

DIGITAL CITIZENSHIP EDUCATION: PROGRAMME-DESIGN TOOLKIT

INTRODUCTION

What is Digital Citizenship Education and why is it necessary?

Young people growing up in the digital age find themselves immersed in ever-evolving technology, granting them unfettered connectivity to people all over the world, as well as an endless supply of information. In the age of internet and app culture, they live out their social, cultural and political lives online first and foremost, and spend more time online than adults: a recent Eurostat report found that 91% of young people in Europe made daily use of the internet, compared with 71% of the whole EU population¹. Moreover, 1 in 3 internet users are younger than 18 years old.²

But while their access to these new, exciting and often free technologies remains largely unlimited, young people’s understanding of the nuances of how these technologies work, and their skills in dealing effectively with the malign aspects of the online world, including so called “fake news”³, polarising narratives, and hate speech, remains limited. In the UK alone, 82% of digital users have never heard of the term ‘filter bubble’,⁴ while nearly a third of children aged 11–17 have reported seeing hateful speech online – it is unclear whether they are equipped to respond, or aware of tools available to help.⁵

Education systems across Europe have been slow to adapt to the digital age, meaning young people have not necessarily been taught how to recognise these harms and how to be resilient to them. Citizenship education now sits within national curricula in all EU countries and many national authorities are increasing the number of teaching hours, as well as providing guidance to support effective teaching. Unfortunately, provision is often sporadic, uneven or ill-defined, and rarely draws the link to citizenship in the digital realm. Fundamentally, they should be taught how to contribute in a positive and meaningful way to the online community.

¹ Eurostat, “Being Young in Europe Today - Digital World.”, ec.europa.eu, December 2017, https://ec.europa.eu/eurostat/statistics-explained/index.php/Being_young_in_Europe_today_-_digital_world

² UNICEF, *One in Three: Internet Governance and Children’s Rights*, 2016, <https://www.unicef-irc.org/publications/795-one-in-three-internet-governance-and-childrens-rights.html>.

³ This is a youth-facing ‘catch-all’ term that covers disinformation and misinformation, both of which are described in the glossary.

⁴ The7stars & Newsworks, *Pop goes the Filter Bubbles*, April 2017, https://www.newsworks.org.uk/write/MediaUploads/Filter_Bubble_infographic.pdf (accessed November 2019)

⁵ Ofcom, *Children and Parents: Media Use and Attitudes Report 2018*, January 2018, https://www.ofcom.org.uk/_data/assets/pdf_file/0024/134907/children-and-parents-media-use-and-attitudes-2018.pdf.

Effective Digital Citizenship Education (DCE) teaching sits at the heart of this ambition. This means equipping young people with the knowledge and skills needed to harness the limitless positive potential the internet has to offer, whilst also instilling the behaviours and attitudes required to be resilient to inauthentic or harmful content or online interactions. Young people should be learning about their rights and responsibilities online, including how to be critical consumers of information, how to interact with offensive content or users they encounter, and how to respond effectively to hate speech.

Definition of Digital Citizenship

Various organisations across the world have attempted to define digital citizenship; while they share traits or terminology, there is no universal consensus. For example, on the [Australian curriculum](#), digital citizenship is defined with an emphasis on broader digital literacy knowledge, including topics such as creative credit and copyright⁶. Frameworks have also been developed by multilateral bodies, including the [Council of Europe](#) (CoE) and [Digital Intelligence \(DQ\) Institute](#), with comprehensive breakdowns around skills, behaviours and attitudes in each case. In 2017, CoE published an extensive literature review of academic research and policy proposals relating to DCE,⁷ along with the findings of a multi-stakeholder consultation on existing approaches, based on data collected across all 47 member states.⁸ Both of these documents provide a solid foundation upon which to develop DCE programming.

