VIDEOCONFERENCE
DIGITAL CITIZENSHIP
EDUCATION DAYS

3-4 NOVEMBER 2020

www.coe.int/dce | **Concept note and draft agenda** | **BlueJeans**

CONCEPT NOTE

PURPOSE

The Council of Europe is organising a videoconference entitled "Digital Citizenship Education Days" on 3-4 November 2020 in conjunction with the États généraux du numérique pour l'éducation that will be organised by the French Ministry of National Education, Youth and Sports on 4-5 November 2020. The videoconference will bring together policy makers and practitioners including educators and school administrators from around Europe and aims to:

- raise awareness of digital citizenship education and promote its development across European schools;

- provide an opportunity for education policy makers and practitioners to exchange views and share experiences of current developments in digital citizenship education in their own countries;

- consider the challenges and opportunities for digital citizenship education presented by the current crisis, and, in particular, how policy and practice might be adapted to the needs of hybrid and distant forms of learning;

- present the work of the Council of Europe's digital citizenship education project.

Ultimately the videoconference aims at mobilising education policy makers and practitioners to team up and support the development and promotion of digital citizenship education.

The videoconference will take place on 3 November 2020 from 17.00 until 19.30 and on 4 November 2020 from 17.00 until 18.30 (CET) on Blue Jeans platform. It will introduce the Council of Europe's Digital Citizenship Concept and invite participants to explore and discuss about the following topics:

- Teacher training

- School practices

- School policies

Two keynote speakers, Dr Mike Ribble and Dr Renee Hobbs will provide their perspectives on digital citizenship.

The videoconference will also inform the participants about the preliminary findings of the Digital Citizenship Education Survey conducted in May and June 2020 to learn more about parents' views of digital citizenship.

The working language of the videoconference is English.

RATIONALE

The COVID-19 crisis has shown how much digital technologies can be useful to work, to learn, or for instance, to stay in contact with friends and family while their misuse has given rise to fake news, cyberbullying and well-being problems caused by increased screen time, lack of social contact, anxiety, etc.

Education ministries all over the world tried to respond to the crisis by deploying various distance learning solutions to ensure all learners have access to education. Curricula, teaching methods, course schedules and hours had to be adjusted accordingly. Due to various reasons, such as reduced teaching time, "core subjects" (e.g. maths, science, technology) which are perceived to be the most important were given priority over others (e.g. civics, citizenship).

The global shift to distance learning has propelled longstanding discussions about learners' data privacy and security to the forefront of national and international agendas. The abrupt transition to distance learning has indeed accelerated this process dramatically: more educational data is being digitised and stored than ever before and at an unprecedented scale.

Educators have turned to digital technologies and platforms provided by the private sector where there was a lack of online tools specifically developed and designed for teaching, learning or the management of education. This further contributed to the discussions around data privacy and security and quality and integrity of educational resources.

A global reflection about digital citizenship is therefore more necessary than ever. There is a need to explore how young people navigate the current digital environment and how it is affecting their civic participation. Societies need citizens who are educated and prepared to face future challenges that will come from a world where there is no more distinction between online and offline: they need digital citizens.

BACKGROUND

Over the last decade, the Council of Europe's action regarding the digital life of children has been aimed mainly at protecting them from the harms and threats of the digital environment. However, the digital environment and technologies have evolved rapidly and started transforming our lives. They provide unprecedented means for people to express themselves in various forms, to discover, learn and create, to communicate and socialise. In this perspective, mastery of digital tools and their technical complexity has become essential to social, economic and professional inclusion.

In this respect, supporting children and young people to participate safely, effectively, critically and responsibly in a world filled with social media and digital technologies has emerged as a priority for educators the world over. The notion of digital citizenship has evolved to encompass a range of digital and technical skills as well as competences for democratic culture that harness the benefits and opportunities the online world affords while building resilience to potential harms.

Launched in 2016, the digital citizenship education project builds on the Council of Europe's longstanding programme on Education for Democratic Citizenship and Human Rights Education and the recent *Reference Framework of Competences for Democratic Culture*. It aims to empower children through education to exercise and defend their democratic rights and responsibilities online, and to promote and protect human rights, democracy and the rule of law in the digital environment.

In November 2019 the Committee of Ministers of the Council of Europe adopted a recommendation (CM/Rec(2019)10) on developing and promoting digital citizenship education. The recommendation was reinforced by a ministerial declaration signed by education policy makers from all member states shortly after. Experience during the lockdown proved that it was not coincidence but rather a timely action to stimulate education systems to get prepared to confront future challenges such as the school closures caused by the COVID-19 pandemic.

