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Evaluation of the European Year of Digital Citizenship Education 2025

Final report

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1. Executive summary

1.1 Study scope, objectives and approach

The European Year of Digital Citizenship Education (DCE) 2025 was a year-long initiative organised by the Council of Europe with the objectives to **raise awareness of the value of DCE, enhance stakeholders' understanding of the Council of Europe's DCE framework, establish DCE as a long-term policy priority, promote cross-sector collaboration in DCE and advance access to resources and innovative practices in DCE.**

The study evaluates the European Year of Digital Citizenship Education by analysing the implementation and impact of activities carried out by the Council of Europe and the member states. In particular, the evaluation focused on actions reported by the Council of Europe, and on activities conducted at the national level by member states, DCE promoters, and other stakeholders within the framework of the European Year.

The assessment was conducted through the analysis of information reported by the DCE promoters and organisers of activities, and consultations conducted for a sample of 15 activities, including interviews with the organisers of the activities and survey questionnaires with participants.

1.2 Key Findings

Overall, the European Year 2025 launched by the Council of Europe had a substantial impact, successfully raising awareness around DCE, and driving member states and stakeholders to initiate a wide range of actions to promote and implement the DCE concept.

Interest, participation, and engagement increased significantly throughout the year, as demonstrated by the growing number of activities organised, the increased understanding and commitment shown by surveyed participants, and the large number of follow-up activities launched by participants after major events (such as the Forum).

1.1.1 Broad reach of the Council of Europe events

The Council of Europe was the driver of the European Year 2025 and was actively involved in activities contributing to the achievement of its objectives. In addition to supporting partners from member states in organising their initiatives, the Council of Europe also conducted various activities, which in turn proved to be a key facilitating factor for the development of further actions at national level.

The most prominent events organised by the Council of Europe included the launch conference, the first European Forum on DCE, and the closing conference. While all were considered successful by participants, the highest satisfaction rates were reported for the Forum.

The Council of Europe also partnered with other international organisations to deliver additional initiatives, including an online DCE awareness campaign, two training events, a webinar, a Memorandum of Understanding (MoU), and the DCE Planner.

The Council of Europe promoted the European Year 2025 online through a dedicated website (Council of Europe, 2025b) created to promote the campaign, to share news, videos and activities organised in the member states, as well as guidance on how to implement such initiatives. The Council of Europe also used its official LinkedIn and X accounts to promote the European Year 2025; however, engagement on these platforms remained relatively limited, with low levels of visibility and interaction.

1.1.2 Varied activities in member states contributing to the goals of the European Year

Twenty-eight countries reported to the Council of Europe activities contributing to the European Year 2025, for a total of over **340 initiatives** distributed across six categories: awareness raising and dissemination (190 activities), teacher education and training (84), project development and implementation (33), policy and curriculum development (16), research (14), and monitoring and evaluation (M&E) or impact assessment (3). The distribution of activities was uneven, with a strong concentration in the first category, awareness raising and dissemination. A similarly uneven pattern was observed across countries, with imbalances in the number of activities reported across member states.

The selection of activities for further analysis included four activities under awareness raising and dissemination, four teacher education and training activities, two project development and implementation, three policy and curriculum developments, one research activity, and one monitoring and evaluation initiative. Despite the differences in types, all activities addressed multiple objectives aligned with those of the European Year 2025. All organisers identified awareness raising as a key objective; 10 reported aiming to foster collaboration, nine to improve understanding of DCE, and eight to enhance access to resources on DCE. Only five explicitly aimed to support the long-term integration of DCE principles into policy. All organisers considered the activities successful, while also emphasising the long-term nature of the objective and the consequent need for sustained effort. These views were confirmed by participants, as the survey results predominantly reported positive responses.

Many factors contributed to the success of the activities. In particular, the support from the Council of Europe was highlighted as a key element, as it directly facilitated the organisation of activities (e.g. through the participation of representatives from the Council of Europe, funding, and informational materials) and through events organised by the Council of Europe itself, which also served as a source of motivation for some organisers. Another crucial element was the capacity to directly support participants. However, some obstacles were also present. In many cases, teachers were reluctant to change their methods to integrate DCE principles. Similarly, some organisers had to follow long and complex bureaucratic procedures, which slowed down the process. Additionally, it was noted that the rapid pace of change in the digital environment requires continuous and fast updates of materials and strategies.

In terms of continuity, a strong level of continued engagement was observed: all but one organiser renewed their involvement and developed follow-up activities, extending their commitment beyond the scope and duration of the European Year.

1.3 Recommendations

Based on the findings of the evaluation of the European Year 2025, the Council of Europe:

- Should continue to ensure inclusive participation and systematically collect and use feedback to further refine future activities.
- Could continue and further expand the complementary support it offers to member states.
- Could enhance the communication with member states to better understand their needs, whether in terms of recognition, funding, or thematic guidance.
- Could consider strengthening its communication strategy to increase visibility, broaden outreach, and ensure that a larger audience is informed about DCE and related activities.
- Could place greater emphasis on the different objectives of the European Year 2025 and encourage member states to address all of them more evenly.
- Could work towards better harmonising the reporting framework of DCE activities.
- Should continue to update the DCE framework and further engage member states in its implementation, ensuring its continuous adaptation and practical uptake across contexts.
- Should maintain the established relationships with organisers and consider further expanding them in order to strengthen co-operation and support the continued development of DCE initiatives, where appropriate, through funding mechanisms and the integration of DCE principles into relevant grant schemes.

Member states:

- Should strive to diversify their activities to cover all the objectives of the European Year 2025 evenly.
- Should further communicate the importance of DCE, ensuring that all target groups are aware of its role and of why it should be integrated into their systems.
- Could focus on developing systems that provide direct support to the participants of the activities and facilitate the practical implementation of DCE principles.

2. Introduction

2.1 Study objectives and scope

On the 26th session of the Council of Europe Standing Conference of Ministers of Education, the Ministers of Education declared 2025 as the European Year of Digital Citizenship Education (hereafter 'European Year 2025'). The objectives of the European Year 2025 are to (Council of Europe, 2025c):

- **Raise awareness of the value of digital citizenship education for citizens (hereafter 'Awareness')**: Increase public and stakeholder awareness of the critical role digital citizenship education plays in empowering learners to thrive ethically, responsibly, and effectively in a digitally connected world
- **Enhance stakeholders' understanding of the Council of Europe's digital citizenship education framework (hereafter 'Understanding')**: Support education stakeholders to better understand Council of Europe's digital citizenship education framework, highlighting its contributions to meaningful and inclusive digital transformation;
- **Establish digital citizenship education as a long-term policy priority (hereafter 'Long-term policy')**: Foster a shared commitment to making digital citizenship education a central focus in education policies and practices across member states, supported by a strategic road map for implementation from 2027 to 2031;
- **Promote cross-sector collaboration in digital citizenship education (hereafter 'Collaboration')**: Encourage meaningful partnerships and initiatives among public, private, and civil society stakeholders at local, national, and international levels to drive innovation and effectiveness in DCE;
- **Advance access to resources and innovative practices in digital citizenship education (hereafter 'Access')**: Support the development and dissemination of high-quality educational resources, creative teaching methods, tools and practices that enable effective and inclusive DCE across diverse contexts.

The activities contributing to the European Year 2025 were implemented by the Council of Europe, the member states, and relevant parties (e.g. citizens, schools, NGOs, private sector).

The objective of the study is to evaluate the achievements of the European Year of Digital Citizenship Education 2025, by assessing the implementation and impact of activities conducted by the Council of Europe and member states. The study focuses on activities reported by the Council of Europe, the DCE promoters and members states under the European Year.

2.2 Methodological approach

Monitoring conducted during the year

Based on the list of activities indicated by DCE promoters, the research team proposed to the Council of Europe a monitoring framework, including for each action some indicators and methods to assess the outputs and results of the activities.

The team also developed a short questionnaire to be used by the Council of Europe as an evaluation form with the participants of its own conferences and activities, which could be tailored to each event.

The European Year 2025 website provides a page with information on the self-reported activities conducted by the organisers, including a description, beneficiaries, countries and a link to the activity webpage (Council of Europe, 2025b).

At the end of the European Year 2025, the Council of Europe requested the DCE promoters and participants of the international events organised by the Council of Europe to report on the implemented activities based on a template including the type of event, the organiser, a description, dates/duration, place, the geographical outreach, the target group, number of participants, and links and photos.

Documentary review

Following the end of the European Year 2025, the study team reviewed the information collected in relation to the different activities, including:

- The results of the post-event surveys conducted by the Council of Europe after its three international events (the Launch conference, the Forum and the Closing conference),
- The statistics on social media posts from the Council of Europe,
- The information shared by the Council of Europe on its other activities (poster competition, webinar),
- The list of activities reported by the DCE promoters,
- The list of activities reported on the European Year 2025 website,
- The reports provided by DCE promoters and professionals from member states to the Council of Europe.

The team compiled the information from these different sources into a common table (see Annex 1), including the country, promoter/organiser, type of activity, scope, target group, short description, timing, output and link. An analysis of the activities reported, by organiser, type of activity, scope and target audience is presented in Chapter 3.

Based on the comprehensive list of activities, a sample of 15 activities from different countries was selected, representing different types of activities, to be analysed more in-depth with additional desk research and consultations with organisers and participants. The table below presents the selected activities.

Table 1: Selection of activities

Country	Promoter(s) involved + team	Type of activity	Scope	Target group	Short description
Albania	University of Elbasan, Council of Europe Office in Tirana	Awareness raising and dissemination	International	students, professors, decision makers, policy makers etc	Organisation of the Fourth International Conference "Globalisation and integration in contemporary education" (Council of Europe, 2025a)
Armenia	Yerevan State University, Faculty of Journalism	Research	National	BA and MA students conducting research, academic supervisors	For the 2025/2026 cohort of graduates, four thesis and capstone topics - three at the BA level and one at the MA level - were specifically proposed within the scope of digital citizenship. Notably, two of the BA projects are supervised by the participants of the Digital Citizenship Education Forum. These topics reflect the Faculty's growing academic engagement with digital citizenship and illustrate the expanding incorporation of this theme into students' final research work. The topics are: BA Capstone Projects: 1. Digital Diplomacy: Social Media Posts of Officials from the U.S., Armenia, and Azerbaijan - Student: Silvi Shahbazyan; Supervisor: Assoc. Prof. Anahit Menemshyan 2. Content Personalisation on the Facebook Platform - Student: Lida Chachoyan; Supervisor: Kristine Alagulyan 3. Digital Libraries in the Context of Contemporary Media Representations (Based on University Libraries) - Student: Arpine Manukyan; Supervisor: Prof. David Petrosyan MA Thesis: 4. Digital Communication as a Tool of Information Warfare on Social Media - Student: Elen Aghajanyan; Supervisor: Assoc. Prof. Anush Martirosyan
Belgium	European Vocational Training Association (EVTA)	Policy and curriculum development	International	EU officials (DG EAC, EMPL), Council of Europe, National Ministries, VET providers & VET practitioners, educators and trainers, youth and learner organisations, CSOs, academia and research institutions	High-level policy roundtable framing VET as a civic institution, with a keynote panel and four breakout groups: (1) Embedding DCE into VET curricula; (2) Empowering educators, teachers and trainers; (3) Ensuring safe, inclusive and ethical digital spaces; (4) Digital participation & democratic engagement. Outputs: from the insights collected in the roundtable, EVTA produced its Policy Paper on Digital Citizenship Education in VET: from workers to citizens: Embedding DCE in VET curricula for a democratic digital Europe. The paper includes a set of concrete and actionable policy recommendations (EVTA-DCE, 2025).

Country	Promoter(s) involved + team	Type of activity	Scope	Target group	Short description
Finland	Ministry of Education and Culture, Finland as part of Finnish-Ålandic Co-Presidency in the Nordic Council of Ministers. Co-organisers: Finnish National Agency for Education, National Audiovisual Institute in Finland, Nordic Culture Point, Nordic Network for Lifelong Learning	Awareness raising and dissemination	International	experts and policymakers working in media literacy, education, teacher training, lifelong learning, youth sector and public library	Conference on Media Literacy and Democracy Education for Societal Resilience (Opetus- ja kulttuuriministeriö, 2026)
France	French Ministry of Education and Commission nationale de l'informatique et des libertés (CNIL)	Teacher education and training	National	teachers, school leaders, associations/NGO	Webinar #1 Citoyens numériques et si on parlait vraiment de vos données ? (CNIL, 2025)
Georgia	National Center for Teacher Professional Development (TPDC)	Project development	National	School leaders, teachers	In order to promote DCE, a call for applications was announced, to which 16 applications were submitted. The publication of the selected projects is planned on the electronic services and resources portal of the National Center for Teacher Professional Development (National Center for Teacher Professional Development (TPDC), 2022)
Italy	Ministry of Education and Merit	Teacher education and training	National	Educators at all levels of education, Teacher trainers	Hands-on laboratory held by teacher trainers who enter the classrooms virtually or in presence to support teachers in developing activities related to the ten DCE domains (Ministero dell'istruzione e del merito, 2025)
Netherlands	Ministry of Education, Culture and Science (OCW)	M&E or impact assessment /	National	All schools for secondary education	Peil.Digitale Vaardigheden (Dutch Research Council, 2024)
Portugal	Ria Formosa Teacher Training Centre – Ministry of Education and Science	Teacher training and education	Local	In-service teachers from basic and secondary education, and coordinators with responsibilities in citizenship education, seeking to strengthen pedagogical, ethical, and critical approaches to digital citizenship education in formal school settings	Designed and delivered a 30-hour accredited teacher training programme on Digital Citizenship Education, formally recognised by the Portuguese Ministry of Education, focusing on Digital Citizenship Education frameworks into school practice (Centro de formação Ria Formosa, 2026)

Country	Promoter(s) involved + team	Type of activity	Scope	Target group	Short description
Portugal	University Institute of Lisbon (ISCTE)	Research	International	Educators, school leaders, and policymakers interested in evidence-based strategies for digital citizenship education integration in school curricula. Researchers and practitioners in the fields of digital education, civic education, and educational innovation, seeking empirical data and methodological insights for developing or evaluating similar programs	The PhD field research on the School Media Lab intervention focus both on DCE dimension and the context of the 2025 European initiative (Instituto Universitario de Lisboa, 2019)
Romania	GEYC	Awareness raising and dissemination	National	Youth, youth workers, teachers, educators	The 7th edition of the European Digital Citizenship Education Week (#EDCEWeek25), organised by PRISMA European Network and GEYC, took place between 15–21 September 2025 as part of the European Year of Digital Citizenship Education (EYDCE). The campaign united educators, youth workers, and young people across Europe to promote critical thinking, media literacy, online safety, and digital inclusion. Through both local and online activities, it empowered thousands to become more aware and responsible digital citizens. #EDCEWeek25 demonstrated the power of collaboration and bottom-up engagement. Supported by the Training of Trainers – Digital Bridges, a dedicated resource centre, and continuous co-ordination from PRISMA and GEYC, the campaign achieved Europe-wide visibility. Over 100 organisations worked together under a shared framework to promote the Council of Europe's DCE principles in creative, inclusive, and impactful ways. This led to over 3800 direct beneficiaries in 2025 coming from over 15 countries in offline, hybrid and online settings (GEYC, 2025)
Serbia	Ministry of Education	Policy and curriculum development	National	Educators, students	The framework and concept elaborated by the Council of Europe in regard of DCE served as an inspiration for curriculum change planned this year for the 1. and 5. class of elementary school and the 1. class of secondary school and after that successively for other classes (Council of Europe, 2025d)
Slovenia	Ministry of Education, Digital Education Service	Project development and implementation	National	Educators, students, parents, policy makers, researchers	Publication of a national call for application and selection of a consortium website link (Ministry of Education, 2025)
Türkiye	School coordinators	Awareness raising and dissemination	local	Parents, teachers	"Near miss" project on cyber bullying: a safe, anonymous box created for children to share digital

Country	Promoter(s) involved + team	Type of activity	Scope	Target group	Short description
					problems, raise awareness about online risks like cyberbullying and hate speech, and teach responsible and safe internet use (DCE Türkiye, 2025)
Ukraine	Ministry of Education and Science of Ukraine, European Wergeland Centre	Teacher education and training	Local	Teachers and teacher trainers	“Democratic School: Education for Democratic Sustainability” held a Training of Trainers event, where the DCE Planner, as well as other publications for the European Year of Digital Citizenship education, were presented to the network of the Program's trainers.