Thus far, ISD has adopted the Council of Europe definition for its programmes in the region, appreciating the focus on democratic values, safety of internet users, and contributing proactively to improve the online community:

“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.”⁹

While there is a range of definitions available to base a DCE programme around, CSOs should choose the one that most closely relates to the context they’re operating in (e.g. European organisations are advised to use either a national definition or the CoE’s). These definitions typically share a common set of outcomes and values, meaning whichever is used should serve as the basis for a considerable impact on the target audience’s day-to-day lives. ISD has developed an overall map for DCE (see Fig x below), showing how different actors can change the landscape and enhance young people’s

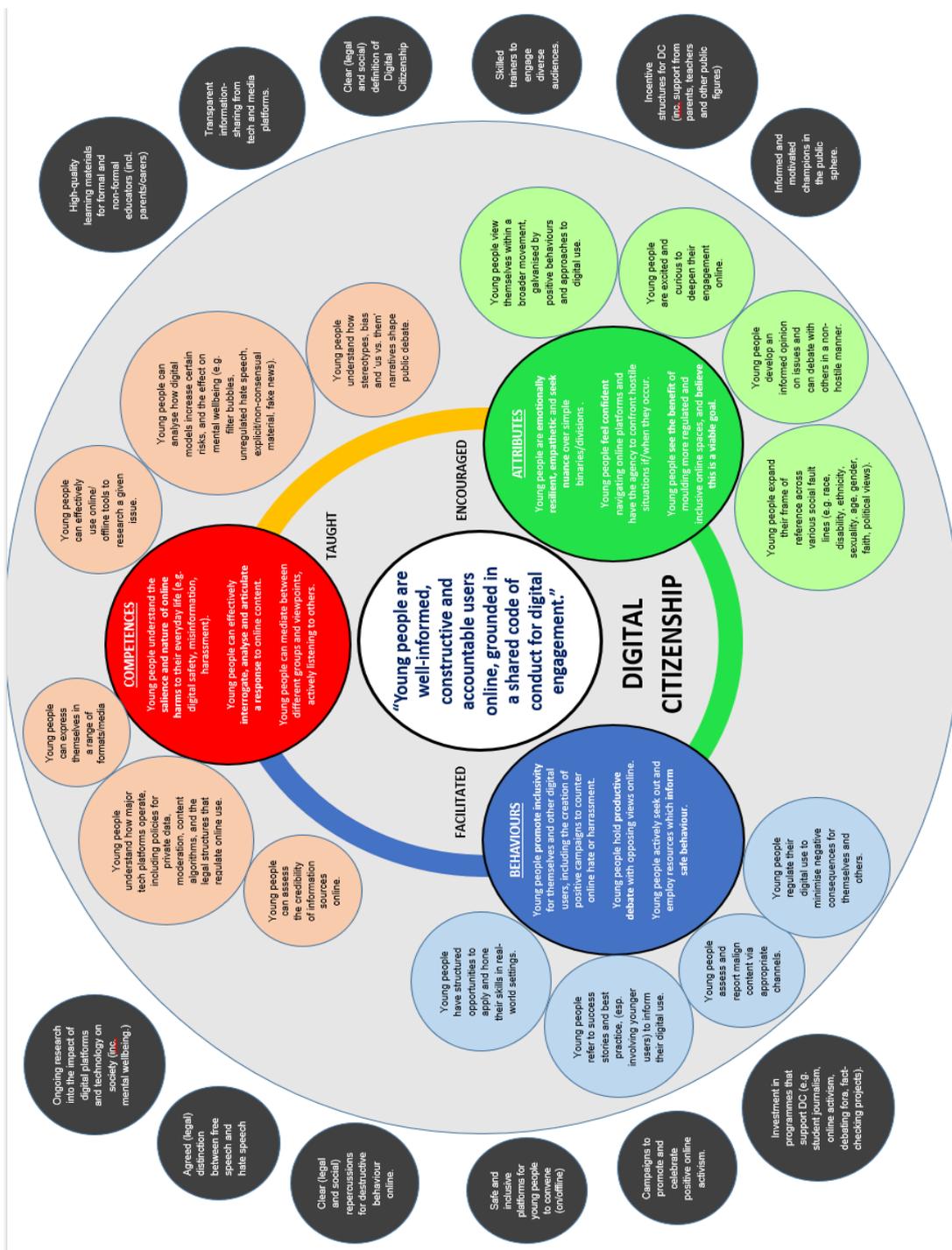
⁶ Australian Government, <https://www.digitaltechnologieshub.edu.au/teachers/topics/digital-citizenship>