HOW TO JOIN THE CONFERENCE?

Please register at https://primetime.bluejeans.com/a2m/register/pthjxphg.

Once your registration is approved you will get personal join link. For the best experience please use Google Chrome or Microsoft Edge to join the event.

If you are unable to join please do the following:

− Leave the event and try to reconnect or

− Download the BlueJeans Events app from https://www.bluejeans.com/downloads#events and join via app on smart phone or tablet.

DRAFT AGENDA

3 NOVEMBER 2020, 17.00 – 19.30 (CET)

17.00 Opening

Welcome by **Sjur BERGAN**, Head of the Education Department, Council of Europe

Presentation of the Digital Citizenship Education Project by **Michael REMMERT**, Head of the Education Policy Division, Council of Europe

17.20 Keynotes

Moderator: **Michael REMMERT**, Head of the Education Policy Division, Council of Europe

Speakers: **Mike RIBBLE**, Author of *Digital Citizenship in Schools*, www.digitalcitizenship.net, United States

The Impact of Digital Citizenship on the Changing Structure of Educational Technology Use

Technology has been changing the structure of society and education in particular over the past decade. With the current health crisis and shift of students from the classroom, the awareness and understanding of these tools have become a focal point. All users, but students in particular, need to recognize what is appropriate when working and learning online. In this keynote, Dr Mike Ribble will identify these concepts and show how they can be integrated into the "core" areas of education. He will also show a process to build on these basic concepts throughout the educational experience. Dr Ribble will share his experiences on helping students and educators understand the responsible use of technology and its potential in a global society.

Renee HOBBS, Director, Media Education Lab, www.mediaeducationlab.com, United States

Crisis Creates Opportunity: How the Covid-19 Pandemic Changed Digital Citizenship

When the pandemic struck and millions of teachers around the world were faced with "remote emergency instruction," some teachers found that the coronavirus pandemic created opportunities to rethink their practices of teaching and learning. For those who sought out opportunities for online dialogue with their peers, a new way to think about digital citizenship emerged as teachers modelled and shared practices of digital and media literacy in a new type of informal, peer-to-peer professional learning. By creating safe spaces, practicing empathic listening, offering a mix of guided and open inquiry, and creating media together, educators gained confidence in their own ability to support students as learners and digital citizens.

Questions from the floor

18.00   Parallel sessions

Introduction to the parallel sessions and technical information by Ahmet Murat KILIC, Programme Manager, Council of Europe

Session A – Teacher training

This session will present the Council of Europe's *Trainers' Pack* and ongoing efforts in teacher education and training and discuss issues and challenges in this field related to digital citizenship education.

Moderator: **Olena STYSLAVSKA**, Council of Europe Expert

Rapporteur: **Alessandro SORIANI**, Council of Europe Expert

Speakers: **Nathalie DENOS**, PIX Higher Education Project Manager & DPO, PIX.fr, France

Pix contribution to French school teachers certification framework

Pix is the French public online service created by the Ministry of Education for all citizens to assess, develop and certify their digital skills. Pix teams are currently preparing an extension dedicated to pre-service and in-service school teachers, for them to identify, give value and improve their own digital skills in the perspective of leveraging them at work.

Ms Denos will present the 3-layer certification framework which includes general-purpose abilities (Pix), specific school teachers' abilities (Pix+prof) and reflective analysis upon teaching practice with digital technology.

Alessandra FALCONI, Co-ordinator of Media Education Activities and ICT Projects, Zaffiria Centre, Italy

Convincing teachers to introduce digital: new emergencies and old fears

Training teachers is a necessary step to achieve the goal of digital citizenship. COVID-19 and quarantine proposed many questions: what skills? what strategies to do school even without school? what role for technology? The road taken by Zaffiria has been to accompany teachers by enhancing the analogical and poetic approach to the digital world, often perceived as complicated and "cold".