Interviews with organisers

Following the selection of 15 activities for more in-depth analysis, the evaluation team interviewed the organisers of the selected activities, to discuss the objectives and implementation of the activities, their impacts and their contribution to achieving the objectives of the European Year 2025.

The interviews were conducted online between February and March 2026 using the interview guide in Annex 2. The information from the interviews was used to assess the implementation and impact of the selected activities in the member states, the success factors and barriers, and follow-up activities, presented in Chapters 5 to 7.

Survey of participants

During the interviews, the organisers were asked whether they had collected feedback from the participants of the activities and could share the results of the assessment, or whether they could disseminate an anonymous survey to those participants in order to inform the evaluation of the activity and the European Year 2025. For activities where the organisers had not directly collected feedback from participants, the evaluation team asked them to disseminate a short survey to evaluate the participants' understanding of DCE before and after the activity, and any follow-up action taken to promote DCE following the activity. The surveys were conducted between March and April 2026. For each activity-focused survey, respondents were given about a month to complete it.

The survey followed the questionnaire in Annex 3 and was run online via Qualtrics. In some cases, the organisers of the activity shared the survey with the participants, in other cases, the organisers shared the contacts of participants so the research team could directly send them the survey. The table below presents the survey responses collected.

Table 2: Survey responses

Country	Survey status
Albania	The study team disseminated the survey – 2 answers
Armenia	The organiser disseminated the survey – 11 answers
Belgium	The organiser shared aggregated data from their own questionnaire – 7 answers
Finland	The organiser shared aggregated data from their own questionnaire – 11 answers
France	The survey could not be conducted
Georgia	The survey could not be conducted
Italy	The organiser disseminated the survey – 80 answers
Netherlands	The activity is still ongoing; no survey could be conducted yet as of May 2026
Portugal	The organiser disseminated the survey for both activities – respectively 7 and 10 answers
Romania	The organiser shared aggregated data from their own questionnaire
Serbia	The survey could not be conducted
Slovenia	The survey could not be conducted
Türkiye	The organiser disseminated the survey – 15 answers
Ukraine	The survey could not be conducted

The results of the survey were analysed and contributed to the assessment of the impacts of the selected activities, presented in Chapter 5.

3. Overview of the European Year of Digital Citizenship Education 2025

3.1 Activities conducted by the Council of Europe

During the European Year of Digital Citizenship Education 2025, the Council of Europe played an important role in co-ordinating and monitoring activities organised by individual states, both inside and outside the EU.

To support this effort and raise awareness, a dedicated website ([European Year of Digital Citizenship Education 2025](#)) was created.

The website served as a tool to **inform citizens and increase awareness** about the initiative and the various activities taking place. It includes:

- a description of the European Year 2025, its objectives, and core values;
- information on actions undertaken by different countries (self-reported);
- guidance on how to organise activities, including a social media campaign toolkit;
- news and informational videos produced by the Council of Europe.

Aside from its co-ordination role, the Council of Europe directly organised 7 activities with an international scope while it co-operated with other international bodies or company (EU Neighbours South, North-South centre, EUN, Google) to organise 11 additional activities. Fifteen of these were aimed at raising awareness (five posts for an online campaign on DCE, three international events, four training events, a webinar and an international poster competition, a Memorandum of Understanding (MoU) and the DCE Planner). Of the remaining activities, two were teacher training courses, while one was classified under policy and curriculum development activities.

In terms of target audiences, nine activities addressed the general public, four focused on young people, only one focused on schools, while six had a broader scope, engaging educators, students, parents, policy makers, and researchers.

Figure 1: Types of activities organised by the Council of Europe divided by purpose

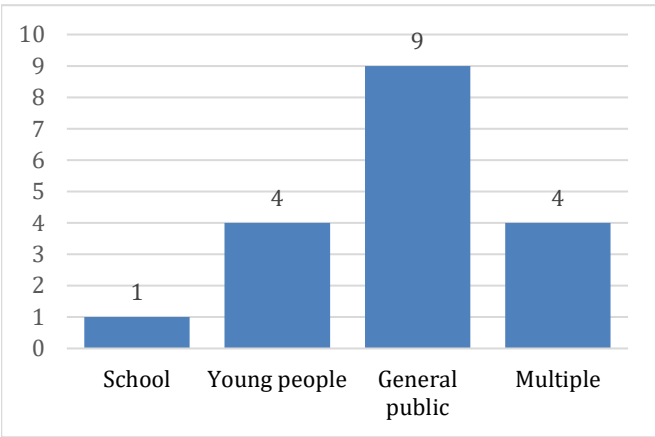
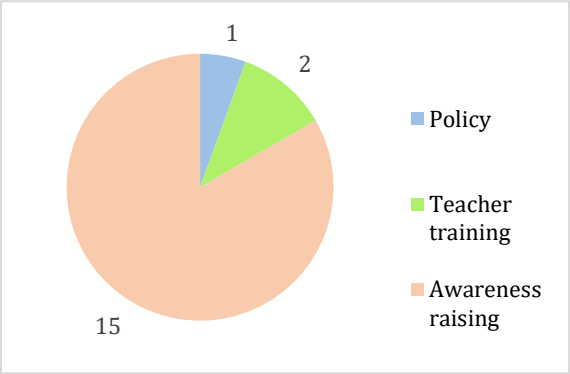


Figure 2: Types of activities organised by the Council of Europe divided by target group

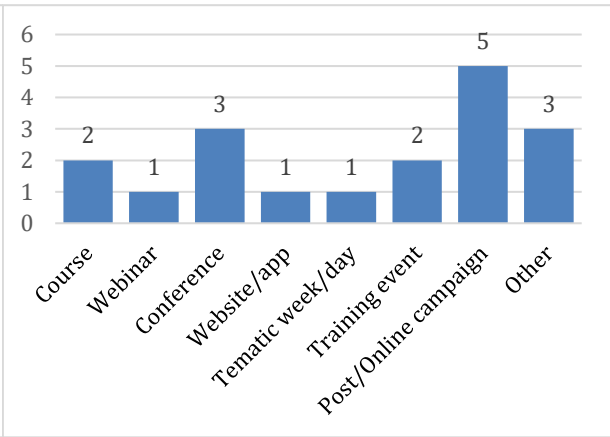


Figure 3: Types of activities organised by the Council of Europe divided by purpose

Among this broad range of initiatives, four were recognised as particularly significant: two international conferences, a forum, and an international contest for the creation of posters or short films on digital citizenship.

- The European Year 2025 was officially launched in **Strasbourg on 23-24 January 2025** with the conference “**Empowering Learners for a Democratic Future,**” which aimed to deepen understanding of an integrated approach to DCE, encourage participation from all member states, and explore strategies to address political, educational, and cultural challenges.
- On **27-28 May 2025**, Strasbourg hosted the **International Forum “Let’s Act Now!”**, providing a platform for cross-sector dialogue and co-operation, sharing experiences, and identifying collaborative solutions to strengthen DCE.
- The European Year 2025 concluded with the **Closing Conference, “The Way Forward,” in Ljubljana on 18-19 November**, which offered an opportunity to consolidate achievements, start a road map for the future development of DCE and reinforce co-operation among stakeholders for sustained impact.

The communication strategy of the Council of Europe relied on several channels. The main one was the dedicated website mentioned above, which was supported by targeted posts on both LinkedIn and X. Approximately 80 posts were published on each platform throughout the year.

3.2 Activities conducted in member states

Among the 46 members states, 28 reported to the Council of Europe at least one activity organised in the context of the European Year 2025.¹ Some of these countries did not have a DCE promoter; in such cases, separate organisations carried out activities following their participation in the Forum sometimes as first-time participants, without direct relation with a DCE promoter. Among the reporting entities, the most prolific were Armenia and Türkiye, with 40 and 41 activities each, followed by France with 36 activities reported. Andorra, Austria, Belgium, Cyprus, Finland, Ireland, Montenegro, Morocco, Netherlands, North Macedonia, Republic of Moldova, Slovakia, Spain, Switzerland and Ukraine each organised fewer than 10 activities, with Finland, Republic of Moldova and Ukraine reporting only one activity each. The remaining countries reported between 10 and 25 activities: Albania (10), Georgia (14), Italy (12), Luxembourg (10), Poland (15), Portugal (15), Romania (23), Serbia (14) and Slovenia (25).

¹ Albania, Andorra, Armenia, Austria, Belgium, Bosnia and Herzegovina, Cyprus, Finland, France, Georgia, Ireland, Italy, Luxemburg, Montenegro, Morocco, Netherlands, North Macedonia, Poland, Portugal, Republic of Moldova, Romania, Serbia, Slovakia, Slovenia, Spain, Switzerland, Türkiye, Ukraine

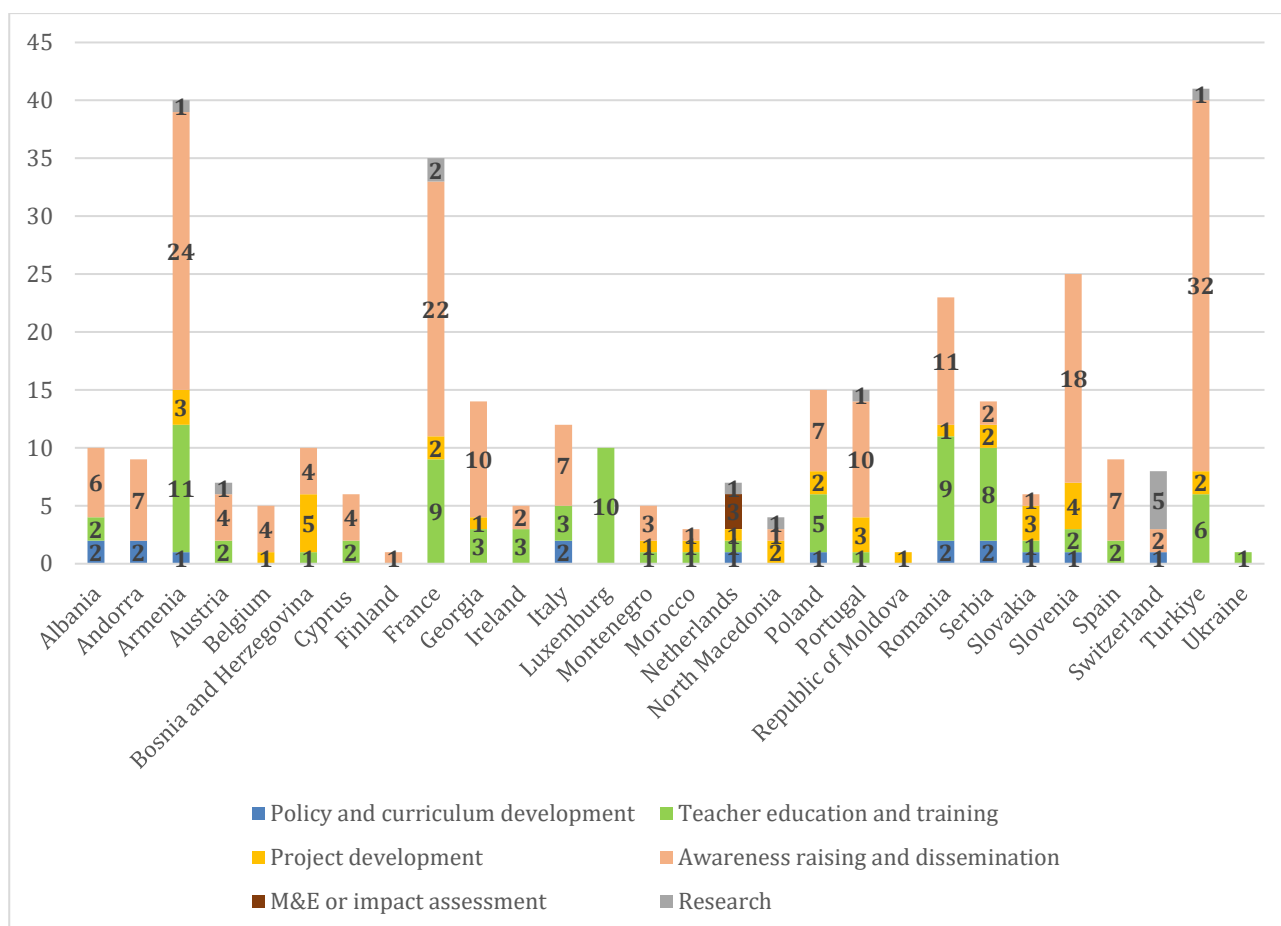
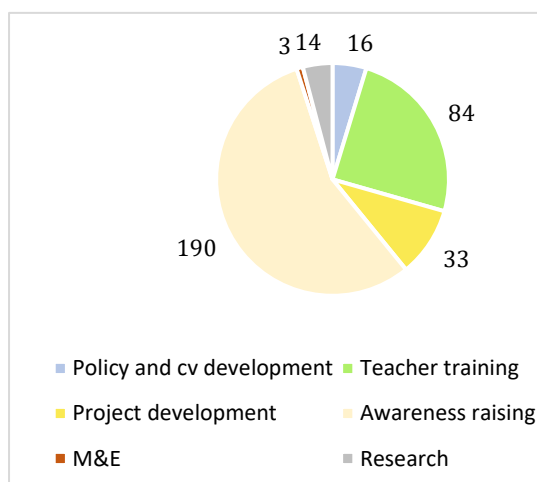


Figure 4: Number of activities reported by state and type of activity

It is important to note that the significant differences in the number of reported activities may be partially due to differing reporting practices. Some member states, such as Türkiye and Armenia, included very small-scale initiatives, while others, such as the Netherlands, reported only larger and more structured initiatives. Since the activities were self-reported by each member state to the Council of Europe, methodological differences persisted despite a common reporting template provided by the Secretariat. For the purpose of the evaluation, the research team standardised the information provided by member states by grouping activities into common categories similar to the ones used by the Council of Europe to report its own activities.



The first level of categorisation was based on **macro-categories of purpose**, that is, the main objective and type of each activity. Six macro-categories were identified: **policy and curriculum development, teacher education and training, project development and implementation, awareness raising and dissemination, monitoring and evaluation (M&E) or impact assessment, and research.**

Figure 5: Number of activities reported by macro-category

The vast majority of activities were classified under **awareness raising and dissemination**, including webinars and conferences. Of the 189 activities organised within this category, 125 had a national scope and

47 a regional or local one. The main target groups were the general public, students and educators (including teachers). Only two initiatives focused specifically on policymakers, while seven targeted young people.