⁷ Frau-Meigs, D, O’Neill, B, Soriani, A & Tomé, V. “Digital Citizenship Education Volume 1: Overview and New Perspectives”, Council of Europe, October 2017, <https://rm.coe.int/prems-187117-gbr-2511-digital-citizenship-literature-review-8432-web-1/168077bc6a>

⁸ Frau-Meigs, D, O’Neill, B, Soriani, A & Tomé, V. “Digital Citizenship Education Volume 2: Multi-stakeholder Consultation”. Council of Europe, October 2017 <https://rm.coe.int/prems-187117-gbr-2511-digital-citizenship-literature-review-8432-web-1/168077bc6a>

⁹ Council of Europe, Digital Citizenship and Digital Citizenship Education, <https://www.coe.int/en/web/digital-citizenship-education/digital-citizenship-and-digital-citizenship-education>

experience online. As an organisation, you should consider which elements of this diagram are most relevant and realistic. The expectation is not to tackle everything at once. Rather, consider how your existing programmes, expertise and networks could be applied to 1 or 2 areas, and build from there. Youth groups may excel in the 'behaviours' section, since extra-curricular programmes are well-suited for applied learning and creativity, and can also play a vital role in promoting 'attributes' through mentoring, peer-to-peer support and so on; in contrast, schools are often better equipped for formal skills development or transmitting information on key themes ('competences').



ISD's Digital Citizenship Programmes:

Since 2017, ISD has been designing, delivering, evaluating and scaling digital citizenship programmes for audiences across Europe. Our activity has been launched in partnership with large entities, including Google and education sector bodies, as well as smaller CSOs operating at the grassroots in Bulgaria, France, Greece, Romania, Sweden, the Netherlands and the UK. Further details can be found via the following links:

[Young Digital Leaders 2019: From Safety to Citizenship Online](#)

[Be Internet Citizens Impact Report 2018](#)

[Digital Resilience Impact Report 2017](#)

See the [ISD Education Homepage](#) for further insight into our wide-ranging work.

About this toolkit:

This toolkit has been designed as a resource for Civil Society Organisations (CSOs) whose missions focus on education, youth engagement, digital citizenship, online safety and/or social cohesion. Education practitioners working directly with young people in schools or youth centres may find aspects useful too.

Our aim is to help practitioners develop and deliver effective DCE programmes for youth audiences; in doing so, we have drawn on our own experiences in order to highlight the challenges and opportunities this space can present. The step-by-step breakdown is based on our own programmes, such as [Be Internet Citizens](#), [Young Digital Leaders](#) and [Extreme Dialogue](#), as well as extensive research into (and consultations with) other actors in the field. The toolkit also outlines a robust process for Monitoring & Evaluation (M&E), which many organisations continue to find challenging.

We recognise that many CSOs may struggle to deliver every element of the toolkit; do not be discouraged by areas which fall outside your current resources or capacity. You may choose to focus on empowering schools and youth centres to deliver DCE independently; on developing materials and curricula; on raising awareness and buy-in among key groups; or on evaluation. Each has a role to play in expanding DCE provision, and the sector will thrive if different groups play to their unique skill-sets and interests.

The annex presents a one-page list of our top tips for delivering a successful DCE programme.

