BACKGROUND DOCUMENT

EU CONVINCE Training workshop *"Education for digital democratic citizenship in the Internet era: Challenges and opportunities"*

2 April 2019, Berlin, Germany

In recent years, extremism, xenophobia, violence, radicalisation and terrorist attacks have surged across Europe and are threatening the safety of citizens as well as the fundamental values of freedom, democracy, tolerance, equality, non-discrimination, respect for the rule of law, human rights and solidarity. Within this context, the role of education, and in particular, of teachers, school leaders, other education personnel, and education employers is crucial to promote democratic citizenship and social inclusion in diverse educational contexts and learning environments.

In the light of the Paris Declaration, Universal Declaration of Human Rights, the UN Sustainable Development Goal 4 to ensure inclusive and quality education for all and promote lifelong learning, Council Recommendations on Common Values, Inclusive Education, and the European Dimension of Teaching, as well as the recently proclaimed European Pillar of Social Rights, **ETUCE (European Trade Union Committee for Education), EFEE (European Federation of Education Employers) and ESHA (European School Heads Association) work together in the EU CONVINCE project (COmmoN Values INClusive Education)** from 2018 to 2020 which is co-funded by the Directorate-General Education of the European Commission. The project is a direct answer to the current challenges and opportunities of multiculturalism, diversity and social inclusion. CONVINCE seeks to provide teachers, school leaders, and other education personnel, as well as the education institution community as a whole with tools and methods to better deal with citizenship related issues both in the classroom and in extra-curricular activities, as well as support them in the delivery of inclusive quality education to all.

The training workshop on *Education for digital democratic citizenship in the Internet era: Challenges and opportunities* is organised in the framework of the CONVINCE project and aims to:

- Provide ETUCE, EFEE and ESHA member organisations with the opportunity to present, disseminate and scale-up good practises in different contexts and educational settings as well as to discuss solutions to tackle challenges encountered by education stakeholders when dealing with the responsible use of ICT and social networks in school in the context of democratic digital citizenship;

- Give participants the opportunity to exchange and showcase good practices and help resolve challenges through learning about other countries' good practices, e.g. matching challenges of one country with good practises of another;
- Provide teacher/school leader training support and guidance on successful and innovative approaches and methods on citizenship and human rights education in general.

This workshop addresses **the impact of digitalisation on the inclusive education and issues related to the responsible use of ICT and social networks in school in the context of democratic digital citizenship.** Workshop participants are to discuss how to address such issues as online safety, data protection, cyberbullying, online indoctrination, fake-news and misinformation, through education. The development and use of digital technology have massively evolved. While Internet and communication technologies open many possibilities for young people, expanding their perspectives and providing opportunities to learn and participate in society, they also bring along exposure to risks, such as inadvertent release of private information, online indoctrination, cyberbullying or grooming for sexual abuse. The progressive digitalisation can also become a source of exclusion and discrimination and potentially deepen inequalities within society and the education system, if not managed correctly within a well-conceived framework.

A European Reference Framework on Key Competences for Lifelong Learning (currently being reviewed) places **digital competence** among eight key competences, defining it as '*the confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society*'. It includes such important skills as information and data literacy, communication and collaboration, media literacy, digital content creation, safety, intellectual property related questions, problem solving and critical thinking. In 2018, the European Commission proposed a strategy on developing digital competence through education, Digital Education Action Plan, which sets out measures to help EU Member States make better use of digital technology for teaching and learning and develope digital competences and skills. The implementation of this Action Plan is being monitored and discussed by the Education and Training 2020 (ET2020) Working Group on Digital Education: Learning, Teaching and Assessment, which also addresses quality assurance and the recognition of skills and qualifications acquired through digital and online learning.

According to the Council of Europe's Digital Citizenship and Digital Citizenship Education concept, '*Digital Citizenship refers to the ability to engage positively, critically and competently in the digital environment, drawing on the skills of effective communication and creation, to practice forms of social participation that are respectful of human rights and dignity through the responsible use of technology*'. Therefore, digital citizenship represents a new dimension of citizenship education that

focuses on providing students with competences, knowledge and values to become active, informed and responsible citizens in the digital society aware of their citizenship rights (e.g. voting rights), including such essential competences as critical thinking and media literacy.

More precisely, the workshop is to touch upon the following questions:

- What impact does digitalisation have on the inclusive education in your national/local context in terms of challenges and opportunities?

- What are the key elements of an effective digital citizenship education?

- What actions and initiatives are needed to foster the ability to reflect and think critically, in view of confronting (mis)information found on the Internet?

- How to address through education the growing individualisation of students and the loss of the true collective versus a digital collective?

- What support do school leaders and education personnel need when dealing with issues related to the responsible use of ICT and social media in the context of democratic digital citizenship?

Speakers

Danau, Dominique
Project Researcher

Dominique Danau holds a degree in Sociology (University of Brussels (B), graduated with honours). After having worked for some years at the University in Brussels and more than 20 years for a European Foundation in Brussels and Maastricht (European Centre for Work and Society), she started her own company, SAGO Research, in 2005. Dominique Danau built up an extensive expertise in applied social research as well as in the development and implementation of monitoring and evaluation and organisational development trajectories, especially for (European) NGOs, NGO networks and alliances and European projects and programmes.

Milovidov, Elizabeth
Council of Europe

Dr. Elizabeth Milovidov is a mom to two tech-savvy little boys, a lawyer, law professor and eSafety consultant. She is a member of the [Working Group of experts on Digital Citizenship Education](#) and an independent expert on [Digital Parenting and Children and Internet](#) for the Children's Rights Division of [Council of Europe](#). She is an advisor on European Cooperation and International Projects for [e-Enfance](#), a French online child protection association providing support to parents and children in the digital age. Her core work involves researching solutions for parenting in the digital age and she has authored [several guides and workbooks for parents](#), moderates a [Facebook community for parents](#) and is the founder of [DigitalParentingCoach.com,](#) a website and community with resources for parents.

Lowry-O'Neill, Catherine
School for Lifelong Learning of 'Waterford Institute of Technology'

Dr Catherine Lowry-O'Neill has been a lecturer in the School of Education and Lifelong Learning in Waterford Institute of Technology, Ireland, for the past 13 years, where she teaches subjects including practical pedagogy, reflective practice and qualitative research approaches. Previous to this, Catherine lectured in French in WIT, as well as in the University of Leeds, England, in the University of Limerick, Ireland and in the University of Ulster, Coleraine in the north of Ireland. She is passionate about the power of education to change lives and open doors.

In associated partnership with:

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