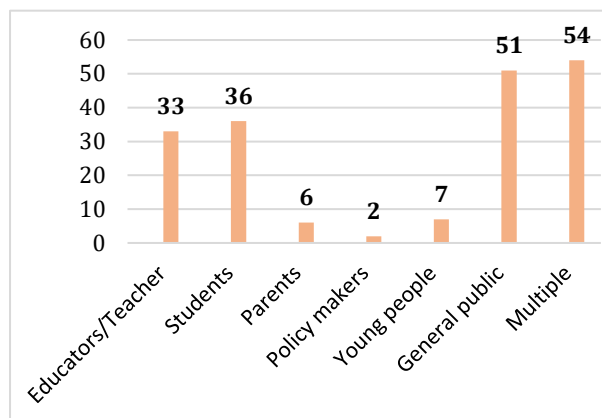


Figure 6: Number of activities the purpose of which is raising awareness per target audience

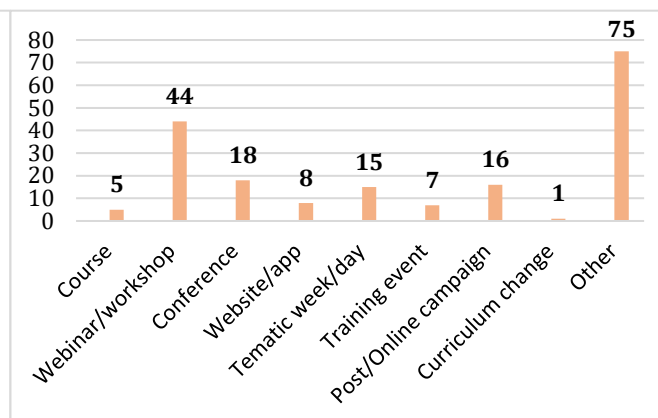


Figure 7: Number of activities the purpose of which is raising awareness per type of activity

In terms of format, approximately one in four activities was either a workshop or a webinar. Other common formats included conferences (18), thematic days or weeks (15), and campaigns or online posts (16). Seventy-five activities did not fall into any of the predefined format categories. Among these, several were particularly relevant or noteworthy, including:

- Eight radio interventions and dedicated podcasts (Armenia, Austria, French, Romania, Slovenia)
- The creation of an award for exemplary pedagogical practices to develop students' digital competence in Andorra
- A TV debate on the evolving concept of digital citizenship and the importance of education in this rapidly changing field, broadcast on the Armenian programme Herankar – Debate (Armenia)
- A phishing simulation exercise in France called Operation CACTUS
- The “National Competition for Teachers – Best Project in Digital Literacy” in Georgia

The second macro-category in terms of number of activities was **teacher education and training**, with 84 activities reported. The primary target group consisted of educators, understood in a broad sense. This included not only teachers, but also school leaders, teacher trainers, pedagogical co-ordinators, educational support staff, university lecturers involved in initial teacher education, and other professionals with a teaching or training role, such as non-formal education facilitators and staff from training institutes.

Most of these activities focused on strengthening digital competences for teaching and learning, integrating digital citizenship into classroom practice, and providing practical methodologies and tools that educators can apply in their daily work. Almost all of the activities had a national scope, as the preferred formats were online training events (single-session activities aimed at helping teachers develop specific skills or competences), online courses, or webinars/workshops. This made the activities easy to scale up and ensured a broader reach. Only eight events were organised at the local or regional level, all of which were conducted in person. One of these had a specific regional focus, namely *Linguistic and Cultural Inclusion in a Regional Education Context* in Poland. Three activities were implemented at the international level: two conferences organised by Romania and one online seminar organised by Spain in partnership with eTwinning.

In addition to the main activity formats mentioned above (12 courses, 17 workshops, 4 conferences, 32 training events, and 3 online campaigns/posts), five websites or portals were created to collect and make training materials accessible to educators. For example, in Serbia the portal focused on violence prevention, while in Slovakia it addressed curriculum change. It is also important to highlight three thematic events:

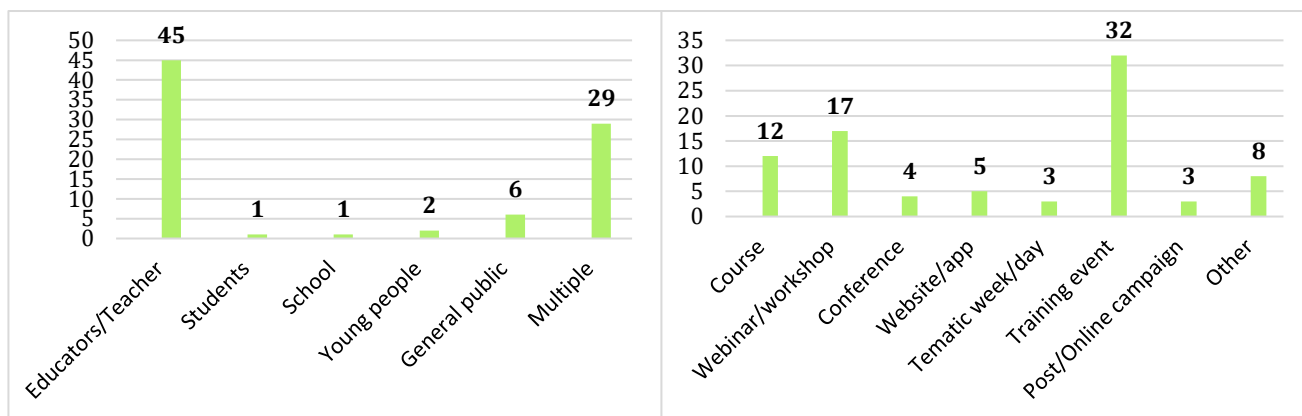


Figure 8: Number of activities the purpose of which is training teachers per target group

Figure 9: Number of activities the purpose of which is training teachers per type of activity

- In Cyprus, one day of Media Literacy Week was dedicated to *Linguistic and Cultural Inclusion in a Regional Education Context*.
- In Romania, the Digital Predau Festival brought together thousands of teachers through dozens of sessions focusing on the intersection of critical thinking, creativity, computational thinking, and democratic culture, translating these ideas into classroom-ready activities.
- In Georgia, within the DCE Week, many activities were dedicated to the training of teachers and educators.

The remaining activities were categorised as “other.” Among the most noteworthy were the creation of an online community in France, where resources and questions were shared through an online forum, and community meetings organised in Romania.

The third type of action most reported is **project development**, with 33 activities organised. These activities were quite diverse in terms of geographical spread, target groups, and types of activity. The majority of the projects were organised at a national level (20), while almost a fourth of the activities had a local reach (9). This is due to the nature of this category, which allows for different forms of activity and is often conducted in person. The main participants in these in-person activities were either children/students or their educators (teachers/parents). The remaining four activities were international. Among these, one was organised collaboratively by three countries (Türkiye, Slovakia, and Poland) and focused on creating a guide to promote online safety. The other three were international meetings with different focuses, including a policy roundtable organised by vocational education and training (VET) stakeholders.

In terms of target groups, as mentioned, the majority were students (8), followed by schools/teachers (5), young people (3), and activities targeting all groups just mentioned (11). The remaining six activities were primarily aimed at the general public.

Regarding the type of activity, most (21) were categorised as “Other,” reflecting the uniqueness of the various projects. Notable examples include:

- A map from Slovakia tracking all activities related to the European Year 2025.
- Two policy roundtables focused on education and the integration of digital citizenship elements.
- Media Lab, a laboratory for middle school students designed to foster engagement in creating media materials organised in Portugal.

Furthermore, it is notable that three apps/websites were developed: one to promote civic engagement in North Macedonia, another to collect and make accessible all relevant material from the European Year in Armenia, and a third to strengthen digital citizenship in Slovenia.

In terms of **policy and curriculum development**, 16 activities were carried out. As expected, all of them had a national scope. Seven activities introduced changes in the education system:

- Two focused specifically on the subject of “Citizenship” (Netherlands, Albania),
- Two introduced optional courses (Romania),
- Three involved a reform of entire curricula to integrate DCE principles across all subjects (Andorra, Poland, Serbia),
- One targeted university-level reform (Armenia).

Additionally, two activities were courses aimed at preparing teachers to incorporate DCE principles and topics into their lessons. Two other activities were policy-related interventions, including policy briefs and a policy paper. The three activities marked as "Other" included:

- Two translations of the DCE handbook into national languages (Andorra, Portugal, Slovakia),
- One preliminary activity to introduce DCE principles into the school curriculum (Slovenia).

Lastly, Serbia developed an online portal to support curriculum implementation. The portal contains all relevant materials and integrates an AI tool to facilitate searching for teachers.

The target group for these activities largely encompassed the entire school system, with some activities focused specifically on teachers. Only one activity directly targeted policymakers.

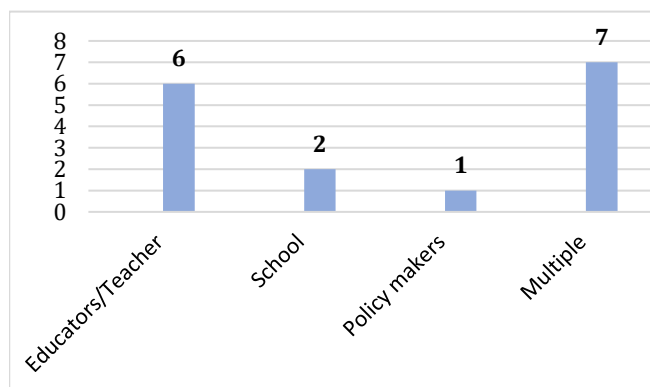


Figure 12: Number of activities the purpose of which is developing curriculum/proposing new policies per target

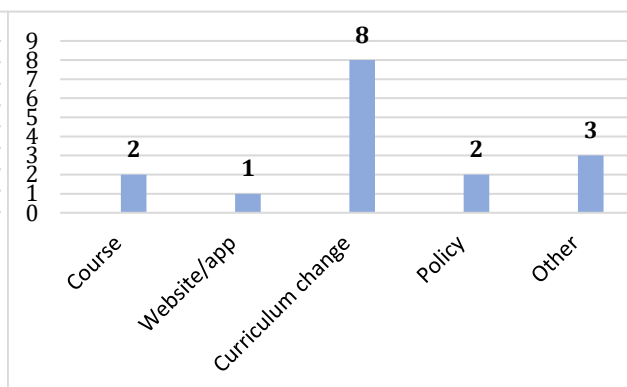


Figure 13: Number of activities the purpose of which is developing curriculum/proposing new policies per type of activity

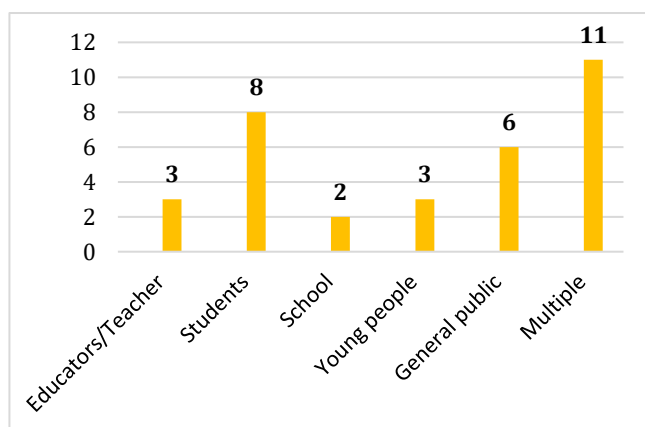


Figure 11: Number of activities the purpose of which is developing a project per target group

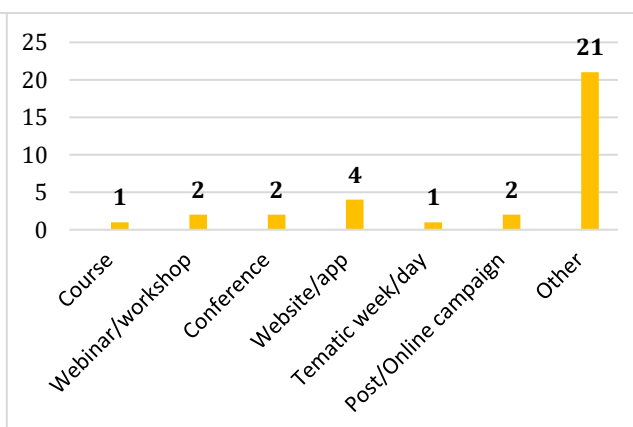


Figure 10: Number of activities the purpose of which is developing a project per type of activity

Fourteen activities were classified as **research**. This category brings together initiatives focused on collecting data or producing knowledge related to DCE. Most of the research was conducted either at local (6) or national (6) level, while only two initiatives were international: one article assessing the European Year (providing an overview of its intentions, planning status as of summer 2024, and overall framework) and one hackathon.

The target groups were quite varied. This is partly because some countries reported the subjects of the research, while others reported the intended audience of the research outputs. However, students (2), teachers (1), and the school system (1) emerged as central stakeholders, and they were also included in all activities that listed “multiple stakeholders.”

Only the three research projects conducted in Switzerland explicitly targeted policymakers. The remaining outputs were mainly intended for the general public.

All activities were categorised as research, with the exception of the hackathon. Looking more closely at the typologies, we can identify:

- Three surveys conducted in France and Switzerland.
- A series of research articles from Switzerland, one from Austria and one from the Netherlands.
- Five research assessments, including a mapping of existing tools for digital, health, and civic literacy (Austria, Slovakia, Switzerland, Türkiye).
- Several thesis projects: one PhD dissertation from Portugal and four BA/MA theses from YSU University in Armenia.

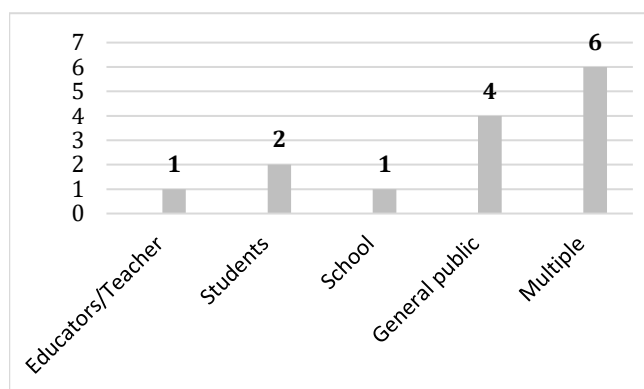


Figure 14: Number of activities whose purpose is research per target group

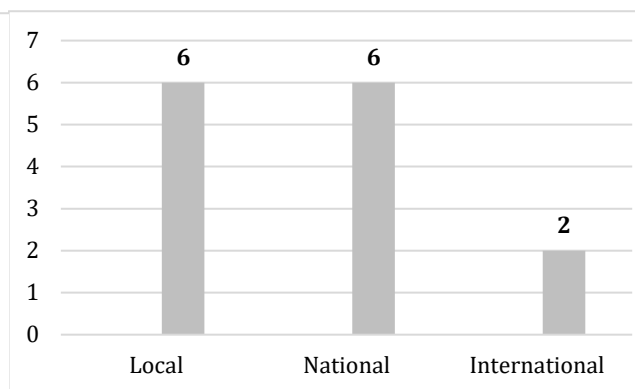


Figure 15: Number of activities whose purpose is research per geographical spread

The last category is **monitoring and evaluation (M&E) / impact assessment**, with three activities reported, all from the Netherlands. However, sufficient information was available for only one of them.

This activity is a national study conducted by Dutch National Education Institute (NKO) assessing the level of digital skills among secondary education (VO) students in 2025–2026. The results are intended to monitor schools’ progress in digital literacy and to inform education policy and curriculum development.

4. Results of activities of the Council of Europe

The following section presents the results and outcomes of the actions conducted by the Council of Europe, which mainly contributed to the objective of raising awareness. Based on the information shared by the Council of Europe, the evaluation team analysed the results of the Launch conference, the Closing conference, the Forum and the social media communication campaign.

4.1 “Empowering Learners for a Democratic Future” - Launch conference

The conference was held in Strasbourg on 23–24 January and was attended by about 110 participants. As previously mentioned, its objectives were to strengthen co-operation among stakeholders, increase awareness and understanding of the DCE, and establish it as a long-term political priority. The conference achieved these goals not only by disseminating information on DCE and raising participants’ awareness, but also by acting as a catalyst for a wide range of stakeholders, who participated not only as attendees but also as speakers. It brought together diverse perspectives and approaches, providing an opportunity to create a strong and varied network of stakeholders interested in DCE. Furthermore, several thematic sessions focused specifically on collaboration and the sharing of good practices, including Session III: Sharing an Integrated Approach; Session V: Digital Citizenship Education – Stakeholder Roles and Perspectives; Session VI: Addressing Challenges in Communication; and Session VII: Addressing Challenges in International Co-operation. Finally, Session VIII consolidated the DCE’s long-term priority by presenting the strategic objectives of a proposed 5-year road map and encouraging multistakeholder involvement.

