

Winter Session 2018

Report of the meeting on the transversal group 'Digital Citizenship'

Date: Thursday 25 January 2018

Venue: Agora, room G03

Speakers:

- Claude Vivier Le Got, Chairwoman of the Education and Culture Committee
 - Julianne Lagadec, Vice-Chairwoman of the Education and Culture Committee
 - Harry Rogge, representative of EUROGEO
 - Thierry Matthieu, Chair of the Committee on Democracy, Social Cohesion and Global Challenges
 - Gerhard Ermischer, Vice-Chair of the Committee on Democracy, Social Cohesion and Global Challenges
 - Simon Matthijssen, Chair of the Human Rights Committee
 - Ahmet Murat Kilic, Head of the Digital Citizenship Education Project at the Council of Europe
-

I.	INTRODUCTORY SESSION ON THE WORKING GROUP 'DIGITAL CITIZENSHIP'	2
1)	PRESENTATION SPEECH	2
	<i>Preliminary questions</i>	2
	<i>Areas to consider</i>	3
	<i>Aims</i>	3
	<i>The digital citizen and digital citizenship</i>	3
	<i>Roadmap</i>	4
2)	DISCUSSION	4
II.	DIGITAL CITIZENSHIP EDUCATION PROJECT OF THE COUNCIL OF EUROPE	7
1)	PRESENTATION BY AHMET MURAT KILIC	7
	<i>Some challenges</i>	7
	<i>The European Union and Council of Europe's policies</i>	7
	<i>The 10 domains of the Digital Citizenship Education Project</i>	7
	<i>For the future</i>	8
2)	INTERACTIVE PART	8

I. Introductory session on the working group 'Digital Citizenship'

The President of the Education and Culture Committee welcomed the representatives to this session dedicated to the transversal working group 'Digital Citizenship', which is to be overseen by the Education and Culture Committee in partnership with the Human Rights Committee and the Committee on Democracy, Social Cohesion and Global Challenges.

She informed the participants that the person in charge of the group will be Karl Donert, Vice-president of the Education and Culture Committee, whose expertise in the area is well established. As Karl Donert was unable to attend this session of the Conference, he had asked his colleague Harry Rogge to introduce the theme of the group on his behalf.

Harry Rogge proceeded to read out a presentation prepared by Karl Donert; it was accompanied by a PowerPoint.

1) Presentation speech

Good afternoon. I am not Karl Donert, who will be running this group in the future and who is unfortunately unable to be here today. However, Karl Donert has put together a presentation to do the kick-off the Digital Citizen working group.

The presentation introduces the purpose of the Digital citizen transversal working group and attempts to encourage participants in the group to share their initial ideas and thoughts about the topic. It also introduces the idea of "futures" in policy development and sets out a road map for the work of this group.

Preliminary questions

- What is the digital contact?
- Who are digital citizens?

What is clear is that over time digital developments have been highly disruptive innovations for people and organisations to deal with. Recent digital developments are changing the way our lives are lived. For instance consider the consumer and online shopping. Or the everyday, everywhere use of smart phones? Or how about smart meters in our homes?

These upheavals bring with them certain threats and are not without consequences (even in the realm of policy making where digital developments allow us to demand 'evidence-based' decisions, rather than wild guesswork).

But these upheavals also provide opportunities for change. The challenge for society is to manage the change – as change (and expectations) are already happening.

How can we help make 'good' changes happen? What already exist?

Let's look at existing policies – the new skills agenda – promoted by the European Commission as a solution to the future needs of the workplace.

A response to digital needs was for the EC to promote faster Internet in schools. Will this deal with the problem? Probably not, as teachers and educators also need to **effectively** use digital technology with the learners.

So we need to research what has been done so far.

Our working environment is transversal in so far as our working group will receive input from the members of three Committees that are themselves concerned with digital issues. We need therefore to work collectively and establish a list of priorities in order to avoid doing the same work twice.

