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Digital Citizenship Education (DCE) Promoters Network

Revised Terms of Reference (2023 – 2027)

1 INTRODUCTION

1.1 Background

The project on Digital Citizenship Education (DCE) was approved by the Steering Committee for Education (CDEDU), formerly the Steering Committee for Education Policy and Practice (CDPPE) at its plenary meeting in 2015 and launched in March 2016. The project aims to contribute to the reshaping of the role that education plays in enabling all children to acquire the competences they need as digital citizens to participate actively and responsibly in a democratic society, whether offline or online.

In the first phase of the project (2016 – 2017) a review¹ of both formal and informal literature (blogs, wikis and websites) was conducted to examine the academic and policy literature on digital citizenship education (DCE), highlighting contributions in terms of definitions, actors and stakeholders, competence frameworks, practices, emerging trends and challenges primarily in the context of the member states of the Council of Europe, while noting other international contributions that have advanced the subject.

Moreover, a multi-stakeholder consultation² on policy issues was carried out to identify good practices regarding digital citizenship education and the gaps and challenges in formal and informal learning contexts.

The Council of Europe published the *Digital citizenship education handbook*³ in 2019 to support policy makers, educators, parents and carers in their endeavours to develop and promote digital citizenship education.

To facilitate the implementation of digital citizenship education at schools and other non-formal and/or informal learning contexts and to promote it at local, regional, and national levels the Council of Europe initiated an *informal network*⁴ of education professionals in April 2019, known as DCE Promoters Network. Since then, the DCE Promoters have carried out numerous activities that are aimed at policy makers, teachers, students, teacher trainers, families, and school inspectors. They have served as a point of contact with the member states on various activities related to digital citizenship education, including the Review of the Implementation of Recommendation CM/Rec(2019)10 on developing and promoting digital citizenship education. The network has also actively contributed to the successful implementation of the European Year of Digital Citizenship Education 2025.

Building on the achievements of this initiative, the Council of Europe wishes to continue co-operation with the member states through the established Network and the already approved Terms of Reference until the end of the current Programme of the Education Department in 2027.

1.2 Purpose

The purpose of the DCE Promoters Network is to promote digital citizenship education at the national and international levels.

1. Frau-Meigs D., O'Neill B., Soriani A., Tome V. (2017), *Digital citizenship education - Overview and new perspectives*, Council of Europe Publishing, Strasbourg, available at <https://go.coe.int/Cwa9Y>.

2. Richardson J., Milovidov E. (2017), *Digital citizenship education - Multi-stakeholder consultation report*, Council of Europe Publishing, Strasbourg, available at <https://go.coe.int/EIQA4>.

3. Richardson J., Milovidov E. (2019), *Digital citizenship education handbook*, Council of Europe Publishing, Strasbourg, available at <https://rm.coe.int/1680a67cab>.

4. Informal refers to the status of the network. The DCE Promoters were designated by their respective countries to participate in the working meeting which was organised on 2-5 April 2019. They have then carried out a wide range of activities on their initiatives. They didn't have a formal mandate (Terms of Reference) approved by the Steering Committee.

1.3 Mandate and duration

The Committee of Ministers of the Council of Europe in its Recommendation CM/Rec(2019)10 on developing and promoting digital citizenship education⁵ recommends that the governments of member States:

- a. **review their legislation, policies and practices, including learning frameworks**, to ensure that they are aligned with the recommendations, principles and further guidance set out in the appendix to this recommendation; **promote their implementation in formal, non-formal and informal education settings**; and **assess the impact of the legislation, policies and practices at regular intervals**;
- ...
- c. **provide or facilitate the provision of appropriate initial and in-service education and training** on digital citizenship education to teachers and other professionals in education;
- ...
- f. ensure that this recommendation, including the guidelines contained in the appendix, is **translated and disseminated as widely as possible** among competent authorities and stakeholders through accessible means, modes and formats of communication;
- g. **examine the implementation of this recommendation**, including the guidelines contained in its appendix, within the Committee of Ministers at least every five years and, if appropriate, at shorter intervals, and explore within the Steering Committee for Education Policy and Practice the implications of artificial intelligence and other emerging technologies for education generally and more specifically for their use in education.

Having regard to the above-mentioned Recommendation and under the authority of the Steering Committee for Education (CDEDU), the main objectives of DCE Promoters are to:

- contribute to the implementation of the Recommendation in their respective countries;
- to support the further development of the Council of Europe's intergovernmental programme on digital citizenship education.

The mandate of the DCE Promoters Network will be valid from **1 June 2023 until 31 May 2026**.

2 TASKS

2.1 Main tasks

The DCE Promoters are expected to perform various tasks in the following domains depending on their area of expertise and their respective job description:

- Policy and curriculum development
- Teacher education and training
- Project development and implementation
- Awareness raising and dissemination
- Monitoring and evaluation / impact assessment
- Research

5. Council of Europe (2019), Recommendation CM/Rec(2019)10 of the Committee of Ministers to member States on developing and promoting digital citizenship education, available at <https://rm.coe.int/1680a236c0>.

