	53
Greece	The Grocery Store / https://www.youtube.com/watch?v=ceSUuKMr4xo	age 12-18	4	1	1	1	4	1	4	4	1	1	4	4	1	1	1	1	1	1	1	4	41
Russia	Safe use of internet resources for education		4	4	2	3	4	2	4	3	3	2	4	4	4	3	2	4	4	4	3	2	65
Romania	Media Literacy Workshops & Resources @Mediawise	age 6-16	4	4	3	4	3	3	3	3	4	4	4	4	3	3	3	4	3	3	4	3	70
Austria*	ACES - Academy of Central European Schools, www.aces.or.at	age 12-12	4	4	4	4	3	4	3	4	3	3	3	3	4	3	3	4	4	3	3	3	69
Denmark	Name of report (in Danish): Developing interdisciplinary film education: creativity, creation and collaboration Project website (in Danish): Filmportal Fyn: http://filmportalfyn.dk	Age bands: 6-8, 10-12, 14-16	2	3	2	3	3	2	4	4	4	4	3	3	2	4	4	4	4	3	4	3	65
Armenia	Safer Internet Armenia http://safe.am	age 6-22	4	3	4	3	4	4	4	2	2	3	4	4	3	2	3	4	2	4	4	4	67
Denmark	Children's film learning: Digital competences and productive learning for the future. Report website: www.dfi.dk/Branche_og_stoette/Rapporter-og-artikler.aspx	Age bands: 6-8, 10-12, 14-16	2	4	2	4	2	3	2	4	2	4	4	4	2	3	4	4	3	4	3	4	64

Country	Programme name	Target age group	V1	V2	V3	A1	A2	A3	A4	A5	A6	S1	S2	S3	S4	S5	S6	S7	S8	K1	K2	K3	Total
Croatia	Association for Communication and Media Culture - Project DJECA Medija /Children of media, www.djecamedija.org, www.dkmk.hr	age 7-65	4	3	3	4	4	4	4	3	4	4	4	4	4	3	4	3	3	4	4	4	74
France	Génération numérique	age 8-18	4	2	3	3	3	4	4	3	3	1	4	2	3	1	1	1	4	4	4	4	58
Luxembourg	Enable	age 11-14	4	4	4	4	4	4	4	2	3	1	3	4	4	3	1	3	4	4	3	2	65
Luxembourg	www.techschool.lu/	age 16-18	2	3	2	3	4	3	4	4	2	4	3	3	2	4	4	4	3	2	3	3	62
Italy	Privacy-friendly school	age 12-19	4	3	3	2	4	4	4	2	2	3	3	4	4	2	2	3	3	3	3	3	61
UK**	SWGfL Digital Literacy and Citizenship Curriculum	age 3-16	3	2	4	2	4	4	4	4	3	4	4	3	4	3	2	4	3	3	4	4	68
Cat, Spain	Minors, internet and technology	age 13-15	4	2	3	4	4	3	4	3	4	4	4	4	4	4	3	3	4	3	4	4	72
UK**	RadioActive Europe	age 12-21	4	4	3	4	4	4	3	3	4	4	3	3	3	4	4	4	4	3	4	4	73
Luxembourg	BEE SECURE (www.bee-secure.lu)	6-12; 13-30	3	3	3	2	4	3	4	4	3	2	4	2	4	1	1	1	1	2	2	2	51
Luxembourg	bee-creative.lu	6-12; 13-30	2	3	2	2	3	2	3	3	2	4	4	4	2	4	3	3	2	2	2	2	54
Luxembourg	youth.lu	age 12-30	3	3	3	4	4	4	4	4	4	2	3	3	3	2	2	2	2	2	2	2	58
Austria	Saferinternet.at		2	1	3	1	3		4	2	2	2	3	2	3	2	1	1	2	2	3	2	41
Bulgaria	"Me and the Internet" (2012) Website: http://az-deteto.bg/internet/9247/view.html	age 4-17	1	1	2	2	3	3	4	2	2	3	4	2	3	3	1	2	1	3	1	3	46
Poland	Adaptation of children to the media world	age 6-10	1	1	1	1	3	1	4	4	2	4	4	4	2	4	2	4	4	4	2	1	53
	Total score per competence		81	69	68	68	91	70	94	82	66	72	92	85	77	67	58	72	74	71	70	78	
	Average per competence		3.1	2.7	2.6	2.6	3.5	2.7	3.6	3.2	2.5	2.8	3.5	3.3	3	2.6	2.2	2.8	2.8	2.7	2.7	3	2.8
	Average per category		2.8			3						2.9								2.8			

programme covering: Albania, Austria, Bosnia and Herzegovina, Bulgaria, Croatia, Czech Republic, Hungary, Kosovo, "the former Yugoslav Republic of Macedonia", Moldova, Montenegro, Romania, Serbia, Slovak Republic and Slovenia