Areas to consider

- Society is very different today (electronic payment and crowdfunding online for instance). Online education is now the norm. Perhaps you have yourselves taken courses online. I am sure we can all think of many other digital developments transforming society – too many to show here today.
- How about democracy and the digital world? . Is it empowering or restricting participation? If you are empowered digitally what roles can you play? Some of us have already participated in opinion polls. Some associations conduct polls regularly in collaboration with the European Commission; and there are quite strict transparency requirements.
- What impact do digital developments have on human rights? Digital rights describe the human rights that allow individuals to access, use, create and publish digital media or to access and use computers, other electronic devices, or communication networks. Do you agree?
- Now in terms of education. Is it about getting start? – the use of smart tools (apps and things) on smart devices with smart learners? Digital tools allow us to personalise learning creating learning that meets the needs of the learner, individually and collectively. This is very different from classrooms of learners doing the same thing. It means that learners should be more independent and be aware of their learning needs.

Aims

Finally, in terms of context, I believe we need to address policy needs for the future, meaning **inspirational leadership**. What does that mean? Digital leadership can appear complex... but great leaders listen, engage and inspire. Can we educate digital leaders?

To sum up, here are what I consider to be the purpose of this transversal working group:

- **Address digital issues** from the citizen's perspective = in terms of Education (& Culture), Human Rights, Democracy;
- establish a **pro-active, forward looking** approach – not a reactive approach as in the past;
- consider what is **the future we want** for the digital citizen;
- **what measures** can we initiate / put in place to support this vision?

We will organise a brainstorming in the very near future in order to obtain, in writing, the opinions of those members of the Committees who wish to get involved in this transversal group.

The digital citizen and digital citizenship

Let's now discuss the digital citizen and digital citizenship – are they the same thing? Or are they different? I think there has been a lot of work on citizenship but little on the digital citizen.

By way of definition, the term 'digital citizen' refers to a person to a person utilizing information technology (IT) in order to engage in society, politics, and government. Do you agree? What ideas exist? The purpose here is not to agree with them or evaluate them, merely to see what has already been done.

A number of suggestions were given on the PowerPoint:

- A digital citizen possesses digital knowledge, digital abilities and skills in cybersecurity, but he or she also has values.
- A 'good' digital citizen protects his/her and others' private information, respects him/herself and others, takes a stance against online harassment where he or she witnesses it, respects intellectual property and copyright, carefully manages his or her digital footprint, has a sense of measure in terms of how much time he or she spends online and using media, and uses the Internet safely.

Digital citizenship implies certain responsibilities.

Numerous examples were given on the PowerPoint.

Roadmap

This brief overview shows that there remains much work to be done! We must identify the gaps that INGOs can help to fill. We therefore need to:

- Undertake **an audit** of what is being done (and not done) by policy makers, NGOs;
- examine / consider the **issues and gaps**;
- consider / **define the areas** to deal with and;
- **prioritise** them;
- develop an **action plan for the future**.

The Council of Europe has focused on Digital Citizenship and Digital Citizenship education (see the presentation by d'Ahmet Murat Kilic). It also takes an interest in human rights and respect for the rights of SMEs in the digital sphere. Finally, there is a steering group advising on Digital Media CDMSI that welcomes NGOs to participate as observers.

The European Commission has a Digital Commissioner on Internet governance and a whole range of policies.

Again: are there any gaps to be filled? Things that need to be done?

The proposed roadmap for the working group is as follows:

- Define the challenges and context in which we will work (January 2018)
- Examine visions of possible futures and consider the challenges: what digital future do we want for digital citizens? (June 2018)
- Decide on activities and measures to be taken: declarations, white papers, campaigns, side events
- Connect with political groups within the Council of Europe, the European Commission etc.
- Think about the final outcome, e.g. a publication on 'the future we want' for digital citizens

The presentation (in English) is available at the following link: <http://bit.ly/2naq25t>.

2) Discussion

Following the above presentation, *Claude Vivier Le Got* gave the floor to the INGO representatives.

Julie Stein (Ligue for education). We are currently experiencing major upheavals. Recently we have seen the impact of the media on elections in a number of countries. These are issues that all groups in society should be thinking about.

Louise Rutten (AEGEE). These days we have a huge amount of information to digest. We should consider how we can train people to identify trustworthy and less trustworthy sources of information.