How to use this toolkit:

- ❑ **Chapter 1: Planning Your Programme** - understand the process of formulating key goals and objectives for your own DCE programmes, based on a situation analysis. In this chapter you will learn how to establish your target audience and formulate the

content areas for activity. Chapter 1 also covers the various partnerships you may wish to develop with organisations who can support programme delivery.

- ❑ **Chapter 2: Building Your Programme** - design the digital citizenship curriculum which will underpin your entire programme. This includes establishing the learning objectives and key questions for each lesson or workshop. The chapter also focuses on how to structure your curriculum, and provides pedagogical tips for effective teaching of digital citizenship.
- ❑ **Chapter 3: Event Delivery** - useful tips for planning and delivering events that will help ensure your curriculum is effectively taught, namely via school workshops and teacher trainings. This chapter also offers strategies for maintaining effective communication with multiple programme stakeholders.
- ❑ **Chapter 4: Reflecting, Evaluating, Scaling** - suggested action points following the delivery of your programme, including logging notable successes and areas for improvement, and disseminating any resources you have designed during the programme for others to use.
- ❑ **Chapter 5: Monitoring and Evaluating Your DCE Programme** - how to design an evaluation methodology and collect quantitative and qualitative data from participants. This will inform your delivery strategy long-term, enabling you to make adjustments and improvements, and ultimately demonstrate the programme's impact on those involved.

CHAPTER 1: DEVELOPING YOUR PROGRAMME

(i) Goal-setting and situation analysis

Goals are broad statements that encapsulate the 'why' of your programme. They outline the ultimate change in knowledge, skills, behaviours and attitudes that you want your target audience to experience. A solid programme goal will often represent an ambitious long-term aim that cannot be fully realised in the timeframe of your programme (or at least the first iteration).

These goals can be broad and ambitious, such as:

Goal: To support 12-15 year olds in the UK to become responsible digital citizens, or .

Goal: To enhance the critical thinking skills of teenagers in Romanian high schools.

Despite their level of ambition, goals must ultimately be measurable and realistic. As such, avoid being overly vague or promising to achieve something that cannot be proved, such as:

Bad example 1: *To make children happy online.*

A bad goal will also confuse the outputs delivered by a programme with the changes it intends to produce.

Bad example 2: *To build a digital citizenship programme for young people in schools.*

This goal outlines a process that will be established, rather than explaining *why* this process is important or the effect it will have on beneficiaries.

Objectives contribute to the goal of the programme and should capture the change your programme seeks to affect, rather than describing the activities it performs. Writing good objectives is also crucial if you want to evaluate your DCE programme. Unclear objectives can frustrate attempts to demonstrate impact, or to secure funding and buy-in for your programme in the first place. Using the **SMART** acronym below is a useful way to test whether your objectives are strong or need further work:

S pecific	Is the desired change clearly defined?
M easurable	Can the change be quantified and measured?
A ppropriate	Is the objective relevant to the goal you are trying to achieve and will it contribute to its realisation?
R ealistic	Can the objective actually be achieved with the resources available for your programme?
T imely	What time period will the objective be achieved in?

We recommend **between two and five objectives connected to your ultimate goal; any more may indicate that your project is overly complex and/or difficult to deliver**. Below are some examples from ISD's Young Digital Leaders programme.

Objective 1: Young people become more critical in their consumption of information

Objective 2: Young people develop their ability to communicate effectively with a range of audiences online

Objective 3: Young people champion their and others' rights, responsibilities and opportunities online

Situation Analysis: In order to determine goals and objectives, you must consider the context most relevant to delivery (national, regional, local, or even a specific community). This includes:

- A. what are the key online challenges and harms?
- B. which approaches currently exist, or have already been piloted locally?
- C. who is the primary target audience?

You should also consider the positive attitudes and behaviours that you want your programme to promote, though this can be examined in more detail when you come to design your DCE curriculum. This process is outlined in Chapter 2.