Jürg FRAEFEL, Instructional Designer and **David GAVIN**, Director of the Digital Learning Center at Zurich University of Teacher Education, Switzerland

Secrets are Allowed – Sensitizing students for privacy with ready to use teaching aid

"Moving with Confidence in the Digital World" is a joint project of the Data Protection Authority of the Canton of Zurich and the Zurich University of Teacher Education (PHZH). The ability to move confidently and critically in the digital environment is a prerequisite for a successful life in the information society. A planned series of three e-books comprises age-appropriate teaching materials aimed at providing pupils with the necessary fundamentals of data privacy. The first e-book "Secrets Are Allowed" designed for 5- to9- years-old students and provides the lesson units for sensitising children in their handling of personal data. David Gavin and Jürg Fraefel will give an insight into the e-book and they report on the use of the teaching material in teacher training. This Educational Resource was awarded as the 2019 Global Privacy and Data Protection Awards in the Category "Education and Public Awareness" for its innovative and creative ideas.

Anne-Claire Orban de XIVRY, Media Animation, Belgium

When digital literacy meets media education : examples and tools

To develop the digital competencies of citizen is a key point of current policies, moreover in the context of the COVID-19 situation and a quasi-generalisation of the in-distance learning. The technical skills of teachers and students are often highlighted in this situation. What about the critical approach about our online practices and our digital society ? This presentation will provide the audience with some examples of projects and tools in which the digital literacy is integrated in a more global media education approach.

Programme

Presentation of the *Digital Citizenship Education Trainers' Pack* by Olena STYSLAVSKA (10 min)

Presentations by guest speakers (40 min/10 min each)

Questions from the floor (15 min)

Wrap-up (5 min)

Session B – School practices

This session will present the Council of Europe's DCE Promoters Network and digital citizenship activities carried out in various member States.

Moderator: **Vitor TOME**, Council of Europe Expert

Rapporteur: **Ted HUDDLESTON**, Council of Europe Expert

Speakers: **Anne LEHMANS**, Lecturer, University of Teacher Education, Bordeaux, France

eR!SK: Digital Risks Perception and 21th Century School, Dedicating Research to the Future of Education on Digital Citizenship

A research project dedicated to the perception of digital risk in education shows that the digital culture of novice teachers is unevenly developed, poorly informed, despite their feeling of expertise, and focused on the perception of psycho-social risks associated with "screens". Getting students to become aware of their own digital practices by expressing and explaining their feelings and practices happens to be much more effective than giving them "turnkey" contents.

The project leads to reflection on education practices at school and proposes cross-cutting projects taking into account teachers' and students' real digital practices. Concerning teachers' training, the discovery of the research process is key methods, while the investigative and critical posture in face of social issues concerning pupils' training is central.

Donatella SOLDA, Future Education Modena, Italy

Future education Modena is the Italian EdTech hub developing a strong expertise in the field of educational design for K12, city learning and upskilling needs. The R&D activities are offered in partnership with more than 40 national and international subjects from the world of university and research, innovation and business, civil society and the world of science and culture.

Selda KUL BAŞTÜK, DCE Pilot School Project Co-ordinator, Turkey

DCE Projects in Turkey

Within the scope of Digital Citizenship Education Project 10 schools have implemented pilot projects in Turkey through which they have studied the ten digital domains and carried out various activities. Ms Basturk will share some good practices from this experience.

Oksana PASICHNYK, DCE Promoter, Ukraine

Digital Citizenship on Educational Landscape

The presentation will offer an overview of the DCE in the new national curriculum for secondary schools, adopted in September 2020, as well as resources, useful for supporting digital citizenship education on different levels. I will also touch on the DCE role in facing the challenges of rapid transition to online learning due to COVID-19, and the importance of keeping DCE in the policy makers' view to support skills, necessary for the successful future of our students.

Programme

Presentation of the *DCE Promoters Network* by Vitor TOME (10 min)

Presentations by guest speakers (40 min/8 min each)

Questions from the floor (15 min)

Wrap-up (5 min)

Session C – School policies

This session will present the Council of Europe's Draft guidelines for governing partnerships between education institutions and the private sector and ongoing efforts in development of school policies in relation to digital citizenship education.

Moderator: **Brian O'NEILL**, Council of Europe Expert

Rapporteur: **Pascale RAULIN-SERRIER**, Council of Europe Expert

Speakers: **Teresa BORGES,** Teacher, DCE Pilot School, TEIP Coordinator, Agrupamento de Escolas do Cerco, Portugal

School changes, new scenarios

The lockdown in March was a major brake on the Media and information literacy project. The health and basic needs of our community have become the focus of our concern. Subsequently, the school carried out a survey on technological needs (hardware) and, between partners and the school itself, it was possible to supply the greatest needs. Now, we are preparing the school for all scenarios, preferring the face-to-face whenever possible, but using online when it makes sense.