2.2 Specific tasks

The DCE Promoters will *inter alia*:

at national level

- prepare policy briefs and/or organise briefing meetings to inform policy makers about DCE and participate in relevant meetings in this regard;
- contribute to identifying gaps in policies, practices and curricula and advise, if appropriate;
- co-ordinate closely with institutions that are responsible for teacher education and training to ensure DCE is prioritised and integrated into their programmes, and to promote DCE online courses developed by the Council of Europe in this regard;
- develop project proposals on DCE at national, regional or international level (e.g., Erasmus +, E-Twinning) and contribute to their implementation;
- provide advice to project proposals developed by others and facilitate their implementation, if appropriate;
- organise and/or co-ordinate the organisation of awareness-raising events (e.g., conferences, competitions) on DCE in their respective countries, contribute to international events, more specifically
 - co-ordinate and contribute to the implementation of the 2025 European Year of Digital Citizenship Education;
- contribute to and/or co-ordinate the translation and adaptation of the resources developed by the Council of Europe (e.g., DCE handbook, online courses, leaflets) to the national context, and disseminate them as widely as possible;
- follow-up with and/or monitor developments related to DCE (policy updates, curriculum revisions, projects, activities, etc.), provide news feed about them;
- participate in research, if appropriate.

at intergovernmental level

- contribute to the development of policy instruments, guidelines, and resources for various target groups and beneficiaries including educators, parents, learners, etc., in this regard
 - participate in working groups,
 - provide expert input,
 - draft texts,
 - provide or suggest examples and/or sense-making practices from their respective countries;
- contribute to the impact assessment studies to be conducted and/or reports to be prepared by the Council of Europe by translating, disseminating and collecting accurate, reliable and up-to-date data and evidence at national and/or regional levels;
- contribute to the preparation, implementation and monitoring and evaluation of the 2025 European Year of Digital Citizenship Education;
- participate in plenary and bi-monthly co-ordination meetings and peer learning activities (online, in person or hybrid).

3 COMPOSITION

The DCE Promoters Network shall consist of **one permanent** and **one substitute member** from States Parties to the European Cultural Convention who shall be designated by CDEDU members.

They may be representatives of

- public authorities responsible for education (national, regional, or local),
- higher education institutions,
- affiliated institutions (e.g., curriculum agency, teacher training institution).

3.1 Desired profile

3.1.1 Experience

Members of the Network should have relevant expertise, knowledge and/or experience in the fields covered by the DCE project, and meet the following criteria:

- Have a good knowledge of their national education systems (legislation, policies and practices, curricula, capacity building programmes, etc.);
- Have at least 7 years of experience in the field of education;
- Be in a position to dedicate time to perform one or more of the tasks mentioned above as part of their professional duties.

3.1.2 Writing and presentation skills

- Ability to organise and present information, views and concepts in a concise and understandable way for a variety of audiences and to listen and respond to information, questions and requests from others;
- Ability to present complex realities in a structured and understandable way.

3.1.3 Interpersonal and communication skills

- Ability to liaise and communicate with policy makers at different levels as well as with other stakeholders and practitioners at the national and international levels;
- Ability to establish and maintain good working relations at all levels in a multicultural context and with respect for diversity;
- Ability to communicate (oral and written) fluently and effectively (CEFR C1 level) in English. The knowledge of French is considered an asset.

3.1.4 Operational skills

- Ability to make effective and appropriate use of professional/technical knowledge and skills in their field or discipline and to use related methods, procedures, techniques, tools or infrastructure.

3.2 Diversity

In appointing members to the Network, a balanced representation should be sought, specifically concerning gender, function, and geographic representation.

3.3 Appointment procedure

The appointments shall be communicated by respective CDEDU members by e-mail to the Secretariat (dqii.cdedu@coe.int) including the CVs (preferably in Europass format) of the

persons which shall demonstrate that these persons meet the desired profile indicated in Article 3.1.

Departure or replacement of the Network members shall also be communicated in the same manner and at least one month before their departure or replacement. Direct communication with the Network members on this matter will not be taken into consideration.

4 WORKING METHODS

4.1 Meetings

4.1.1 Plenary meetings

The DCE Promoters Network shall meet three times a year, 1 in-person and 2 online meetings. At least one DCE Promoter from each member state shall participate in the plenary meetings.

The dates and places of meetings will be decided by the Network members. In-person meetings may be held in different member states upon invitation.

4.1.2 Co-ordination meetings

To facilitate effective co-ordination among the DCE Promoters and to follow up closely with the developments DCE Promoters will be invited to participate in bi-monthly meetings.

4.2 Travel and subsistence expenses

The Council of Europe budget will bear the travel and subsistence expenses of **one representative** from each State Party to the European Cultural Convention to the Plenary meetings to be held in person. If both permanent and substitute members wish to attend, the cost of the substitute member shall be covered by the respective member state.

4.3 Remuneration and compensation for working time

Having regard to the public servant status of the DCE Promoters no remuneration by the Council of Europe is foreseen for the tasks mentioned above.

The immediate supervisors of DCE Promoters shall ensure that the tasks are performed during the regular working schedule and as part of their professional duties.

4.4 Collaboration and communication

4.4.1 Working language

The working language of the DCE Promoters Network will be English. It may be possible to use both English and French in groups, provided that all members have a working understanding of both languages.

4.4.2 Platform and tools

A workspace will be created on the Council of Europe's SharePoint platform to facilitate collaboration among the DCE promoters. They will be granted access to the workspace upon their appointment and until their mandate.

4.4.3 Communication

Various communication channels or platforms will be used upon the consent of the members of the Network.

4.5 Reporting

The DCE Promoters Network shall prepare an annual activity report which will be submitted to the CDEDU and published upon its approval. Reporting periods will be:

1 June 2023 – 31 January 2024
1 February 2024 – 31 January 2025
1 February 2025 – 31 January 2026
1 February 2026 – 31 January 2027
1 February 2027 – 31 December 2027