(A) Key Online Challenges or Harms

An effective DCE programme equips young people with knowledge and skills, and instils attitudes and behaviours which help them operate responsibly online. To achieve this, it is vital to understand which online harms and challenges young people in your country face. While all young people should develop critical thinking skills, build empathy, and show respect for the views of others, there may be specific risks or trends that heighten the need for this education. For example, some countries or communities have been particular targets for dis/misinformation, seeing the influence of 'fake news' on their social and political systems; others may be particular victims of hate speech, abuse or radicalisation online, or see growing threats around a specific technology or platform.

Wherever possible, you should consult local reports, statistics and credible journalism to unpack how young people use the internet and the broader digital landscape in your country. If national data is unavailable, it can still be useful to review regional surveys, for example those conducted by [Council of Europe](#), [OECD](#), [Eurobarometer](#), or [the LSE](#). If you already have a strong network of young people, you could even collect primary data via an online survey or focus group. This exercise will provide you with a strong rationale for your intervention (useful for funding bids), as well as helping you define the shape and focus of activities.

Some key questions that could guide this process are:

- How much time do young people spend online in your country?
- What do they tend to use the internet for?
- Which websites, social media platforms and apps do they use the most frequently?
- What are the risks and threats associated with these online products?
- How do malign actors use the internet and what societal or personal threat do they pose to young people online?

- To what extent are young people taught about online safety, digital literacy and/or digital citizenship in your country, either in schools or through informal education (e.g. youth centres)?
- To what extent do young people demonstrate active citizenship, both on and offline?
- How much awareness is there of online harms among the general public?

For Be Internet Citizens, desk-research revealed that in the UK, only 2% of children aged 9-16 have the critical literacy skills they need to tell whether a news story is real or fake¹⁰. Since “fake news” can be a key driver of hate, division and confusion in society, this statistic grabbed our attention. In response, we positioned it as a core learning area within the curriculum, including a clear definition to guide both teachers’ and young people’s understanding and online practice.

For Young Digital Leaders, the rationale for delivery was threefold: rising rates of hate crime and hate speech across Bulgaria, Romania and Greece, a fairly limited response to this issue from the respective formal education sectors, and a notable scaling back of the [‘No Hate Speech’](#) initiative. Research papers such as [SELMA’s ‘Hacking Online Hate: Building an Evidence Base for Educators’](#) presented findings on young people and their teachers’ experiences of hate speech online. These insights, many of which came from Greek survey respondents, further demonstrated the need for greater educational provision on this issue.

Defining your concepts:

Once you have established the key challenges and harms young people face online, and which of these will underpin your DCE programme, it is then important to clearly define each term. **A brief literature review can ensure that the definitions you use echo, or at least align with, experts in the field.** You may need to tweak academic language to ensure it is accessible and ‘youth-friendly’ while maintaining the general essence. Importantly, definitions should be tailored to the national context of your target audience. For example, if you include a definition of free speech, check that it aligns with your national government or legislation on the issue. Some key digital citizenship concepts are outlined in the Glossary.

(B) Existing Approaches

As with any other programme development, you should establish a benchmark of existing activity in the region or targeting a similar audience. **Conducting a literature review into existing DCE programmes** will help you understand where there are gaps in current provision, notable programme successes, relevant funders or opportunities for collaboration. It can also ensure that you are not replicating good work among the same groups, oversaturating certain geographic areas, or missing other audiences in need. By the end, you

¹⁰ National Literacy Trust, “Fake News and Critical Literacy Final Report”, All-Party Parliamentary Group (APPG) on Literacy & National Literacy Trust, 11 June 2018, <https://literacytrust.org.uk/research-services/research-reports/fake-news-and-critical-literacy-final-report/>,

should be well-placed to define your own programme's objectives, theory of change and unique selling point. A theory of change is a description of how and why the desired outcomes of a programme is expected to happen in a given context.