**United Kingdom/Portugal/Germany

See Figure 11 for Legend

KidZania Portugal – Report

This report has been written after having visited KidZania with its director, Pedro Fonseca (23 November 2016) as well as having interviewed two people from the ministry of education staff, who had/have some relationship with KidZania Portugal.

1. Introduction

KidZania started in 1999 in Santa Fé, Mexico (a nine-minute video, *KidZania: The Spirit of a Nation*, on Kidzania's concept and history is available on YouTube). The general idea was to build a world/city for children, with all the services a city has. In Europe there are three KidZania spaces (potentially a fourth in Paris in 2017), namely in London (2016), Moscow (2016) and Lisbon (2009), which and have around 60 different services such as a bank, theatre, court, hospital (including a veterinary hospital), university, post office, police station (including CSI), fire brigade, electricity supplier, pharmacy, media (including book, magazine and newspaper publishers, a radio station and a TV channel), restaurants, driving schools, garages, construction companies, industries (such as juice production), stores (clothes, for example), a disco, gaming spaces, etc.

All services are organised in partnership with private companies (including Bosch Car Service, McDonald's, Pizza Hut, Nestlé, etc.) or other institutions (such as the public Portuguese bank Caixa Geral de Depósitos, the national association of pharmaceutics, and the Spanish public Tourism Office).

Opening times are from 10 a.m. to 3:30 p.m. from Wednesday to Friday, and from 11 a.m. to 7 p.m. on Saturdays, Sundays and public holidays.

Ticket prices: €20 for children; €10 for adults. Special prices for schools: €14 for children. Children from low-income families pay €7 (level A) or €10 (level B).

KidZania Portugal is based in one of the biggest shopping centres in Europe, named Dolce Vita Tejo (Av. Cruzeiro Seixas, nº 7, 2650-504 Amadora).

2. KidZania

2.1. Intention

KidZania Portugal is a private company (a Mexican franchise), developing a very interesting educative programme aimed at children aged 3 to 15, which has been

recognised as a project of educational interest by the Portuguese Ministry of Education (2012).

The owners do not make public details of the KidZania Educative Programme, but it clearly aims to offer children the possibility to experience several professions and/or social roles, and to develop several literacies, such as media literacy, financial literacy, etc., which are core literacies in citizenship education.

The intended aims have been operationalised at each activity/company/service level.

The ministry of education does not play a specific role, apart from validating the educative programme and establishing an agreement that allows schools to organise visits with affordable, low-cost tickets. It also developed a workshop on entrepreneurship for KidZania (for children aged 6 and above). This workshop was organised on behalf of the national programme INOVA (aimed at all children and young people aged 6 to 25), which the ministry suspended in 2015.

Data on the number of schools groups visiting Kidzania are not made public, but according to unofficial data (provided by Mr Fonseca) KidZania is visited by an average of 200 000 children per year.

2.2. Structure

KidZania Educative Programme has activities for all children between 3 and 15 years of age (from pre-school to the 9th grade). Both the facilities and the internal organisation are suitable for and conducive to achieving goals.

> The children can "play adult" in a highly realistic environment. Activities are designed to be both fun and pedagogical, based on the concept of "edutainment". The contents follow the school curriculum and seek to teach values and citizenship, thus helping children to live healthily in society." (quoted from KidZania's website, www.kidzania.pt/en).

The company also has a strong and effective safety system: all children receive a bracelet which makes it possible to check where they are at any time, so children are free to go where they like.

2.3. Curriculum

At each company/service entry point there are five types of information available (written/graphic): pedagogical aims, suitable ages, average duration of the activity (15-20 minutes), maximum group size, whether children earn "kidzos" (KidZania's currency) for accomplishing the activity and, if so, how many.