André Reinald (AVE). How can we define the individual at a time when digital technology has linked us all together? We have become a macro-organism made up of interconnecting neurons – this is an idea worth thinking about!

Conference participant. The digital gap has a number of forms. It separates people according to age, country and so on. In such a context, how can we live together harmoniously? It is the goal of the Council of Europe and the Conference of INGOs to find answers to this question. People are becoming more isolated. We cannot live exclusively through digital media.

Pierre Dussere (IOCE). Continuing the theme of intercultural cities and of migrants (which is being addressed by one of the working groups of the Education and Culture Committee), there is another important question to consider. Often migrants bring a mobile phone with them and thanks to this are able to stay connected with society. However, this can be a mixed phenomenon, since it also means they remain in close contact with their country of origin and continue to communicate in their native language, which does not necessarily help them to integrate.

Nicolas Fuchs et Martine Schmelck (Médecins du Monde). A central question, essential in terms of defending human rights, is that of protecting patient data. The issue raises a number of serious ethical concerns. In the UK there have been reports of the health service handing over data on illegal immigrants to the immigration services. Likewise, in Germany, social services can be asked to report to the authorities any cases of people living illegally in the country.

Anne Menneson (IFCU). We are living in a surveillance society in which humans are considered only in terms of big data. There is less and less interpersonal dialogue. Questions arise with respect to artificial intelligence systems, such as the legal personality of robots. We need to be able to differentiate between humans and machines.

Conference participant. Regarding data, we should think about people-centred approaches. We often hear people talking about CRM (customer relationship management) software. But we should also use VRM (vendor relationship management) software to control who can access our data. I own my data and I myself decide to allow my bank, my doctor etc. temporary access to it.

FIDH. In Belgium, we are seeing an increase in mass data collection, particularly as part of the fight against terrorism (PNR, records of passengers taking trans-Schengen flights). However, a study conducted by a Belgian Member of Parliament has shown that the PNR would not have helped to prevent the attacks committed since 2012 or to trace the terrorists. It is a costly and intrusive system and affects millions of citizens. As for roads and motorways, it is now possible to install intelligent cameras that can identify not only number plates but also the passengers inside a vehicle. Mass data collection is of doubtful efficacy and raises many concerns.

Conference participant. Surveillance by the NSA (National Security Agency – USA) has never succeeded in preventing a terrorist attack or even in tracking down the perpetrators of such attacks. All of this is merely a mistaken pretext for mass surveillance. There is only one way of fighting against these terrible

phenomena, and that is (real or digital) infiltration. Other measures are easily sidestepped and are very expensive.

Gerhard Ermischer, on behalf of the Committee on Democracy, Social Cohesion and Global Challenges.

A number of concerns are emerging with regard to new media and data collection methods. We are indeed under the watchful eye of companies and governments. Today's world is full of opportunities but we must put in place safeguards to protect our privacy. There can be no democracy without privacy. We have to be careful of what we write and say.

Opportunities in favour of democracy do exist. This is what is meant by 'digital democracy'. Digital governance means using new technology to cast informed votes or to participate in the decision-making process. For this we need to ensure we proceed in a secure digital environment. We must be certain that it is our vote that will be registered and not somebody else's.

Next March the European Union will issue a very important law on data protection. However, this law will not prevent companies from invading our privacy. Numerous everyday tools can be used to collect data: Cortana, Google home etc. In Germany 1500 companies are preparing to monitor violations of the new law. The problem is that the legislation is so complicated that many people will be caught out without realising it.

End of the first part

II. Digital Citizenship Education Project of the Council of Europe

1) Presentation by Ahmet Murat Kilic

The Digital Citizenship Education Project was launched by the Steering Committee for Education Policy and Practice (CDPPE). It aims at enabling young citizens to overcome challenges like big data, privacy, etc.

In order to face new threats and opportunities, we need empowerment. That is why it is essential to educate the youth in the formal education system but also to promote lifelong learning for other parts of the population.

What difference is there between one's digital life and "real" life? Is it really different? Or is it simply the setting that changes?