Programmes that have been formally evaluated are particularly useful to review here, as they offer not only concrete evidence of strengths and weaknesses, but are likely to make recommendations on how future programming can be improved. They may also offer guidance on effective M&E methodologies you could use within your own programme.

This toolkit presents a range of European digital citizenship or related programmes, available in the annex. A number of databases online, such as [European Schoolnet](#) or the [Council of Europe's website on DCE](#), also list existing programming and innovative tools at the European level.

Alongside this research, it is useful to understand **what is being done at both a policy and practitioner level to provide young people with DCE**. For the former, you should establish whether digital citizenship is embedded into the national curriculum, or if similar subjects, such as online safety and/or citizenship, are covered instead. Bodies responsible for content development and teacher training might include:

- Regional education ministries, either at a state, provincial or district level;
- Government affiliated agencies or trusted organisations
- Boards of multi-school trusts
- Individual schools

The European Commission's [Eurydice network](#) has produced European-wide research into the provision of both [citizenship](#) and [digital competence](#) education (which includes several topics pertaining to digital citizenship) in schools. Eurydice reports include: details on specific curriculum topics; the extent to which the curriculum is taught across all three educational levels (Primary, Lower Secondary, Upper Secondary); the extent to which teachers are trained to deliver these subjects; and specific measures taken by school leadership teams to embed these subjects into the wider curriculum. Consulting their reports prior to developing a digital citizenship programme is invaluable, as it will enable you to identify gaps in the delivery of key DCE topics, as well as specific age groups which receive no education under the current system. This should refine your approach to designing a curriculum and establishing your target audience.

(C) Target Audience

You should now be able to make an evidence-based decision on your programme's target audience, taking into account the intended scale, reach and demographic criteria.

You may wish to aim DCE programmes at the 12-16 age segment, since this group are old enough to engage in meaningful discussions about the risks and benefits of the internet, and likely to be prolific digital users in their personal lives. Equally, there will be limitations to the topics you can explore at this age, with more sensitive content reserved for those in the 16-18

band or older. You could also choose to work exclusively with primary aged groups (<11 years old), but would need to adjust your expectations and objectives accordingly. Beyond age, you should consider whether other demographic clusters need to be prioritised during delivery, for example because they face the highest risk, have the least access to DCE provision, or are easily reached via your existing networks. Such factors might include education level, socio-economic background, location, gender, faith or language. During a needs assessment, you can consider the following questions:

- Why would x group benefit from DCE programmes? What else is taking place in their lives?
- Would our topic areas be appropriate for x group? What sensitivities should we be aware of?
- What actions do we expect x group to take after the programme? Can they help amplify impact to others?
- Do we think x group would be interested in this activity? What is the selling point?

Between different phases of programming your criteria may change. It is usually recommended to pilot programmes with an audience your organisation or partners feel confident engaging, before approaching lesser-known groups.

Civic Fab - the French organisation that initiated Sens Critique (a digital citizenship programme run in partnership with ISD to educate students about issues relating to online disinformation, including conspiracy theories, develop their critical thinking, and build their self-esteem through new creative skills) - decided to target a mixed group of students from privileged and underprivileged schools in the pilot phase, testing the curriculum on a diverse audience. The project's following iterations targeted groups more vulnerable to discrimination and extremism, notably through a partnership with mosques and a focus on drop-out students.

With Young Digital Leaders, we chose a wide geographic scope; European countries which had differing socio-economic realities and relatively distinct education policies, but interesting common features that matched our programme criteria. Importantly, these countries hosted a high percentage of underrepresented or disadvantaged groups (e.g. refugees or minorities, such as the Roma community) that were being victimised by hateful campaigns. Often these campaigns were underpinned by the spread of disinformation. Moreover, the education sectors within these countries show greater interest in technical digital and employability-oriented skills over DCE. As such, we saw programme delivery in these countries as an opportunity to help fill a curriculum gap, establish teachers' appetite for DCE training, and ultimately contribute to improved social cohesion.