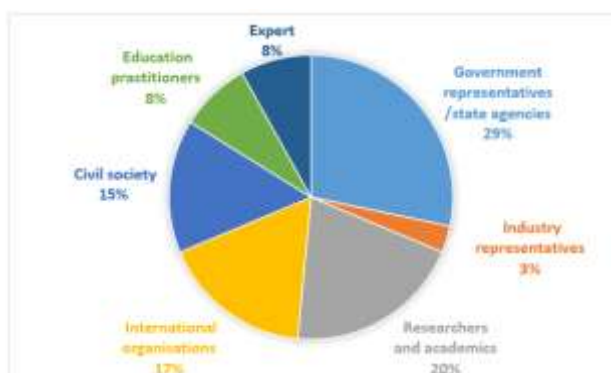


Figure 16: Percentage of participants per interest group

Participants

The participants came from seven different interest groups (government representatives/state agencies, researchers and academics, international organisations, civil society, education practitioners, industry representatives) and from 21 nationalities. Gender-disaggregated data indicate that 59.4% of participants are female, while 40.6% are male.

Previous knowledge

The group was composed of people already active in the DCE and highly knowledgeable on the topic.

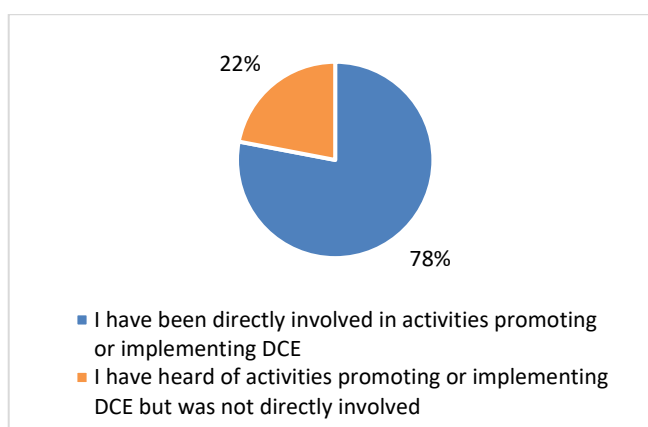


Figure 17: Percentage of participants who have been involved in DCE activities before the Opening conference

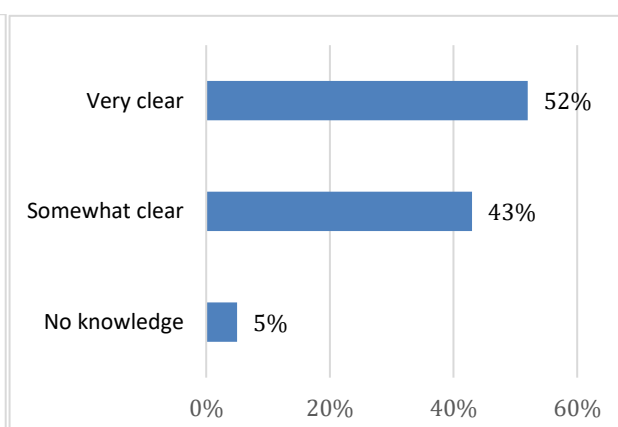


Figure 18: Participants knowledge of DCE principles before the Opening conference

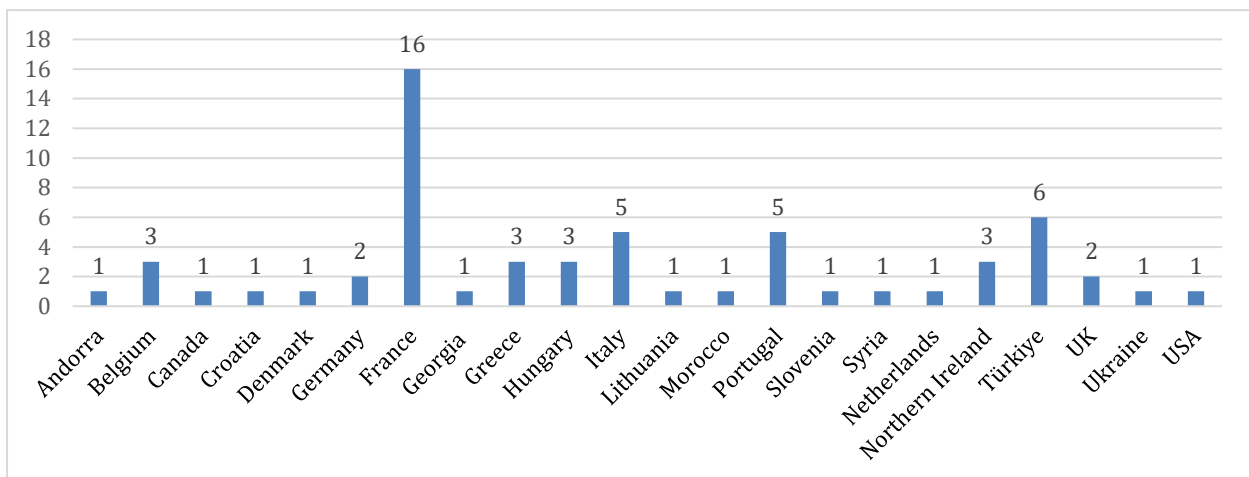


Figure 19: Participants' country of origin

Outcomes

The conference helped increase participants' understanding of the DCE. Indeed, almost 90% of respondents found the conference either very or extremely useful, and similarly high levels of satisfaction were reported.

Lastly, participants commonly suggested improving the balance between plenary and breakout sessions to allow for more group work and making the conference more engaging by better showcasing countries' best practices and real-life examples.

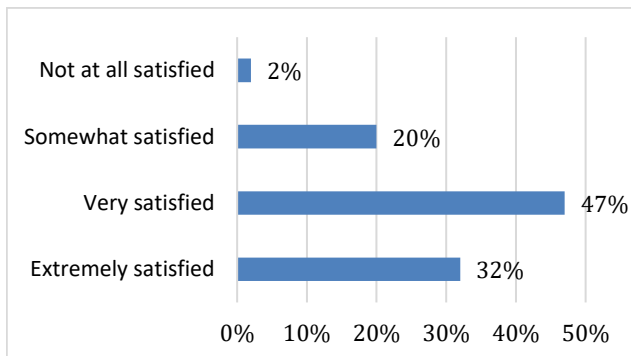


Figure 20: Participants' satisfaction level

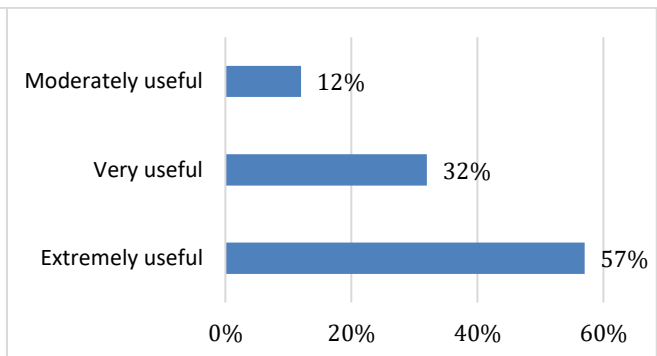


Figure 21: Conference usefulness assessed by participants

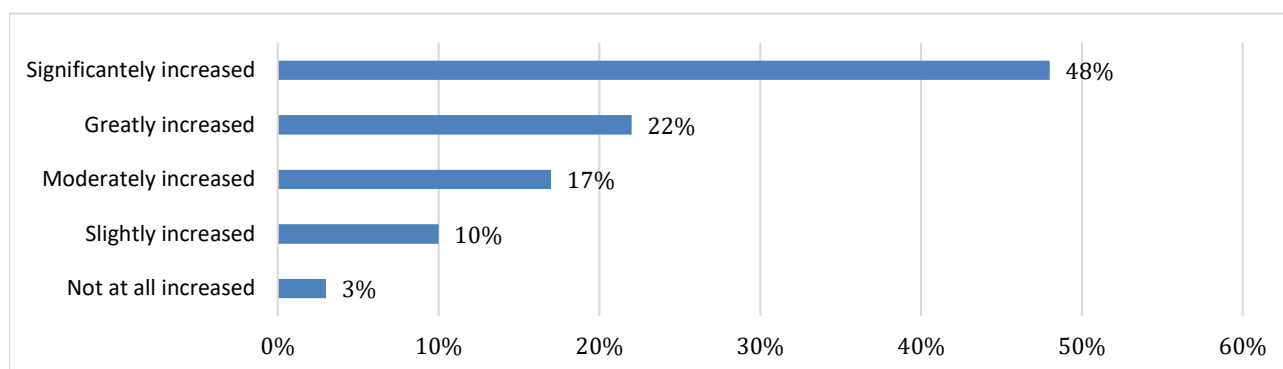


Figure 22: Variation in participants understanding of DCE principles after the conference

4.2 Forum - May 2025

The Forum was organised into ten thematic sessions, from which ten key themes emerged: the urgency of undertaking DCE actions; stakeholder collaboration; essential skills for digital citizenship; challenges in the digital age; promising ideas and practices; the role of teachers and parents; addressing online harassment and disinformation; and policy and future directions. Furthermore, the Forum was designed to promote cross-sector co-operation by encouraging dialogue among different stakeholders, and it contributed to developing a road map for the future of DCE as a holistic approach. Ninety-nine participants answered the survey administered after the Forum. The most significant results are reported below.

Participants

Participants came from 38 different nationalities and represented more than 90 organisations across six main categories: Civil society/NGOs (29%), Education practitioners (17%), Government representatives/State agencies (15%), Experts/Think tanks (11%), Researchers (9%), and Tech industry representatives (7%). For what concerns the gender of participants, 64% were female and 36% male.

Previous knowledge

Participants were generally well informed, 75% were already directly involved in activities promoting DCE before the Forum, and 88% reported having at least a basic understanding of DCE. This suggests that the Forum has helped foster meaningful discussions and it has valuably contributed to the DCE road map.

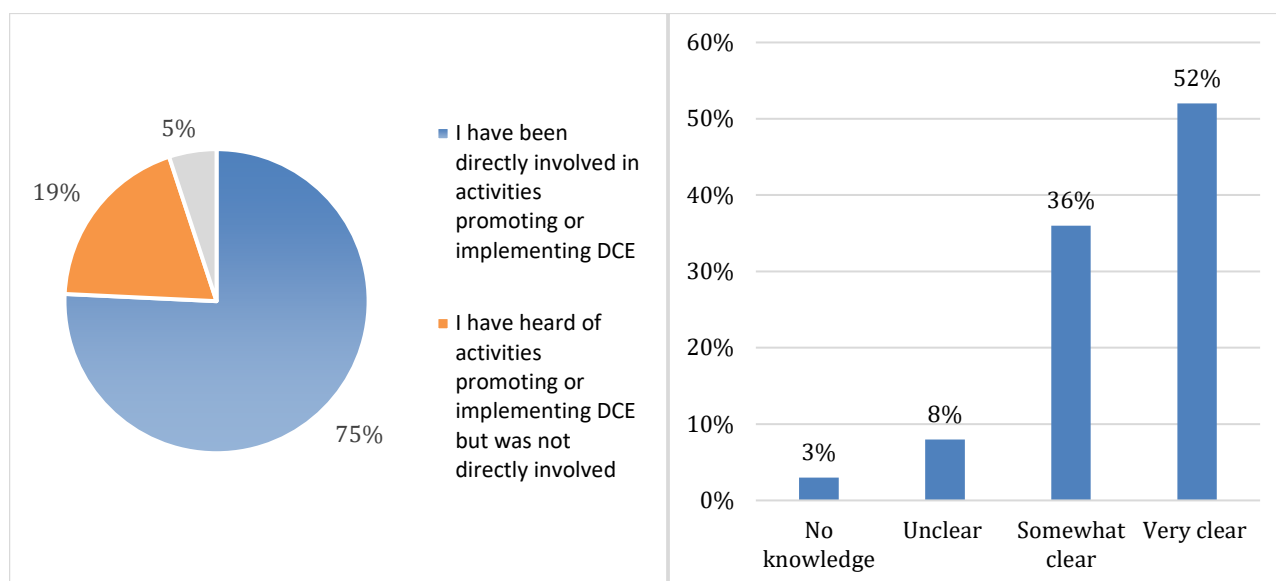


Figure 23: Participants' involvement in DCE activities before the Forum

Figure 24: Participants' understanding of DCE principles before the Forum

Outcomes

The Forum was very successful both in terms of participants' satisfaction and in achieving its objectives. Regarding cross-sector co-operation, the Forum enabled many different stakeholders to connect: only three participants reported that they had not gained new contacts for co-operation or discussed potential projects with existing contacts. Similar results were observed with regard to raising awareness, with only 3% of participants stating that their understanding of DCE had not increased. Overall, the vast majority of participants found the Forum extremely useful and reported a very high level of satisfaction. A recurrent suggestion from participants was to make the Forum more interactive.

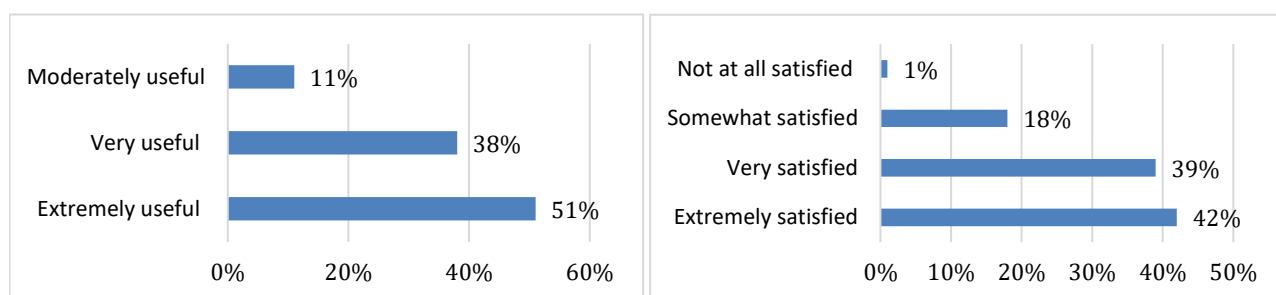


Figure 25: Forum usefulness assessed by participants

Figure 26: Participants' satisfaction level

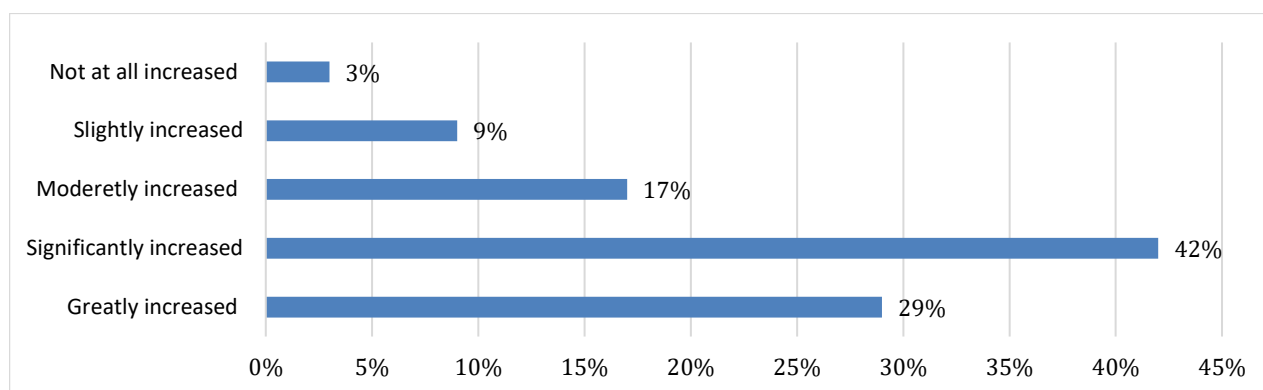


Figure 27: Variation in participants understanding of DCE principles after the Forum

4.3 “The Way Forward” - Closing Conference

“The Way Forward” was the closing event of the European Year. The conference signalled a shift from reflection and initial initiatives toward a more operational phase focused on co-ordinated and practical implementation across Europe. The outcomes of the discussions contributed to shaping the **Council of Europe Road Map for Strengthening Digital Citizenship Education 2027–2031**, conceived as a strategic framework to address emerging challenges and remove existing barriers. The Road map outlines implementation across four main areas: establishing concrete actions and monitoring systems, developing communication strategies, identifying partners and resources to support initiatives, and setting up evaluation mechanisms to assess the effectiveness of the measures adopted. Its overall aim is to strengthen DCE and foster responsible, active and informed participation in digital environments.