Marika SIKHARULIDZE, DCE Promoter, Georgia

Digital Citizenship in general education policy documents of Georgia

Ms Sikharulidze will speak about the recent updates in three main education policy documents like the National Curriculum, the Teachers' Qualification Standard and the rubric of the classroom observation for an online lesson.

Anaïs ADRIAENS-ALLEMAND, International Project Manager, Centre for Media and Information Literacy Education (CLEMI), France

Media and information literacy, a tool in education for digital citizenship

In France, the intention to make media literacy one of school's missions is a long-standing objective. Long before the emergence of digital and of social networks, the founders of CLEMI defended the idea that School should contribute to the formation of enlightened minds in their informational uses. The exponential growth of digital practices has reinforced the need for an education in digital citizenship. By fostering critical thinking and developing responsible informational practices, media and information literacy participates in the education for digital citizenship, even more in the troubled context of the sanitary crisis.

Eszter Salamon, Director, Parents International

Parental engagement in DCE policy and practice

Citizenship education is one of the areas identified as important by all critiques of current education systems. However, there is no consensus on how provisions are to be organised and how to identify learners and educators in this domain. Parents organisations have demanded a learning by doing approach, to make it part of school culture. In an ideal case citizenship education starts at a very early age, at home, but given the general levels of democratic practices, schools need to play an important role here. As it is not only students who are yet to embrace this culture of democracy, school has a responsibility to educate parents and teachers in this field. Meaningful engagement in decision making and leadership in general is an important tool for this. The digital aspect adds a number of challenges and also opportunities to this becoming a reality.

Programme

Presentation of the *Draft guidelines for governing partnerships between education institutions and the private sector* by Brian O'NEILL (10 min)

Presentations by guest speakers (40 min/10 min each)

Questions from the floor (15 min)

Wrap-up (5 min)

19.15 Wrap-up

Conclusions by the rapporteurs of the sessions

4 NOVEMBER 2020, 17.00 – 18.30 (CET)

17.00 Keynotes (video recording)

17.30 Digital Citizenship Education Survey

Moderator: **Ahmet Murat KILIC**, Programme Manager, Council of Europe

Speakers: **Janice RICHARDSON**, Council of Europe Expert

Veronica SAMARA, Council of Europe Expert

Questions from the floor

18.15 Closing

Conclusions by **Vitor TOME**, General rapporteur of the conference

Closing remarks by **Michael REMMERT**, Head of the Education Policy Division, Council of Europe

BIOGRAPHIES

GUEST SPEAKERS

Anaïs Adriaens-Allemand is currently International project manager for CLEMI, the French media and information literacy center. Graduate of the College of Europe, and the Institute of political science in Grenoble, she has notably worked as media analyst and as speech writer and advisor for studies and prospective for the French Minister of State for European Affairs. CLEMI is the reference operator for media and information literacy acting for the French ministry of National Education. CLEMI's action focuses on three dimensions: teacher training, the production of pedagogical resources and acting as a go-between for the educational community and media professionals.

Teresa Borges works as a teacher at Agrupamento de Escolas do Cerco do Porto, Portugal. She studied Languages and Modern Literature (Portuguese studies) at Porto University (1991-1996) and post graduate in Literature Theory and Portuguese Literature at Minho University (2004). She has been the Projects and TEIP (Priority Intervention Educational Territories Program) co-ordinator since 2012.

Nathalie Denos, PhD in Computer science and senior lecturer at Université Grenoble-Alpes, took part to the beginning of Pix project in 2016. She wrote the french Cadre de Référence des Compétences Numériques, and is now in charge of Higher Education for GIP Pix as well as Data Protection Officer. She was a member of the Digital Skills and Competences Working Group at the European Commission and contributed to DigComp revision.

Alessandra Falconi is the co-ordinator of media education activities and ICT projects at Zaffiria Centre and the director of Alberto Manzi Centre. She is an expert in media education. She designs toys and educational material in collaboration with the Erickson Publishing House and the Italiantoy brand. She has trained teachers and educators in Japan, Korea, Senegal and Europe. With RaiScuola, she edited the "Alberto Manzi. L'attualità di un maestro".