Programme Evaluation: consider how you want to measure your programme's impact at the earliest possible stage (i.e. development). If you build some form of evaluation into the programme design it will be far easier to assess progress later, including the programme's notable successes and areas for improvements. One of the most common mistakes is to try and gather data *after* a programme has finished, usually in the form of positive testimony. Although this anecdotal evidence can support M&E, it rarely provides meaningful insight into

the participant journey overall; a post-hoc approach will only ever show one side of the coin. **Chapter 5 provides an in-depth look at the monitoring and evaluation process, including the importance of baseline data.**

(ii) Delivery Model

Now that your objectives and target audience are clearly defined, it's time to design a programme! In doing so, you should consider how you will most effectively reach your target audience and ensure they receive high quality DCE. If your programme is a pilot, you may not have established which techniques, activity structure or format can deliver the best results, in which case you could try a multi-faceted delivery model. Comparing the outcomes of different methods will help you identify how best to scale your programmes and which areas need greater improvement.

On the Be Internet Citizens programme, a multi-faceted delivery model was adopted to maximise the potential reach and impact of the programme in both formal and non-formal education contexts. This included:

- *A series of school workshops where the curriculum was taught by a group of trained facilitators to an entire year group across one school day;*
- *Train-the-trainer workshops for teachers, who were trained by the same facilitators to deliver the curriculum independently in secondary schools;*
- *Train-the-trainer workshops for youth workers, who were trained by the same facilitators to deliver the curriculum independently in youth centres.*

For Young Digital Leaders, these activities were complemented by parent and carer workshops. These sessions helped participants to understand key terminology, the challenges their children face online, and how to positively support their growth as digital users/consumers.

(iii) Partnership development

When developing a DCE programme, you may seek support on more technical areas from expert partners, in particular:

Situation analysis - your baseline research can be strengthened by a consortium of experts who have a strong, evidence-based understanding of the challenges young people face online and potential solutions. This could include:

- researchers from think-tanks or universities who explore the drivers of hate and polarisation in society;
- journalists or media studies professors who can provide information on how the media operates in your country and how its messaging impacts society;

- educators, including teachers, youth workers and parents who have first-hand accounts of how online harms affect young people and can instruct on the best age-groups to target.

Curriculum design - the groups listed above can also play a role in helping you produce focused learning objectives, engaging activities and key questions that underpin your programme's curriculum. Additionally, educational bodies or NGOs that work specifically on curriculum design are the ideal partners for ensuring your curriculum is structurally and pedagogically sound.

On the Be Internet Citizens programme, ISD worked closely with the [PSHE Association](#), the UK's national body for Personal, Social, Health and Economic Education. This organisation used their thorough understanding of public schools, including common concerns or obstacles faced by teachers, to help shape lesson plans that would both maximise outcomes for students and be easy to use. Moreover, the PSHE Association accredited the curriculum with their widely-recognised quality mark, which in turn increased schools' willingness to deliver content and engage with the project.

Event delivery - depending on the size of the workshops and/or trainings planned, you may need additional facilitators to support delivery beyond your current staff. These individuals should have experience either working with young people or in training adults, in order to be credible messengers of your curriculum; teachers, youth workers and mentors are ideal for these types of events.

In the first phase of Be Internet Citizens, ISD partnered with UK Youth, a leading charity focussed on empowering youth from disadvantaged backgrounds and spanning the UK, notably through a network of youth centres and informal education providers. This enabled the programme to achieve national reach and particularly target locations with high levels of deprivation. In the second phase we partnered with [Beatfreaks](#), a UK-based youth engagement agency, to facilitate the school workshops. Their team of young, ethnically diverse facilitators could engage young people on equal terms; they showed an understanding of the social and emotional challenges young people face on and offline, and were able to use relatable references that connected learning to real life, including pop culture.