About a third of the participants responded to an evaluation survey disseminated by the organiser after the conference.

Participants

Participants were classified using the same categories adopted for the opening conference, with the most represented groups being education practitioners and civil society/NGOs. In terms of nationalities, 23 were represented, with a strong presence from Slovenia (29%), as the conference was held in Ljubljana. The majority of participants were female (54.5%).

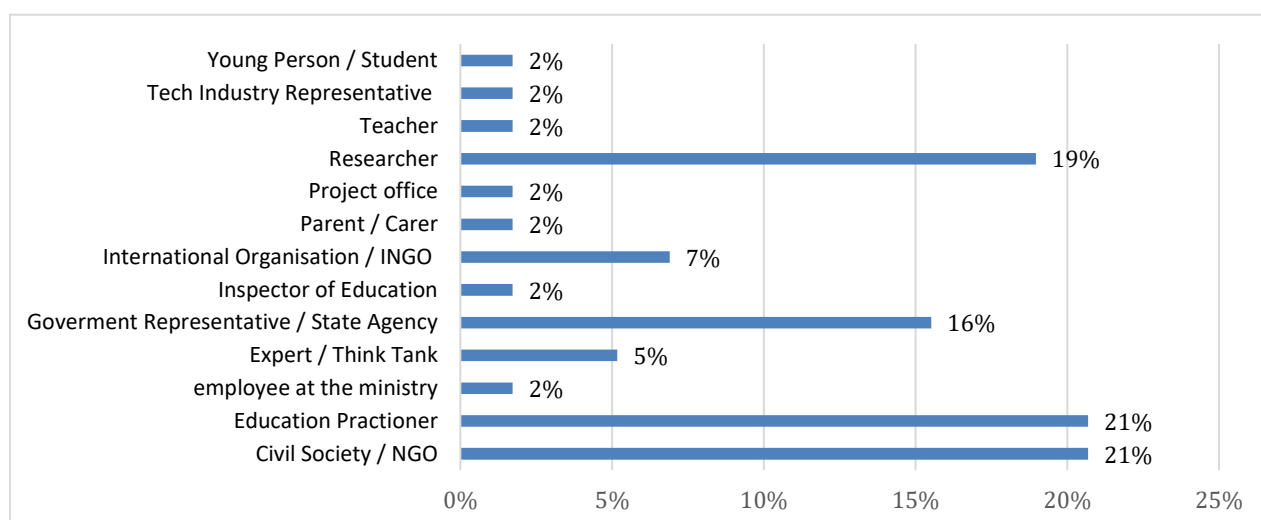


Figure 28: Percentage of participants per interest group

Previous knowledge

The majority of participants had been directly involved in activities promoting DCE (55%), while an additional 41% had at least heard of activities promoting DCE. However, 17% described their knowledge of DCE as unclear previous to the conference.

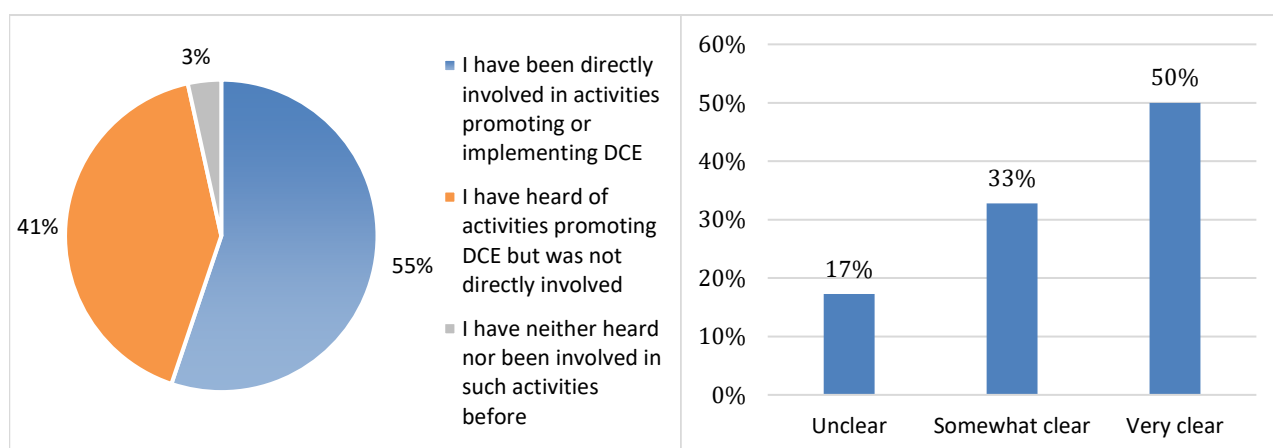


Figure 29: Participants' involvement in DCE activities before the conference

Figure 30: Participants' understanding of DCE principles before the conference

Outcomes

The conference helped increase participants' understanding of DCE: 24% reported a great increase, 31% a significant increase, and 31% a moderate increase, while 7% reported no increase. Satisfaction and perceived usefulness were also very high, with only one respondent reporting that the event was both useless and that he/she was not satisfied.

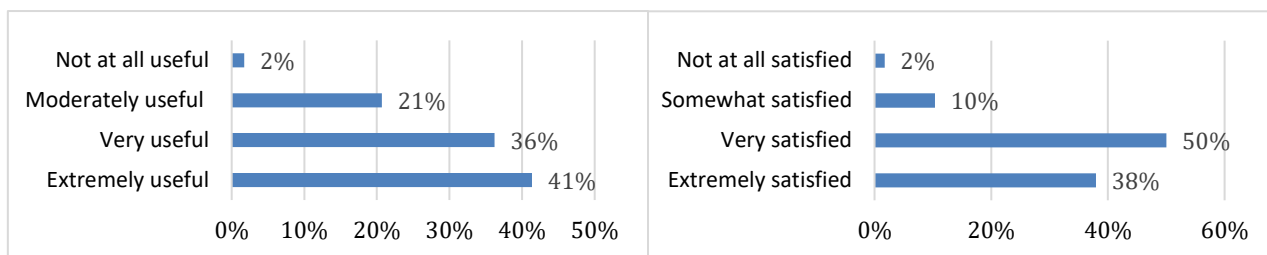


Figure 32: Conference usefulness assessed by participants **Figure 31: Participants' satisfaction level**

Furthermore, none of the respondents left the conference without gaining new contacts or reconnecting with existing ones. More than 80% of respondents declared that they or their organisation planned to organise a related activity, with more than half already confirming such plans.

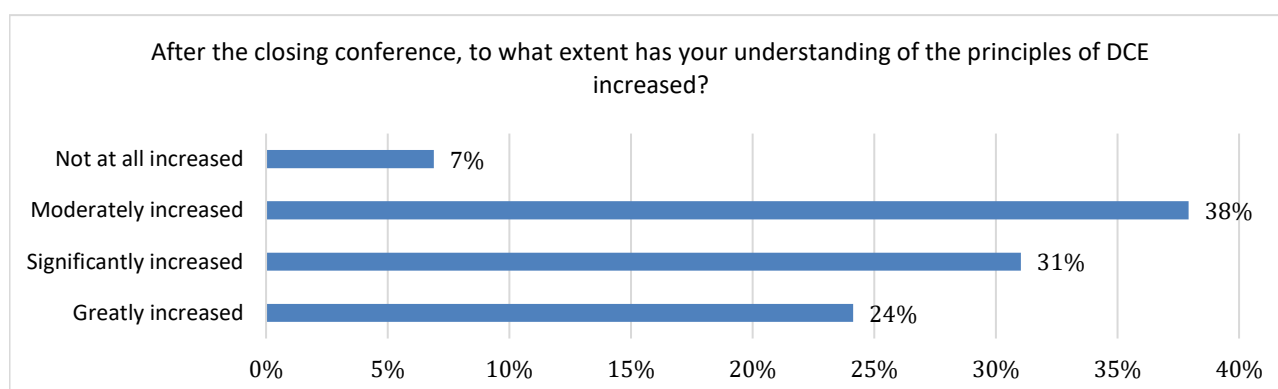


Figure 33: Variation in participants understanding of DCE principles after the conference

Comparing the three events, the same participant categories were represented, although in different proportions. For example, state agencies were the most represented group during the opening conference, while education practitioners and civil society/NGOs were the most represented during the closing conference and the Forum.

In terms of nationalities, the two conferences had a similar level of diversity, while the Forum showed a higher level of representation. As expected, there was also a higher concentration of local participants depending on the event location. Women have represented the majority of participants in all three events throughout the European Year 2025.

It is interesting to note that during the launch conference and the Forum there was a higher level of awareness and engagement with DCE prior to the events, even though the closing conference took place at the end of the European Year. For example, only 5% of respondents declared having no knowledge of DCE principles during the opening conference, while 17% of participants at the closing conference stated that DCE was unclear to them. This discrepancy can be explained by the fact that, in the first two events, the organisers targeted a more 'professional' audience, as reflected in the higher participation of State Agency representatives. In contrast, the closing conference aimed to engage a broader audience, with greater participation from local partners, who were often less familiar with the DCE concept.

Furthermore, the opening conference and the Forum recorded a higher increase in knowledge compared to the closing conference, where the majority of participants (38%) reported only a moderate increase in their understanding.

Satisfaction levels were homogeneous across the three events, and all were considered similarly useful by participants.

4.4 Social media

The Council of Europe used two social media platforms to promote the European Year 2025: X and LinkedIn. Posts were published on the official accounts.

X

On X, a total of 73 posts were published between 2 December 2024, and 20 November 2025. The most prolific month was November, with an average of 3 posts per week, while the least active month was August, with no posts published.

Table 3: Number of posts per month on X

Dec. (2024)	Jan.	Feb.	March	April	May	June	July	Aug.	Sep.	Oct.	Nov.
2	6	6	10	7	7	7	6	0	2	9	11

In terms of reach, the posts generated a total of 53,590 impressions, with the highest single-post reach being 5,196 and the lowest 144. Engagement in terms of “likes” remained relatively low, with an average of 7 “likes” per post. No clear correlation was observed between the number of views and the number of “likes”. Similar trends were observed for reposts, with an average of 5 reposts per post and a maximum of 15.

LinkedIn

On LinkedIn, the Council of Europe was slightly more prolific, publishing 82 posts over a shorter period, from 4 February to 11 November 2025.

Table 4: Number of posts per month on LinkedIn

Jan.	Feb.	March	April	May	June	July	Aug.	Sep.	Oct.	Nov.
0	12	11	12	11	13	1	0	2	9	11

Engagement metrics were generally higher on LinkedIn compared to X. On average, each post received 1,163 impressions, ranging from a minimum of 258 to a maximum of 6,498. In total, the profile received 2,600 “likes”. The post with the highest engagement received 199 “likes”, while the second highest received 90 “likes”. This top-performing post had the following text:

How can #DigitalCitizenshipEducation help foster democracy in a digital era?

At the Digital Citizenship Education Forum, through plenary sessions and parallel forum talks, participants presented innovative initiatives and good practices from Europe & beyond.

More about the Forum: https://lnkd.in/guxXk_3c

#LearnConnectEngageThrive

The number of comments on the posts was very low, with only 36 recorded over the entire period. Reposts followed a similar trend as on X, averaging 5 per post.

The graph below shows the number of impressions obtained throughout the year.

Other social media

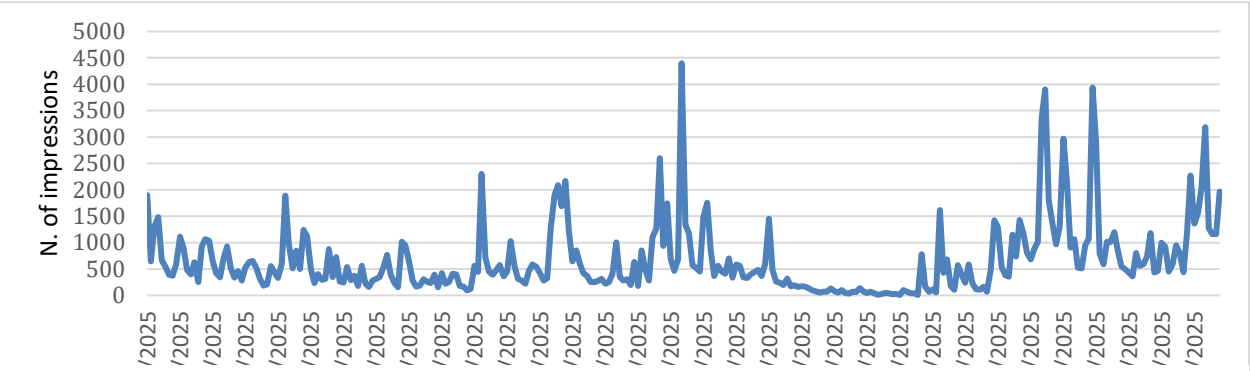


Figure 34: Number of impressions obtained on LinkedIn (Education and Higher Education profile) each day from 02/04/2025 to 26/11/2025

Various stakeholders and participants promoted their own events and disseminated information about the European Year through other social media platforms, including Instagram and Facebook, further amplifying the initiative’s visibility and outreach. In total, 162 posts on DCE were published between 24 January and 19 December, across four main platforms: LinkedIn, Facebook, Instagram, and X. The remaining posts were published either on partners’ websites or other online channels.

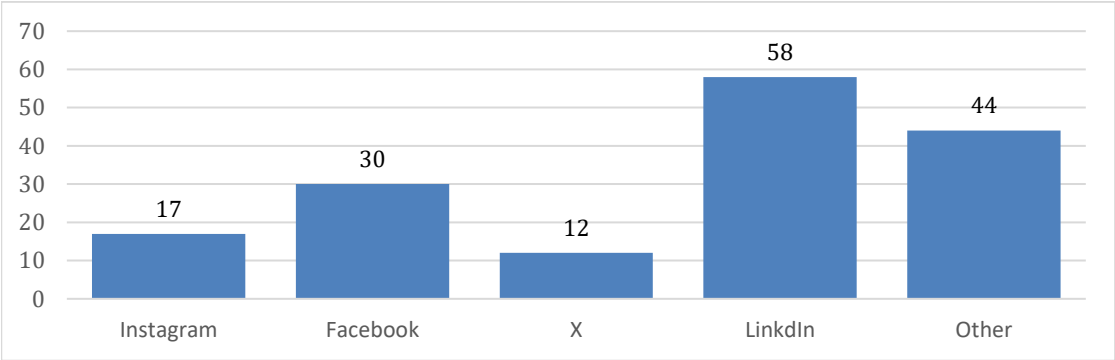


Figure 35: Number of posts including DCE per platform

The most prolific organisations were the other accounts of the Council of Europe, which published 19 posts through various offices and profiles, followed by EU Neighbours South with nine posts, and ALDA – European Association for Local Democracy. Other contributors included Copyright 2025, Media & Learning Association, European Schoolnet, GEYC, Globalist, and Mirage News.