Some challenges

- The growing importance of the digital environment in student lives;
- digital natives are digital citizens;
- development of transversal competences for accessing, communicating, participating and creating online;
- different access to information that causes a digital gap between populations;
- marginalization due to lack of competences;
- lack of awareness on the importance of digital citizenship on the part of teachers, families, senior leadership of schools, training institutions and public authorities;
- Lack of knowledge of digital issues in schools, families and among those who define the education programs;
- ...

The European Union and Council of Europe's policies

The Council of Europe's standpoint in the last decade has mainly been protection, protecting young people and citizens from several threats. Now we are moving from that to empowerment. It is a matter of how to use new technologies and whether or not you have the competence to use them properly.

Digital citizenship refers to the ability to engage positively, critically and competently in the digital environment.

The EU is currently focusing on digital competencies for teachers. What matters is not just protecting skills but also to teach how to use them in a responsible way.

The 10 domains of the Digital Citizenship Education Project

The Digital Citizenship Education Project has identified 10 domains, sub-divided into three groups:

- Being online
 - 1) Access and Inclusion
 - 2) Learning and Creativity
 - 3) Media and Information Literacy
- Wellbeing online

- 4) Ethics and Empathy
- 5) Health and Wellbeing
- 6) ePresence and Communications
- It's my right!
- 7) Active Participation
- 8) Rights and Responsibilities
- 9) Privacy and Security
- 10) Consumer Awareness

The conceptual model of Digital Citizenship Education builds on Council's Competences for Democratic Culture.

For the future

During the 2018-2019 Education Programme the Education Policy Division will work on developing a policy framework for the development and integration of Digital Citizenship into formal education systems in Europe. It is also planned to launch a multiannual strategy by the end of 2019 as a follow up of the Internet Governance Strategy of the Council.

The goal is to come up with guidelines destined to the member states and ask them to develop appropriate materials.

Ties have been established with internet companies from the private sector. Google and Orange have already done a lot of things for digital citizenship education and they are willing to work with the Council of Europe.

The PowerPoint presentation can be viewed on the following webpage:

<https://prezi.com/view/vCJJ7KHiS69xiGSFSolT/>

2) Interactive part

Léon Dujardin – ESAN. How to appropriately inform the parents?

Sabine Rohmann – IRSE. It is important to define the role of teachers and educators. Teachers are facilitators of the management of knowledge. The students will have more and more responsibility in their own process of learning, which means critical thinking, critical understanding, being able to work in multicultural and multilingual teams. INGOs have to work on the recognition of competences, knowledge, capacities, attitudes... We cannot separate formal and non-formal education anymore. The Conference has an important role to play in this regard.

Simon Matthijssen invites everybody to tell about any transversal questions they want to be discussed. He asks Ahmet Murat Kilic about the consultation process that preceded the building of the projects' strategy.

Thierry Matthieu

One must pay attention to the visual representations one chooses. For instance, the picture on the power point shows two toddlers with a tablet and a computer. This depicts a massive public health issue that should not be encouraged. Exposure to new technologies at a young age might lead to

hyperactivity or have other consequences on the child's psychological development. Digital education is therefore important but has to be undertaken with caution.

Furthermore, elderly people should not be forgotten either. What about people with disabilities? or people who do not have the necessary skills to use digital tools although they are becoming indispensable to plainly exercise citizenship?

Finally, health education is becoming increasingly important. It is vital to counter Internet's fake news on health. Making one's own diagnosis and designing one's own therapy can have terrible impacts on one's health.

Ahmet Murak Kilic

Safety centers on websites should also mention digital citizenship education.

No difference should indeed be made between formal and informal education, even if formal education is currently the starting point.

We should think of sense-making practices that can be applied to various contexts and can reach different target groups.

Finally, we indeed shouldn't be encouraging young people to use digital tools. They should read books and not only use tablets. However, at some point it is necessary to give them competences to enter the digital world.

Claude Vivier Le Got closes the meeting by thanking all the participants and speakers, in particular Ahmet Murat Kilic.

End of the document
22/02/2018