Jürg Fraefel is director of the Digital Learning Center at the Zurich University of Teacher Education. The Digital Learning Center is responsible for the development and production of media-supported learning arrangements for Master and Bachelor degree programs as well as for programs in further education. He holds a Master of Arts in Educational Media & Knowledge Management. Jürg has been working in the field of mediated teaching and learning for 20 years.

David Gavin is an e-learning consultant at the Digital Learning Center of the Zurich University of Teacher Education and has many years of experience as a primary school teacher and in teacher training. He was responsible as instructional designer and project manager in the production of the teaching material "Secrets are allowed" and is also frequently involved in questions of privacy and data protection as an ICT coach in schools.

Renee Hobbs is Professor of Communication Studies at the University of Rhode Island, where she directs the Media Education Lab. She is the author of 10 books and more than 150 scholarly and professional articles on digital and media literacy including Media Literacy: Questioning the Media (2021, Rowman & Littlefield), Mind Over Media: Propaganda Education for a Digital Age (2020, W.W. Norton), Create to Learn: Introduction to Digital Literacy (2019, Wiley), Copyright Clarity: How Fair Use Supports Digital Learning (2010, Corwin), and many more. A teacher, researcher, activist and media professional, Hobbs is a sought-after presenter and has offered professional development programs for educators on four continents. Learn more: www.mediaeducationlab.com.

Selda Kul Basturk works as an English teacher at Mehmet Gedik Secondary School in Eskişehir, Turkey. She is the co-ordinator of eTwinning, Erasmus, SELFIE and DCE projects at her school. She holds a Master degree in Curriculum Development and Education. Mr Basturk is the winner of eTwinning Special Awards of Turkey in 2019 and has recently received Global Teacher Award of 2020. She has been giving online lectures to teachers on Web 2.0 tools and serving as English instructor on Turkish National Tv Channel within the scope of distance learning.

Anne Lehmans and Camille Capelle are lecturers (maîtres de conférences) at Bordeaux School of Education (Bordeaux University, France). Camille Capelle is specialized in digital culture and Anne Lehmans in political and information culture and knowledge anthropology. Their research field is Information and Communication

Science and library Science. They are especially focused on information and digital literacy and culture. They train future school librarians and school teachers. Concerning research, they work at CNRS-IMS (Material-System Integration, Representations, Uses, Developments and Information Engineering, Bordeaux University) and MICA (Mediation, Information, Communication, Art, Bordeaux-Montaigne University). They work on several research projects, focused on information and digital literacy, distance learning, school perseverance and digital tools and learning spaces.

Oksana Pasichnyk works a computer science teacher in Lyceum "Sykhivsky" (Lviv, Ukraine). She is an instructional designer and member of the national curriculum development team (subject area of computer science and digital competence). She also works as an online learning consultant in the programme entitled Supporting Education Reforms in Ukraine implemented by the European Wergeland Centre. She is a member of the DCE Promoters network and co-ordinates Pilot School Projects on digital citizenship education in her region.

Dr Mike Ribble has worked at various levels of education beginning as a secondary science teacher, Assistant Principal and district director of technology. He has also worked at the post-secondary level and is teaching graduate level online courses in educational technology. Upon completion of this doctorate, Dr Ribble was provided the opportunity to write his first book Digital Citizenship in Schools (currently in its third edition) for the International Society for Technology in Education. (ISTE). He has presented on the topic of Digital Citizenship throughout the world and has interacted with many educators who now use his work as a basis for their research. His latest collaboration is with Dr Marty Park on the book *The Digital Citizenship Handbook for School Leaders: Fostering Positive Interactions Online*. Dr Ribble currently serves as a district technology director for a school district of over 6 000 students.

Eszter Salamon is the director of Parents International. Originally trained and practiced as a teacher she later became an economist and is obtained a PhD in education leadership specialising on parental engagement. She started dealing with rights of the child issues in 1989 and has specialized in students' rights and parents' rights, with focus on education in the past 22 years. She has been involved in international education and social topics and project, primarily focusing on parents – role, engagement, competences - for over a decade.

Marika Sikharulidze is the head of the program for digital technologies at the Teacher's Professional Development Center of Georgia (Ministry of Education, Science, Culture and Sports). She has been working in different ministerial institutions for the last 20 years and contributed to several reform projects related with the general education system of Georgia. Ms Sikharulidze is the lectures on "Digital Citizenship" and "Digital Literacy and Cyber-Ethics" at the Ilia State University of Georgia and Business- Technological University of Georgia respectively.