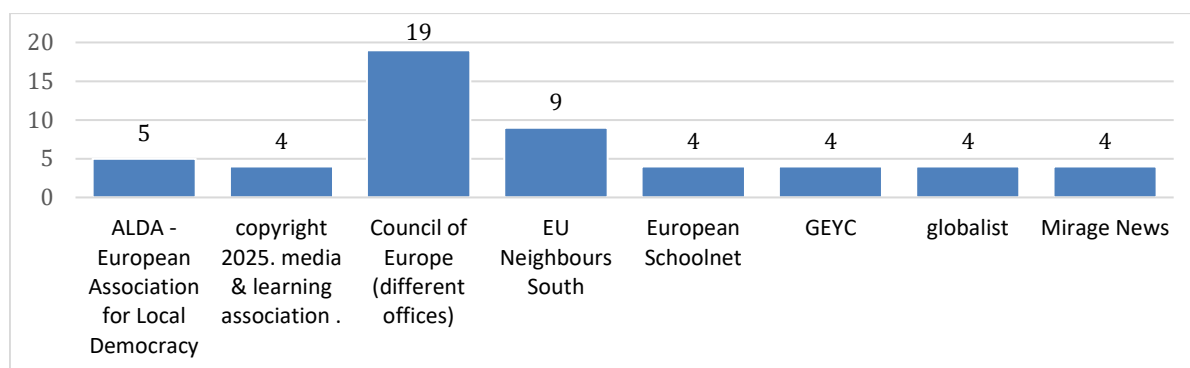


Figure 36: Number of posts including DCE per major accounts

5. Results of member state activities

This chapter presents the results and outcomes of the activities conducted in member states by public authorities, DCE promoters and other stakeholders throughout the European Year, with additional insight on a selection of 15 activities, based on desk research, interviews with organisers and surveys with participants.

5.1 Awareness raising and dissemination

Awareness raising and dissemination activities were the most represented group, both in terms of reported activities and participation. The seven conferences that reported participant numbers had a total of 440 participants, fairly evenly distributed. Courses ranged from 14 to 7,000 participants, while thematic weeks consistently showed high participation numbers. Webinars and workshops averaged 240 participants, with no clear distinction between aggregated and disaggregated data. Finally, posts and online campaigns achieved substantial visibility: those promoted by Türkiye reached 13,000 and 55,000 views, while campaigns from France and Spain received 9.6 million and 4,000 views, respectively.

Four activities classified as awareness-raising initiatives were selected to gather further information through consultations, whose key elements are presented below.

Table 5: Results of selected activities – awareness raising and dissemination

Türkiye - School project “Near Miss Me”	
Activity description and organisation role	The project aimed at increasing children’s knowledge of the digital world and providing them with a safe space to express their concerns. The activity was entirely organised by the host school under the guidance of Razie Güneş, the creator of the initiative. She observed that children often struggled to identify the risks they encounter in digital environments and, moreover, did not feel comfortable sharing the problems they experienced. Starting from this awareness, she designed the activity.
European Year’s objectives	The activity aligns with three key goals of the European Year: raising awareness, increasing understanding, and improving access to resources.
Implementation	Teachers were first trained on the topic and instructed on how to communicate effectively with students. Subsequently, students were introduced to the subject and invited to share their concerns anonymously. This approach enabled the adoption of an early warning system, as the issues raised were addressed in class. Children were reassured and taught how to respond to potentially risky situations before they could escalate.
Results	The project was considered a success: students began to trust the system and learned that they could seek help through the school. In addition, awareness levels increased among both students and parents, and co-operation between schools, families, and external experts was strengthened.

Funding	Notably, no additional funding was required, as the project was carried out using existing school resources (teachers and counsellors) and through voluntary contributions from external stakeholders (for example, police-led workshops).
Participants' point of view	A survey was disseminated by the evaluation team, most of the respondents (12/15) were directly involved in projects promoting DCE before "Near miss me" and all of them understood DCE very/somewhat clearly. Similarly, they all found the project useful (Extremely useful 29%, Very useful 71%). Indeed, 14/15 respondents declared that their understanding of DCE principles has consistently improved.
Romania – European digital citizenship week	
Activity description and organisation role	The activity was a campaign that aimed to bring DCE closer to young people and educators. GEYC was co-ordinating the whole campaign. First, the organisation made a concept note to clarify what they wanted to achieve and how, then they created relevant resources on a dedicated website page. Additionally, GEYC supported the organisers of the activities under the campaign. GEYC also published an impact report, focusing on individual level impact but also on the next steps, such as the kind of support and training needed.
European Year's objectives	The activity contributed to the following European Year's goals: raising awareness, cross-sectional collaboration (through partnerships with other NGOs, schools, institutions, policymakers), long-term policy (not yet very visible although steps towards it are being made).
Implementation	The initiative began with an in-person training week in Romania, where participants were taught how to design and implement activities within their local contexts. Following this, participants carried out local activities based on the methodologies and action plans developed during the training week. To further increase the reach of the initiative, an online campaign was launched, providing access to resources and visibility for those wishing to organise activities in their local contexts.
Results	The campaign was a success, it improved the general awareness of DCE topics and opened a dialogue with policymakers. However, the impact report also shows that more work is still needed to expand the reach of the activity and allow all the students to take part in similar activities. The same report recommended inserting DCE in the curriculum at national level.
Funding	Funding was gathered through GEYC's Erasmus+ accreditation for youth activities and the European Solidarity Corps (one of the projects that volunteers developed was also linked to GEYC's week).
Participants' point of view	A survey conducted by GEYC showed that most participants reported an increased knowledge, particularly in areas such as recognising fake news, protecting personal data and participating constructively in online communities. Additionally, many declared that the workshops have changed the way they view their online presence.
Albania – Conference "Globalisation and integration in contemporary education"	
Activity description and organisation role	The main objective of the conference was to move beyond simple academic discussion and help improve the educational system by modernising school in Albania in alignment with the democratic values and digital standards set by the Council of Europe. The four domains treated were: Advancing digital citizenship and artificial intelligence (AI) literacy, strengthening democratic school governance, professional development of educators, facilitating regional and international co-operation.
European Year's objectives	The conference directly operationalised the Council of Europe "Learners First" Education Strategy 2024-2030 by focusing on student-centred teaching and empathy in communication. It contributed to enhancing many different goals of the European Year, raising awareness and thematic visibility, promoting cross-sector collaboration, promoting long-term policy, and enhancing access to resources
Implementation	The conference is an established event organised every year. It followed a structured format that balances high-level plenary sessions with intensive thematic workshops, and specific sessions led by the university departments (Center for research in education, social science and civic education, Methodology of teaching, Physical education, Psychology).
Results	The conference achieved its objectives to a very high extent both in terms of volume, quality and relevance of the outputs. Improvements are visible year after year, with some of the papers presented in the conferences also proposing concrete solutions. The conference successfully covered all four targeted thematic areas.

Funding	The activity was established through a sustainable model of cost-sharing and international co-operation. University Aleksandër Xhuvani served as the primary enabler, providing the essential organisational resources venue, and logical foundation for the event. International support came from the Council of Europe and SIDA.
Participants' point of view	A survey was disseminated by the evaluation team. Of the two respondents, one had been directly involved in activities promoting DCE, while the other had only heard about them; however, both reported some degree of understanding of DCE. They found the conference useful, with a moderate or slight increase in their knowledge. However, after the event, only one of them organised another activity to promote DCE.
Finland – Conference “Media Literacy and Democracy Education for Societal Resilience”	
Activity description and organisation role	The conference was organised by the department for Early Childhood Education, Basic Education, and Liberal Adult Education inside the Ministry, to bring together Nordic stakeholders and share practices and experiences in the education area, particularly in combining media literacy in the digital age with democracy education and civic competencies. It built on the Council of Europe's Reference framework of competencies for democratic culture.
European Year's objectives	The conference met many of the objectives of the DCE, such as raising awareness, increasing understanding, cross-sectoral collaboration and supporting long-term policy in the fields of media literacy and democracy education. Although establishing long-term policy is already a stable objective of the Nordic collaboration, the conference served as a way to align and reinforce ongoing work in this area.
Implementation	During its presidency of the Nordic Council of Ministers, Finland, together with its autonomous region Åland Islands, focused on civil resilience as the main theme for the year, which aligns with ongoing efforts in education. The conference was organised in this context to promote co-operation between Nordic stakeholders. It also involved NGOs and representatives from other sectors and provided a broad overview of ongoing work in the region.
Results	The organisers described the program as of high quality and successful in addressing the themes included in the Nordic region's presidency. Participation was also high, indicating that the objectives were largely achieved. However, the conference should be considered as one step in a series of events rather than a standalone initiative. Its value lies in providing a platform for stakeholders to meet, exchange ideas, and strengthen collaboration.
Funding	The conference was financed by the Nordic Council of Ministers; as a part of the Finnish-Islandic presidency program.
Participants' point of view	The organiser shared aggregated data from their own questionnaire. All the surveyed participants reported that the program was of their interest and that they were satisfied with the event overall.

While the four activities examined differed significantly in terms of typology (local school project, a dedicated week and two conferences) and organising bodies (local teachers, a non-profit organisation, a university and a ministry department), they all shared the primary objective of increasing awareness of DCE principles. Additional goals included enhancing understanding of DCE, improving access to resources, strengthening cross-sectoral collaboration, and promoting long-term policy development. All activities were considered successful by their organisers, although it was acknowledged that they represent only a first step and more work is still needed; For example, these events should be expanded to include all students, both in terms of age and geographical scope, or the topics addressed should be further developed.

Unfortunately, it was only possible to collect participants' perspectives in two cases; however, these indicated an increase in understanding of DCE principles and confirmed the relevance of the activities.

5.2 Teacher education and training

Teacher education and training was an important cluster of activities with 84 activities organised. Participation rates were reported in the majority of cases, with an average of 522 participants, the highest being 6,000 and the lowest 5. Specifically, participation in conferences ranged from 70 to 1,500, with similar variation observed

in online courses (86–6,000), while the only in-person courses reported 40 participants. Training events had participation ranging from 5 to 120 participants, with three notable outliers of 6,000, 2,000, and 600 participants, respectively. A similar pattern was observed for webinars and workshops, which averaged 80 participants, excluding two events that reported aggregated numbers for a series of laboratories and workshops (1,300 and 2,050 participants, respectively). Four activities were selected for further examination, the table below presents the information collected through consultations.

Table 6: Results of selected activities – teacher education and training

Italy – Course “Innovamenti Digital Citizen”	
Activity description and organisation role	The activity aimed to promote the responsible use of digital technologies and to develop active digital citizenship competences, enabling teachers to overcome the challenges associated with their use. Additionally, the course sought to promote the DCE framework. The course was organised by the Mission Unit of the Ministry of Education and Merit, which ensured that the training pathway was aligned with European strategic guidelines on DCE. This alignment was made possible thanks to the DCE promoter, who acted as a link between the Ministry and the Council of Europe.
European Year’s objectives	The course contributed to the dissemination of the DCE framework and strengthened the link between European education policies and everyday teaching practice, providing a more tangible representation of the Council of Europe. This outcome was further reinforced by the participation, in the final event of last year’s course, of a Council of Europe representative responsible for communication.
Implementation	The course was accessible on the PNRR <i>Scuola Futura</i> platform, where all teachers could access the materials according to their needs. The resources included both theoretical content and more engaging, creative activities. Additionally, teachers could request support from the <i>Équipe Formative Territoriali</i> , which would provide a trained expert either in person or online. This expert could deliver a DCE activity in the classroom or support the teacher in designing and developing their own activity.
Results	The course was considered successful due to the high level of participation, with more than 2,000 teachers involved in the project and over 400 activities implemented across the ten DCE domains. Furthermore, the course was delivered for a second year, attracting an even higher number of participants.
Funding	The budget for the activity falls under the measures of the National Recovery and Resilience Plan (PNRR) dedicated to the digital transition and teacher training.
Participants’ point of view	The organiser disseminated the survey of the evaluation team. Based on nearly 80 survey responses collected, the majority of participants had already been involved in activities related to DCE prior to the course; accordingly, their level of understanding was relatively high, with only 4% of respondents reporting no prior knowledge of DCE. Nevertheless, all participants found the course useful, and all but one reported at least a slight increase in their knowledge.
Ukraine – Course “Democratic School: Education for Democratic Sustainability”	
Activity description and organisation role	The course is part of a project that has run since 2015 and aims to support democratic educational reforms in Ukraine and promote the culture of democracy through education. In 2025, the European Wergeland Center (EWC) launched and promoted two self-paced courses. The first course has the objective of supporting schools in making online education engaging, dynamic, effective, and safe, while the second course aims to encourage educational professionals to create a safe digital environment and to foster social and civic competences. EWC has also developed the materials and filmed them with support from the e-learning platform Prometheus.
European Year’s objectives	The courses were developed and run primarily to raise awareness and increase understanding of DCE.
Implementation	The development of the courses took about five months each, after which they were uploaded on Prometheus.org.ua and can be self-paced since they run continuously.
Results	The course met the objectives set with 20,000 participants reached on average.
Funding	The project is funded by Norad/ Norwegian government.

Participants' point of view	The survey could not be conducted.
France – Webinar "Citoyens numériques et si on parlait vraiment de vos données?"	
Activity description and organisation role	The webinar was the first of a series and formed part of a broader community of actions and partnerships aimed at highlighting the ten areas of DCE. This community is supported by a wide governance structure involving the Digital Directorate for Education (DNE), the Delegation for European and International Relations and Co-operation (DREIC), and the General Directorate for School Education (DGESCO). The webinar itself was co-hosted by the Ministry and promoted on LinkedIn and the Magistère platform (training platform of the Ministry of Education for teachers).
European Year's objectives	The webinar helped raise awareness of several DCE competences and improved participants' understanding through the dissemination of relevant resources. It also strengthened partnerships, as increased community exchange encouraged more stakeholders to take an interest in the topic and contribute to its development.
Implementation	The preparation of the webinar was led by Philippe Ajuelos from the Ministry and Carina Chatain from the CNIL, focusing on data literacy and the responsible use of public data in education. The initiative aimed to support teachers in identifying and using available public data to respond to the needs of educational communities. It was part of the Data, Algorithms and Source Codes Action Plan 2024–2027 and the broader work of developing a data platform for the Ministry of National Education, including visualisations and infographics. All resources presented during the webinar were made available in the replay to support further implementation and teacher engagement.
Results	The webinar was considered a success with 80 participants and 186 teachers who watched the recorded version, this number increased in subsequent webinars. However, participation is still far from reaching all 860,000 teachers in France.
Funding	The webinar was part of the activity of the Ministry, so no additional budget was necessary.
Participants' point of view	The survey could not be conducted.
Portugal – Teacher's training course	
Activity description and organisation role	The objective of this activity was to bring more awareness of digital citizenship among teachers with diverse backgrounds and from diverse disciplinary areas. The training was organised in collaboration with the official training centre from the Ministry of Education, which is responsible for all the administrative support, communication, and dissemination across different school clusters. It also took care of the registration and the certification while the design, implementation and assessment were done by the DCE promoter interviewed. School clusters had an important role in disseminating the training to their teacher and in spreading the activity.
European Year's objectives	The course has, as its main objective, to raise awareness of DCE, but it also helped to increase cross-sectoral collaboration since teachers came from 18 different school clusters.
Implementation	The course was based on the Handbook written by the Council of Europe and framed in accordance with the Portuguese National Citizenship Education Strategy. Each cohort had to do a 30-hour training workshop that combined 15 hours of in-person sessions and 15 hours of autonomous work. The in-person sessions consisted of theoretical input on digital literacy with a particular focus on ethics and civic participation. These were complemented by practical tasks and school-based implementation activities. Participants were required to plan an activity, implement it in their school context, and provide evidence of its execution. This included a written report and feedback collected from learners.
Results	The objectives were fully achieved among the two cohorts, as the questionnaire and the work they have developed showed.
Funding	Both cohorts were funded by Algarve 2030, a fund of the CFAE dedicated to supporting regional professional development initiatives, aligned with digital transformation and citizenship education.
Participants' point of view	Two surveys were conducted to evaluate the activities, both yielding positive feedback. The survey administered by the organisers reported high levels of satisfaction across all dimensions, with participants expressing confidence in applying the knowledge acquired

	during the training and in disseminating it among their peers. The second survey, from the evaluation team, focused on participants' knowledge of DCE before and after the course. Prior to the training, fewer than 50% of the 10 respondents had been directly involved in activities promoting DCE, and more than half reported only a partial understanding of the concept. Following the course, nearly all participants indicated an improvement in their level of understanding, with only one respondent reporting a moderate increase.
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All the courses share the same target group and similar objectives: they aim to enhance teachers' digital competence and awareness by making them familiar with existing materials and adapting theoretical frameworks to more concrete classroom contexts. For example, in both Italy and Portugal, the focus was on in-class activities that teachers can develop and implement; in Portugal, the development of such an activity was even mandatory to complete the course.