The children have several options to express themselves and to develop their skills, such as:

a. participating in a radio or TV show, writing an article for a magazine or newspaper;

b. taking part in different courses offered by the university (the current selection includes finance, physical education, engineering, etc.);

c. producing their own meals (McDonald's, Pizza Hut, other foods like cereals (Nestlé) or drinks (Compal);

d. playing the role of a doctor, policeman/woman, fireman/woman, mailman/woman, mechanic, etc.;

e. rock climing, dancing, playing, acting, etc.;

f. dealing with money – upon entering KidZania children get a bank check which is cashable at the local bank; they receive a certain amount of kidzos (KidZania's currency) which they can spend on gifts or services; they can also earn more kidzos by working for the companies or services.

Before starting each activity (photos of several activities, with English captions, are available here: www.kidzania.pt/en/atividades), children learn the core concepts depending on the activity (for example how to save energy before working for the electrical company, how to brush teeth before going to the dentist, how cars work before participating in a car race, safety measures and safety equipment needed before working in construction, etc.).

Several activities can be carried out by groups of children of different ages. For instance, during a TV show, an 11-year-old girl presents the weather forecast, a five-year-old boy works the camera and an 8-year-old boy is the sound engineer.

The KidZania Park is versatile and flexible. There is always space for new activities, companies and services. Mr Fonseca said it is open to developing other activities with Portuguese or even European institutions (e.g. discussing children rights at the KidZania University, organising a theatre show related to intercultural issues, etc.). Obviously, he is open to hearing from other companies interested in having a space at KidZania.

There are, however, some limitations. For example, it is impossible to have animals at the veterinary hospital, for reasons of animal well-being, and there are no real trees on the small fruit farm inside the juice production company.

2.4. Pedagogical aims

Teachers are very interested in KidZania and they use it as a pedagogical context. After discussing a school subject with children, they prepare the visit to Kidzania, so that children can realise how certain aspects work in real life. Mr Fonseca told us that some groups of students arrive at KidZania with specific guidelines from their teachers. For example, children must visit the TV channel, the newspaper editor and the radio station because they are studying the media at school, although they can do other activities if they want to.

Children are free to choose and participate in activities according to their ages and interests. KidZania staff have a mediation role; helping children in carrying out activities, allowing them to be "hands on, minds on" all the time. This is particularly important because the learning context is completely different from the formal context. Learning occurs in real informal and non-formal settings. Mr Fonseca did not explain how staff are recruited but, as far as I could see, these "mediators" are mainly young people (aged 18-25).

2.5. Evaluation

KidZania implements two types of evaluation.

a. Staff performance is evaluated every two months: the evaluation is focused on the relationship established with children, and whether the workers are empathetic with children or not. However, new staff members are evaluated constantly during the first four weeks and are given advice throughout. If they do not succeed, they are not allowed to continue.

b. Activities are evaluated through feedback from the staff, parents and teachers accompanying the children. This evaluation contributes to improving the activities. For instance, it was realised that most children were not aware that oranges come from orchards or groves. To overcome this problem, KidZania suggested that Compal (a large Portuguese fruit juice company) put an orange tree in its on-site "factory".

According to Mr Fonseca, Japanese schools consider Kidzania Tokyo to be an important partner. With parental consent, children are allowed to miss some school activities if they go to KidZania.

3. Final notes

Kidzania is negotiating an agreement with Microsoft to offer children the opportunity of trying out the job of computer engineer (Portuguese children start learning code in primary school). No details of this initiative are publically available as yet.

Mr Fonseca is willing to establish a partnership with our project in order to develop new activities at KidZania Portugal. He could also put us in contact with KidZania Mexico, KidZania London and KidZania Paris, or with any of the 24 KidZania sites worldwide.

Finally, all of our group members are invited to visit KidZania Lisbon.

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Most young people in Europe today were born and have grown up in the digital era. Education authorities have the duty to ensure that these digital citizens are fully aware of the norms of appropriate behaviour when using constantly evolving technology and participating in digital life.

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This second volume in the Digital Citizenship Education series contains the results of a multi-stakeholder consultation to identify good practices regarding digital citizenship education and the gaps and challenges to be met in formal and informal learning contexts. It examines the role the development of digital citizenship competence plays in education, considers the types of online resources and contemporary information technologies used in educational settings, and details the administrative and legal responsibilities for school leaders, teachers, students and parents.

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