Donatella Solda is the Director of Future Education Modena. In 2018 she co-founded Wonderful Education, an innovative start-up working on education and innovation. She co-designed and launched in 2019 the Future Education Modena, the first EdTech hub in Italy, of which she is the director.

Anne-Claire Orban de Xivry is a trainer and Co-ordinator of the European projects for Media Animation, Media Education Resource Centre in the French speaking region of Belgium since 2013. Already during her master's in information and communication studies, she was interested even passionate about the media education approaches. It's why her professional background is always oriented towards media education challenges and projects through various functions, tasks, responsibilities and institutions: CLEMI (FR) Action Media Jeunes and the University of Namur (Belgium), the Council of Europe, or the Highs School of Applied and Social communication (Ihecs, BE).

COUNCIL OF EUROPE EXPERTS

Ted Huddleston is an international consultant in citizenship and civic education, and an associate of Young Citizens (UK). He has published widely in the field of democratic citizenship and human rights education and has experience of professional training and consultancy in a range of countries in Europe and the Middle East, in conjunction with the British Council, the Council of Europe, the European Wergeland Centre, the Network of European Foundations, local ministries and non-governmental organisations.

Brian O'Neill is Director of Research at Technological University Dublin. His research focuses on children's use of digital media technologies, online safety and policy for the digital environment. He is a member of the CO:RE Children Online: Research and Evidence consortium, the EU Kids Online research network and co-PI of

the Better Internet for Kids policy mapping (BIK Map) project. He is a member of the Council of Europe's Digital Citizenship Expert Group.

Pascale Raulin-Serrier holds a postgraduate degree in European Community Law and has worked as an international corporate affairs manager on European Union programmes in Europe and in Egypt. She joined the French Data Protection Authority (CNIL) in 2005 and has since then has been working on in European and international affairs, specialising in digital privacy education. Acting as co-ordinator of an international working group of a network of regulators covering 60 countries, her fields of expertise range from developing national and international policy frameworks and guidelines with regard to fostering capacity building in privacy matters to strategies for defending the rights of the child in the digital environment. Pascale also works as an expert for the Council of Europe on the Digital Citizenship Education Programme.

Janice Richardson, network co-ordinator and project innovator, Janice is a founder of Safer Internet Day (celebrated worldwide). She coordinated the European Commission's Insafe network (2004-2014), founded the EC-funded ENABLE initiative (tackling bullying through social-emotional skill development). She runs an EU-wide youth council (ECDG), is advisor to several EU-based and international organisations, sits on Facebook's Safety Advisory Board, has led Council of Europe missions in MENA region and (co)authored a dozen books on digital citizenship and 21st century literacy.

Veronica Samara has been working in the digital literacy area since 2000. She coordinated the Greek Safer Internet Centre under EC's Safer Internet framework until 2016, and since 2018 she works regularly as CoE expert in its Digital Citizenship Education Programme. She has (co-)authored numerous resources on digital literacy and citizenship for teachers, parents and children, among which the "All aboard for DigiTown !" Activity Book, a fun learning journey for 9-12-year-olds through the 10 DCE domains of the Council of Europe, and the educational app for small children "The Internet Farm" . She holds a Masters and PhD degree in Computer Science from the Technical University of Darmstadt, Germany.

Alessandro Soriani holds a doctorate in pedagogical sciences and information and communication studies. He is a research fellow and adjunct professor at the University of Bologna's Department of Education Studies. His research interests range from the way technology transforms educational relationships to the pedagogical values of videogames, from digital citizenship education to inclusive education. He also works as a trainer and pedagogical consultant for European projects and for the Council of Europe's Digital Citizenship Education project.

Olena Styslavska is a teacher educator and educational consultant in the field of democratic citizenship, human rights and intercultural education. She has developed, co-ordinated and implemented national and international training programmes for the Polish Ministry of Education, the Polish Centre for Education Development, the Education for Democracy Foundation, the Educator Foundation, the Community of Democracies, the Organization for Security and Co-operation in Europe (OSCE) Office for Democratic Institutions and Human Rights, the European Wergeland Centre and the Council of Europe. She has practical experience in formal, informal and non-formal settings and at various levels across Europe. Olena is convinced that education can make the world a better place.

Vitor Tomé is a media literacy consultant and journalist, and teaches at the Autonoma University of Lisbon. He also works as a researcher at the University Institute of Lisbon. He has been involved in numerous international projects and initiatives linked to journalism, media literacy, digital citizenship and human rights.