However, it is interesting to note differences in implementation approaches. While in Italy the scope was broader, potentially involving teachers nationwide, in Portugal the programme targeted a more limited group of teachers, allowing for more in-person training. Italy, on the other hand, addressed the lack of direct interaction typical of recorded courses by relying on the Équipe Formative Territoriale to provide support and feedback. Similarly, France also adopted a wide-scale approach, aiming to build a network where teachers can access all necessary materials and resources.

5.3 Project development and implementation

Seventeen countries organised at least one activity classified as project development and implementation. Out of these activities, nine reported the number of participants. Participation was usually limited to between 15 and 30 individuals, with three higher exceptions: a conference in Portugal with 120 participants; a project in the same country involving 390 participants; and an educational campaign in Armenia reaching approximately 2,000 co-ordinating teachers, 6,000 pupils, and about 5,000 students. Representatives from two activities in Georgia and Slovenia were interviewed, the most significant information retrieved is reported in the table below.

Table 7: Results of selected activities – project development and implementation

Georgia – call for application	
Activity description and organisation role	The National Center for Teachers' Professional Development established DCE as a long-term priority, and the call for applications was part of a broader national plan. In fact, the agency began promoting DCE activities as early as the end of 2024, ahead of the official launch of the European Year. This early start was facilitated by an important annual conference in Georgia linked to the eTwinning programme, which served as a platform to introduce and promote DCE.
European Year's objectives	The National Center for Teachers' Professional Development immediately adopted DCE as a priority, seeking to integrate it with other national priorities through the development of transversal programs. The aim was to address all domains of DCE with a long-term perspective, so the Center contributed to advancing the objectives of the European Year.
Implementation	DCE was promoted as a transversal priority alongside other national priorities, meaning that all projects are designed with a broad scope to maximise impact and integration across sectors. The specific call for applications examined aimed to support school networking by fostering communication among different schools and encouraging the sharing of good practices. Additionally, it sought to assist schools in designing and implementing a whole-school approach that incorporates DCE domains.
Results	The broader and more comprehensive objectives have not yet been fully achieved, as they require prolonged and ongoing efforts. However, some concrete steps have been taken. For example, the learning outcomes of the DCE Planner and the DCE Recommendation from the Council of Europe were translated into Georgian and are actively used by teachers and school principals. Additionally, school projects serve as visible examples of the work being carried out.

Funding	DCE was integrated into the eTwinning program and, in this sense, benefited from funding provided by the European Commission for eTwinning activities. In addition, resources from the agency's annual budget (state funds) were allocated to support DCE-related initiatives.
Participants' point of view	The survey could not be conducted.
Slovenia – call for application	
Activity description and organisation role	The Ministry of Education played a central role in both the design and implementation of the activity, covering all relevant topics within the framework of DCE. In the context of the project, the Ministry was responsible for preparing the call and for embedding the initiative within the broader national developments related to DCE. More broadly, the Ministry acts as a connector between different educational organisations, ensuring that the outcomes of the project and the initiatives developed during the European Year are integrated into the education system and effectively reach schools. In this way, DCE is promoted as a key priority for the future of education.
European Year's objectives	The project had two main objectives linked to the European Year: raising awareness of DCE content across all three areas, including the review and adaptation of Council of Europe materials into the Slovenian education system and curricula, and promoting stakeholder co-operation by building a strong consortium of established organisations to co-ordinate activities and ensure their continuation beyond the European Year.
Implementation	Several activities have been implemented to achieve the broader objectives set for the project. A key activity involved revising Council of Europe materials and using them to develop recommendations for Slovenian schools, with a focus on the DCE Planner and learning outcomes. The findings were translated into resources for parents and educators, with particular attention to engaging parents through school-based meetings, especially in kindergartens. In addition, a network of 30 representatives from Slovenian organisations was established to co-ordinate and monitor the implementation of DCE activities in the coming years, meeting regularly to ensure continuity. Finally, in 2026 Slovenia launched a national Safer Internet Center under the Better Internet for Kids programme, conducting large-scale studies on online safety involving over 5,000 pupils, providing an updated overview of DCE in the country.
Results	The project was very successful, as it strengthened connections between different organisations and achieved all the goals set. However, more time is needed to observe a concrete impact.
Funding	The DCE project has been implemented in line with the national digital education plan, which is fully funded through the Recovery and Resilience Facility. In this context, national co-funding was not required.
Participants' point of view	The survey could not be conducted.

It is interesting to note that both countries have embedded DCE principles within broader national programmes comprising a range of activities targeting students, teachers, parents, and the wider public. This shows that DCE is not treated as a stand-alone initiative, but as part of a more comprehensive national strategy. In both cases, DCE is also framed as a long-term priority rather than a temporary focus linked to the European Year, requiring sustained efforts over time.

In the first case, efforts were made to establish a group of relevant stakeholders to continuously advocate for DCE. In the other case, DCE was embedded directly into other national priorities, ensuring that it can be further developed and sustained in the coming years.

5.4 Policy and curriculum development

Policy and curriculum development was the main objective of 16 activities. Despite the quite high number of activities, few included impact measurement. Nevertheless, two activities reported participant numbers: the university reform package in Armenia, with around 100 participants per year in the course dedicated to DCE,

and an online course on DCE organised by Italy, which involved nearly 2,000 teachers. To collect more information, consultations were conducted for three activities, presented in the table below.

Table 8: Results of selected activities – policy and curriculum development

Armenia – University curriculum change	
Activity description and organisation role	The main objective of the activity was to modernise and reform both the Bachelor's and Master's curricula of the Faculty of Journalism at Yerevan State University, with a strong and structured focus on DCE. The university played a central role in both the design and implementation of the activity. It co-ordinated the curriculum modernisation process, ensuring that digital citizenship was introduced as a core subject within the master's program. It facilitated the involvement of lecturers.
European Year's objectives	The activities directly supported the objectives of the European Year by raising awareness, increasing understanding, establishing long-term curriculum integration, and promoting cross-sector collaboration. The initiative created continuity across educational levels and ensured that DCE became structurally embedded in academic programs.
Implementation	In May 2025, the bachelor's program in Journalism was awarded a university grant for curriculum improvement. A working group was established to redesign key courses. Two core Bachelor-level courses "Digital Journalism" and "Media Regulation and Self-Regulation" were fully restructured, integrating substantial DCE modules. The updated courses include dedicated modules on digital rights, responsible online participation, and digital civic engagement. At the master's level, DCE was introduced as a core subject within the modernised curriculum and was incorporated into academic research. Three bachelor's theses and one master's thesis were conducted within the DCE framework.
Results	The curriculum change can be classified as a success. The university-wide Media Literacy course significantly expanded its DCE component, focusing on digital safety, online responsibility, and critical engagement. In autumn 2025, 25 students from seven faculties participated in the course. In spring 2026, participation increased to 141 students from 14 faculties. Overall, 166 students were directly engaged in the 2025–2026 academic year.
Funding	The activity was funded through a grant provided by the university, which supported the modernisation and reform of the faculty of journalism's curriculum.
Participants' point of view	The organiser disseminated the survey of the evaluation team. Before the activity, only one participant had been involved in DCE activities; however, all participants reported that DCE was somewhat clear to them. Everyone agreed that the course was either very or extremely useful, and that their understanding was significantly improved.
Belgium - Policy Paper on Digital Citizenship Education in VET	
Activity description and organisation role	The policy paper on DCE represents the final and main output of a series of activities promoted within the network of the organiser (EVTA network) in the framework of VET operating grant. Its scope was to explore how to integrate DCE principles directly into VET ecosystems and curricula, supporting learners in navigating digital environments in an ethical and responsible way and contributing to a more inclusive and democratic digital society. EVTA has a three-year strategy focusing on policy engagement; it aims to leverage EU-level policy by bridging the knowledge gap and increasing capacity of nationals/EVTA's members in policy matters so that they can actively participate in policymaking processes. It acted as a convenor between the many different stakeholders involved. It organised the roundtable, the script, the workflow, and the agenda, contacted the speakers and maintained contacts with the European institutions. EVTA also had a key role in the dissemination of the policy paper.
European Year's objectives	The objectives of the activities were directly aligned with the European Year's intents in terms of raising awareness of DCE and its importance in the current context. It also aimed to increase the understanding of DCE by positioning vocational education and training systems as a key civic institution in the digital age. Lastly, the round table was designed to strengthen cross-sector collaboration by bringing together European institutions with a broad and diverse network of stakeholders.

Implementation	Everything started with the policy roundtable that was organised as part of EVTA's operating grant under one of its specific pillar strategies. The roundtable gathered around 40 participants, combining stakeholders from different sectors and backgrounds. The event content was built around some key components. To ensure an institutional perspective and bring a political view on skills, inclusion, and the social dimension of vocational education, MEP Branislav Ondruš from the EU parliament was invited. To also ensure conceptual alignment with the Council of Europe DCE approach, one of the speakers was Villano Qiriazzi, Head of Education Department at the Council of Europe. After the main session, four breakout rooms were organised, focusing on specific topics and moderated by experts in each area.
Results	EVTA achieved its objectives and contributed to the broader scope of the European Year. Awareness was raised not only on the knowledge and the skills that are needed to succeed in the digital society, but also, on democratic principles and responsible online behaviours. Furthermore, EVTA was able to discuss actionable strategies to embed DCE into VET curricula and to use this year as a lever to empower educators in fostering inclusive and ethical engagement in digital spaces.
Funding	All the activities were funded through EVTA's operating grant. It is a three-year program (finished in December 2025) called VIP Next program, co-funded by the European Commission and the Council of Europe.
Participants' point of view	The organiser shared aggregated data from their own questionnaire, showing that 85% of the participants reported gaining additional knowledge about DCE during the activities, and all of them found the insights shared to be useful.
Serbia – National curriculum change	
Activity description and organisation role	The main objective of the curriculum change was to integrate DCE in every subject in order for children to develop cross-curricular competencies such as co-operation, communication, responsible participation in democratic life, and DCE. In the education system, the Ministry of Education acts as the main policymaker, while specialised agencies are responsible for the implementation. The core responsibilities of the agency in charge of this activity include designing curricula, supporting teachers through professional development, and contributing to the development of learning materials and assessment.
European Year's objectives	The activity helped spread awareness among teachers, but also to foster every goal of the European Year among pupils. Additionally, it has enhanced access to resources by creating a portal to help teachers access relevant materials and integrate DCE outcomes into their teaching.
Implementation	The curriculum reform is being implemented through a multi-level, long-term process. It began with selected primary and secondary grades and is expected to expand across all levels. Teachers are provided with outcome-based curricula for each subject, emphasising a cross-curricular approach. A central element is an online portal with frameworks, teaching materials, and activity examples. The Institute also delivers mandatory annual training seminars to support teachers in developing the skills needed to teach DCE.
Results	The objectives of the activity were partially achieved, as the process is long-term and continuous. Some goals have started to be reached, but it is not possible to fully complete them, since education evolves constantly and society, technology, and students' needs change over time. The new curriculum and professional development activities have begun to integrate DCE outcomes in schools, and many teachers have started applying these competencies in their teaching.
Funding	The activity was primarily funded through the Institute's annual budget, which is part of its government-approved yearly plan. A small portion of the budget is allocated to specific initiatives, such as the DCE portal, AI-related resources, and related teacher training programs.
Participants' point of view	The survey could not be conducted.

The interviewees of the three activities highlighted the importance of integrating DCE within school curricula. Where participants' perspectives were available, they consistently indicated that the activities contributed positively to their understanding of DCE.

The three initiatives also illustrate different pathways to implementation. In one case, curriculum integration was driven by national-level recognition of its importance, resulting in a top-down reform. In the other two cases, change emerged from bottom-up initiatives: one led by a university introducing internal curriculum adjustments, and another by an organisation actively engaging policymakers to promote the inclusion of DCE in formal education frameworks. Together, these cases highlight how both institutional mandate and grassroots initiatives can contribute to embedding DCE in education systems.

5.5 Research

A total of 15 activities were implemented to increase knowledge of DCE and support related research, including surveys and qualitative interviews. Of these, two were surveys, one of which was conducted among 100 participants. Two of the activities were further explored in consultations, as summarised in the table below.

Table 9: Results of selected activity - research

Portugal – Media Lab	
Activity description and organisation role	The activity aimed to determine whether establishing a media literacy laboratory throughout the school year could promote digital citizenship competencies among participants and, if so, which competencies would emerge most strongly. Additionally, the project examined how the laboratory could function as a safe learning environment for exploring creativity, media and information literacy, ethics, empathy, e-presence, communication, and active participation. The intervention as part of a PHD research had to be submitted to the ethic committee in the university, and it also had to obtain approval from the Ministry of Education and School Direction. After approval, the PhD student carried out the activity at the school.
European Year's objectives	The activity's objectives were closely aligned with the Council of Europe's DCE goal of raising learners' awareness of digital citizenship. Through media content creation and in-person sessions, participants strengthened their understanding of ethical communication, media production, and participatory engagement online. The laboratory also supported collaboration. Its design relied on co-operation between the school and local stakeholders, as it required participants to establish connections with the community association located around the school.
Implementation	School media lab had to be an extracurricular activity based on volunteering; it occurred every Wednesday and Thursday evening for four hours that were created ad hoc for this research project. The activities included media production, discussion on civic themes and reflection on the content created since the students must align their ideas to the values of the project (the butterfly-shaped list of competences from the Reference Framework of Competences for Democratic Culture). After every meeting, students had to complete a boarding diary describing what they did. This diary allows feedback from the students, comparison before and after the intervention and the collection of quantitative and qualitative data.
Results	The objectives of the activity were achieved but the thesis is not completed yet. However, it is already possible to say that the data revealed that the school media lab highlighted the understanding of digital citizenship and ethical communication between the participants since they have to work in groups and have in mind different perspectives. They have learned different things and felt free to be creative.
Funding	The activity was supported by the school resources in terms of infrastructure, while additional materials were bought through grant, Laboratórios de Educação Digital (LED), financed by Portugal's Recovery and Resilience Plan (PRR).
Participants' point of view	The organiser disseminated the survey of the evaluation team. All participants were aware of DCE activities prior to the Media Lab, although none had been directly involved. Their initial understanding varied from unclear to very clear. All participants reported the activity to be useful, describing it as either very or extremely useful, and indicated a corresponding increase in their level of understanding.

5.6 Monitoring and evaluation (M&E) or impact assessment

Only three activities were reported under this category. Two did not include further information, while one was selected for further analysis and consultation.

Table 10: Results of selected activity – monitoring and evaluation

Netherlands - Peil.Digitale Vaardigheden	
Activity description and organisation role	The project integrates digital literacy into the periodic assessments conducted by the Inspectorate for Education on student skills (aged 13–14). This study provides the baseline assessment preceding the introduction of digital literacy as a mandatory part of the Dutch curriculum in 2027. University of Twente acted as project leader within an established consortium responsible for the joint development and testing of the assessment instrument. The consortium also developed questionnaires for school leaders, teachers, and students to capture information on teaching and learning processes and to identify relevant contextual factors. In addition, it was responsible for school-level reporting.
European Year's objectives	The activity was independently commissioned by the Dutch Ministry of Education; however, it aligns with several objectives of the European Year. In particular, it contributed to raising awareness, improving understanding, and facilitating access to resources. It also provided a foundation for the introduction of the new digital literacy curriculum and promoted cross-sectoral collaboration.
Implementation	In 2021, a baseline assessment of digital literacy for primary education was developed in collaboration with the same consortium, marking the first implementation of the digital assessment tool, consisting of approximately 70 items, while the new project now focuses on secondary education. The tool is a digital environment in which students complete task-based activities in a collaborative setting guided by a narrative character, Susan, producing outputs such as presentations, websites, and social media content. The assessment, aligned with the framework of the Dutch institute for curriculum development (SLO), measures four core areas: digital information skills, media literacy, basic ICT skills, and computational thinking. Each task targets a dominant competency, including online safety, cyberbullying, and scam recognition.
Results	The assessment instrument for the secondary level has been finalised, and data collection has started; however, no results are available at this stage. The report is expected to be completed in 2027, after which the Inspectorate will publish a public report based on the technical findings. Digital literacy is scheduled to become part of the mandatory curriculum in 2027.
Funding	The educational surveys are funded by the Ministry of Education through tendering contracts issued by the Dutch National Education Institute (NKO).
Participants' point of view	The survey could not be conducted.

6. Success factors and barriers

From the interviews, a consistent number of barriers and success factors emerged regarding the achievement of the objectives that each project had set for itself and, overall, the broader goals of the European Year 2025. These varied significantly, as they were rooted in the specific nature of each project and the organisation behind it. However, some common themes can be identified.

6.1 Success factors

Among the success factors, the main areas identified by organisers include pre-existing structures, implementation decisions, positive outcomes of the activities, and actions taken by the Council of Europe. There was no significant differentiation in success factors according to the type of activity.

Regarding the first aspect, it was recognised that **pre-existing structures or mechanisms** facilitated the dissemination of DCE principles and the development of related activities. This was particularly evident in

countries such as the Netherlands, Slovenia, Italy, Armenia, and Serbia. For example, in Serbia, the close **link between DCE promoters and policy makers** facilitated the implementation of national curriculum changes. In Italy, STEM competences and civic education were already included in school curricula and served as a basis for teachers to organise activities. Similarly, in Slovenia, **DCE was already embedded in the work of the Ministry** and the national educational institute, making it easier to organise new initiatives on the topic.

A second important cluster of success factors lies in decisions taken by organisers during the **implementation of activities**, which helped increase participation, interest, and participants' understanding. For instance, in Slovenia, the creation of an easily accessible **platform** for teachers where they could find all necessary resources, was a key element in the adoption of curriculum changes at the national level. In Italy, the establishment of the *Équipe Formative Territoriale*, and in Romania, the presence of **national coordinators**, provided direct support to participants in developing their activities or accessing tailored initiatives. Additionally, different **experts' involvement** was frequently reported as a key added value.

The intrinsic value of the activities themselves was also identified as a facilitating factor, as it helped communicate their relevance, sparked interest, and motivated participants.

Finally, a last cluster of success factors relates to the **actions undertaken by the Council of Europe**; these include both the main activities conducted by the Council of Europe, such as the Forum, as well as their involvement in activities in the member states to directly support partners. The actions contributed to promoting the activities, enhancing their **credibility**, and providing overall **recognition**, as in the case of Romania. Additionally, the Council of Europe provided **funding**² for some initiatives, as well as a **conceptual framework** to guide implementation. In Belgium, its contribution was essential in setting the scene and clarifying what DCE is and why it is important while in Armenia, participation in the **Forum** held by the Council of Europe acted as a triggering event for university curriculum reform.

6.2 Barriers

With regard to **barriers**, these mainly revolve around the environment in which the activities are implemented, the bureaucracy surrounding these processes, and the target groups involved.

The **digital environment** was described by interviewees in the Netherlands, Georgia, and Serbia as **fast-changing and complex**, making it difficult for institutions to keep up and remain up to date. Representatives from Serbia noted that even a three-year programme may be too long, suggesting that shorter, one-year cycles would be more appropriate.

Bureaucracy was identified as a barrier by the interviewees in Italy and Slovenia, both operating at the national level. In these cases, multiple approval procedures added complexity and increased organisational effort. In Slovenia, further challenges stemmed from the need to co-ordinate across different agencies and from the fragmentation of responsibilities.

As mentioned previously, some barriers are related to the **target groups**. In particular, initiatives targeting teachers revealed that students are often more knowledgeable in digital contexts, while educators' capacities and training opportunities remain uneven. Teachers may also be reluctant to adopt new approaches, as they are accustomed to established methods and do not always perceive the need for change or the importance of DCE.

Two additional, standalone barriers are worth mentioning. First, a lack of **funding**, as reported by the interviewee in Romania, limited the possibility of broader participation. Second, the interviewee in Belgium highlighted that DCE is still often marginal, particularly in vocational education and training contexts, which

² Most of the activities were funded through the following European programmes and funding schemes: VIP Next Program, NextGenerationEU, eTwinning, Algarve 2030, support from the Council of Europe, Erasmus+, and the European Solidarity Corps. One of the organisations interviewed referred to funding from the Council of Europe without specifying the name of the fund.

tend to prioritise economic and competitiveness objectives, making the implementation of DCE-related activities more challenging.

Lastly, Ukraine's specific situation constitutes a significant barrier, as it caused delays in the development of online courses and limited participation due to power cuts, relocations, and mental exhaustion.

7. Follow up activities

The Council of Europe has launched several follow-up activities. To start, the Council of Europe is organising a second edition of the Forum to be held on 27–29 May 2026, following a similar activity to the previous year. Additionally, the Council of Europe is developing a Road Map for Strengthening Digital Citizenship Education 2027-2031 with the aim of supporting member states in integrating DCE across all areas of education policy and practice. The Road map will include several strategic pathways, including policy advancement for DCE, education and training, learning environments and supports, and communication and awareness raising. Moreover, a new ISBN publication of the DCE Planner has recently been released as a practical curriculum framework supporting educators in integrating DCE into teaching and learning activities.

Follow-up activities in the member states can be divided into those organised by the same organisers and those led by the participants.

With regard to follow-up activities led by the same organisers, all but one reported having implemented follow-up activities. In most cases, these took the form of a continuation or expansion of previous initiatives, either by extending them to new topics or cohorts, as observed in Türkiye, Serbia, Portugal (in both activities), and Italy, or by launching new editions of the same initiative, such as the thematic week organised in Romania or the annual conference held in Albania.

Additionally, some member States have embedded DCE principles within their strategic priorities and intend to continue working in this area. This is the case in Georgia, Slovenia, and France. Other countries have planned new activities to ensure continuity. For example, Armenia intends to organise small competitions and extracurricular events to support the long-term sustainability and growth of DCE at the university level. Similarly, Finland will continue its collaboration with the Nordic Council of Ministers, maintaining a platform for discussion and Nordic exchange in the future.

The only country where the organiser did not plan follow-up activities is Belgium. In this case, EVTA was operating under a three-year grant that ended last year, and the organisation is currently redefining its strategic priorities and approaches.

Participants' data on follow-up activities were available for only four activities. In Türkiye, 86% of people who participated in "Near miss me" reported that new activities had been organised, particularly in the form of seminars and parent education initiatives. Similarly, in Armenia, 90% of students taking part in the course developed by the Yerevan University, reported that a new course had been introduced. In Portugal, participants in the Media Lab decided to organise the same activity in a new context, as they had since progressed and changed schools. In contrast, among teachers participating in training activities in Portugal, only 22% had already organised an action to promote DCE; however, 56% indicated that they were committed to doing so in the future.

8. Conclusions and recommendations

The key impacts of the European Year

This evaluation examined all the activities organised within the framework of the European Year 2025, their objectives, and their level of engagement in terms of participants reached. The figures collected are significant and already constitute, in themselves, an important indicator for assessing the impact of the initiatives. However, beyond the quantitative dimension, it is equally important to interpret what the data reveal about the broader outcomes and the actual legacy of the European Year 2025.

Overall, the initiatives promoted by the Council of Europe resulted in a substantial increase in interest, participation, and engagement with the principles of DCE. The data suggest that the European Year succeeded not only in raising awareness on the topic, but also in fostering concrete educational and community-based actions inspired by the DCE concept and principles.

This conclusion is supported by three main factors. First, the Council of Europe was able to stimulate the organisation of activities promoting DCE at every level (national, regional, and local). The number of reported initiatives increased remarkably during the year, rising from approximately 90 activities announced by member states at the beginning of the campaign to more than 400 activities implemented across 28 member states by the end of the European Year 2025. This demonstrates both the strong mobilisation capacity generated by the European Year 2025 and the reactivity of member states and stakeholders to implement activities.

Second, all participants for whom data were available reported an increased understanding of DCE principles after taking part in the activities of the European Year 2025. This indicates that the events were effective not only in raising awareness, but also in strengthening participants' digital competences and critical understanding of digital citizenship. Such outcomes are particularly relevant because they extend beyond the individual level: participants are likely to apply these competences in their personal, educational, and professional environments, potentially generating a positive domino effect through the dissemination of knowledge and practices within their communities.

Lastly, further evidence of the European Year 2025's positive impact can be observed in the number of follow-up activities independently organised by participants and partner organisations after the original events were concluded. This demonstrates that the European Year did not remain a one-off awareness campaign, but instead contributed to the creation of sustainable networks, new local initiatives, and continued engagement with DCE-related themes. The multiplication of subsequent activities suggests that the competences, methodologies, and partnerships developed during the European Year have the potential to produce long-term benefits.

Broad reach of the Council of Europe events

The Council of Europe organised seven activities independently and eleven other activities in collaboration with international partners. Overall, the activities analysed were considered successful by both organisers and participants: events were delivered smoothly, attracted broad participation from speakers and attendees, and achieved their intended objectives. Participation was relatively balanced, with a slightly higher proportion of female participants and representation from a wide range of countries. Feedback collected through satisfaction surveys was consistently positive, indicating a high level of appreciation of the events. Building on these results, the Council of Europe should continue to ensure inclusive participation and systematically collect and use feedback to further refine future activities.

Actions implemented by the Council of Europe in support of national ministries and organisations have also played a key role in enabling local initiatives and strengthening their development. The Council of Europe could therefore continue and further expand this complementary support, while enhancing communication with partners to better understand their needs, whether in terms of recognition, funding, or thematic guidance.

At the same time, the reach of online communication activities from the Council of Europe remained relatively limited during the European year, suggesting room for improvement. The Council of Europe could therefore consider strengthening its communication strategy to increase visibility, broaden outreach, and ensure that a larger audience is informed about DCE and related activities.

Looking ahead, the Council of Europe is already advancing the next phase of its work through the planning of new initiatives, including a second edition of the Forum, the development of a DCE RoadMap for Strengthening Digital Citizenship Education 2027-2031, and the supporting action plan.

Varied activities in member states contributing to the goals of the European Year

Overall, 340 activities were reported by member states during the European Year 2025. These activities were classified according to their scope, including awareness raising and dissemination, teacher education and training, policy and curriculum development, project development and implementation, monitoring and evaluation (M&E) or impact assessment, and research. The vast majority of activities reported belonged to awareness raising and dissemination, teacher education and training, while the other four categories were less represented, particularly M&E. The Council of Europe could place greater emphasis on the different objectives and encourage member states to address all of them more evenly, while member states should strive to diversify the types of activities implemented.

Significant disparities were also observed in the distribution of activities across member states, with peaks of around 40 activities in countries such as Türkiye, Georgia, and France. The Council of Europe could further investigate whether these differences are due to an actual lack of activities in some member states or mainly to differences in reporting systems. In the latter case, the Council of Europe could strengthen the communication and co-ordination with member states to further link their activities with DCE.

The evaluation study collected additional information through consultations with organisers and participants for a selection of 15 activities conducted in member states. All these activities contributed to the achievement of multiple objectives of the European Year, and many organisers even reported working towards all of these objectives. Indeed, the coverage of the different objectives was quite balanced, with the exception of “Establish digital citizenship education as a long-term policy priority,” which was mentioned in relation to only five activities. The two countries that focused most on this objective were Georgia and Slovenia, which embedded DCE in their national strategies and worked on it in a cross-sectoral manner. On the other hand, “raise awareness of the value of digital citizenship education for citizens” was mentioned as a goal by all fifteen interviewees.

The activities were generally considered successful by both organisers and participants, with representatives of the former group noting that more concrete results will become visible in the future. However, organisers of activities in several countries underlined that these initiatives represent only a first step, and that continuous efforts are needed to bring DCE principles to the wider population and to ensure that the developed projects, courses, and initiatives are regularly updated and adapted to reflect the new challenges of the rapidly changing context. For this reason, the Council of Europe should continue to update the DCE framework through the DCE Road map, and further engage member states in its implementation, ensuring its continuous adaptation and practical uptake across contexts.

One of the main factors cited as contributing to the successful implementation of the activities at national level was the support provided by the Council of Europe, both in terms of direct assistance and through the organisation of events, which were considered inspiring for the organisation of national activities. Interviewed organisers also valued their own capacity to directly support participants, even when activities were held online. Given these considerations, member states could focus on developing systems that provide direct support to participants and facilitate the practical implementation of DCE principles. Additionally, member states could further communicate the importance of DCE, ensuring that all target groups are aware of its role and of why it should be integrated into their systems. On the other hand, the Council of Europe should maintain the established relationships with organisers and strengthen co-operation to support the continued development of DCE initiatives.

All organisers have either considered or already developed additional activities to promote DCE, often as a continuation of the original initiatives, with the only exception of EVTA in Belgium due to the end of its operating grant. The Council of Europe could consider supporting the continuity of efforts towards DCE in member states, including, where appropriate, through funding mechanisms and the integration of DCE principles into relevant grant schemes.

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10. Annexes

10.1 Annex 1: Overview of activities

The comprehensive overview of activities with their description and output is presented in a separate Excel file.

10.2 Annex 2: Interview guide

The box below presents the interview questions discussed with the organisers of the selected activities.

Box 1: Interview guide

1. What were the objectives of the activity?
2. How were the objectives of the activity linked to the objectives of the European Year of Digital Citizenship Education (raise awareness, increase understanding, establish long-term policy, promote cross-sector collaboration, enhance access to resources on DCE)?
3. Could you briefly present the implementation of the activity?
4. Could you present the role of your organisation in the design and implementation of the activity?
5. How was the activity funded?
6. Who was your target group and how did you reach them?
7. To what extent were the objectives of the activity achieved?
8. What were the success factors and the barriers to achieving these objectives?
9. To what extent did the activity contribute to reaching the objectives of the European Year of Digital Citizenship Education?
10. Do you plan any follow up activity?
11. To further inform the evaluation, we would like to send a short questionnaire to the participants/users of the activity, could you disseminate it with them on our behalf?

10.3 Annex 3: Survey questionnaire

The box below presents the questions of the survey shared with participants of the selected activities.

Box 2: Survey questionnaire

1. Before the [event/training/material reading], what was your level of involvement in activities promoting or implementing digital citizenship education? (e.g. policy making, awareness raising, training, frameworks for co-operation, international collaboration.)
 - I have been directly involved in activities promoting or implementing DCE
 - I have heard of activities promoting or implementing DCE but was not directly involved
 - I have neither heard nor been involved in such activities before
2. Before the [event/training/material reading], what was your level of understanding of digital citizenship education (DCE)?
 - Very clear
 - Somewhat clear
 - Unclear
 - No knowledge
3. Overall, how useful have you found the [event/training/material reading]?
 - Extremely useful
 - Very useful
 - Moderately useful
 - Not at all useful
4. After the [event/training/material reading], to what extent has your understanding of the principles of DCE increased?

- Greatly increased
 - Significantly increased
 - Moderately increased
 - Slightly increased
 - Not increased at all
5. After the [event/training/material reading], have you or your organisation taken further action on DCE?
- Yes, after this activity, I/my organisation already conducted specific actions to promote DCE [please specify]
 - Yes, I am/my organisation is committed to promoting DCE in the coming weeks and months, but these still need to be defined
 - No, I am/my organisation has not committed to taking any specific actions to promote DCE at this stage