Bespoke resources may make your workshop activities even more engaging for young people - you could work with a design agency who have experience in producing event collateral, and ideally organise focus groups with young people to test them. When it comes to internet culture, young people often consider themselves expert or 'in the know', so it is important that materials fit a modern and vibrant aesthetic.

Evaluation - If you choose to collect quantitative data, e.g. through surveys which test young people on their knowledge of digital citizenship concepts, you may require a partner with experience using statistical analysis software such as [SPSS](#) or [R](#). In general, there are benefits to engaging a third party during evaluation, if only to analyse the evidence through an impartial lens. You may still explore findings within your team, but will understandably be shaped by your first-hand experiences educating your target audience; it can be useful to see

whether someone with limited involvement in the programme reaches the same conclusions on its successes and limitations. **The rationale for quantitative data collection is outlined in Chapter 5.**

If you are not aware of potential partners who are well regarded, you could publish an open call online - both on your website and via any relevant networks - allowing you to vet prospective organisations. Be as specific as possible on the tasks requiring support, and the types of experience or expertise you would hope to see. Wherever possible, ask applicants to cite prior work; it is relatively easy to write a bid without giving any concrete examples!

CHAPTER 2: BUILDING YOUR PROGRAMME

(i) Curriculum Planning

When and how your curriculum is developed will depend on those contributing to the process. If you plan to work independently, you may begin designing your curriculum as soon as you've established overall objectives and outcomes for your target audience. On the other hand, if you are planning to co-design material with others you should feed their insights into this planning phase.

Young Digital Leaders Phase 2: having completed a literature review and established key outcomes for our target audience, ISD organised a roundtable with the Bulgarian, Greek and Romanian partners to establish our specific curriculum content (e.g. which topics we wanted to teach), building on their localised expert knowledge.

These are some of the questions we used to start the conversation:

- What concepts does Digital Citizenship cover in your country? E.g. "fake news", online hate speech etc.*
- Is it compulsory to teach these concepts in schools (e.g. mandatory content in the national curriculum, or guidelines to follow)?*
- Where are there gaps in the curriculum in terms of digital citizenship or online safety?*
- What do you think are other online or offline harms affecting young people in your country?*
- How much support does digital citizenship as a school subject receive from your national government?*

Brief additional insights on the following could also be useful:

- Is digital citizenship as a school subject being supported by the private sector?*
- What role is civil society playing or can play in influencing the national school curriculum?*

- ❑ *Is the need for digital citizenship education a trending topic in the media and among public opinion?*

A roundtable or scoping visit are not essential to the creation of a successful curriculum, but are strongly advised if you have the necessary budget and time. Consulting people at the grassroots ensures the programme is truly relevant, aligned with local needs and, crucially, will be received positively by your target audience (e.g. young people) and the surrounding community (e.g. parents, local government). This also applies to large-scale programmes delivered by a range of local partners in different regions: even with one unified goal, it is important to adapt your approach to the demography, sensitivities, interests and barriers of a given area.

(ii) Curriculum Design

Once you have established the key concepts that will underpin your curriculum, you can begin the full design process.

Step 1 Translate your key concepts into specific learning objectives.

Case Study: *Young Digital Leaders. Our three overarching outcomes were used to produce a framework of knowledge, skills, attitudes and behaviours that would be taught throughout the curriculum - see Fig 1.*

Fig.1

Outcome 1 – Students are more critical in their consumption of information

Knowledge/skills	Behaviours	Attitudes
<p>Students can identify fake news, echo chambers and filter bubbles</p> <p>Students can recognise prejudiced content</p>	<p>Students fact check information</p> <p>Students consume media from diverse sources</p> <p>Students share credible information and positive role models with others online</p>	<p>Students recognise why it is important to challenge stereotypes</p>

Outcome 2 – Students are more effective with online communication

Knowledge/skills	Behaviours	Attitudes
<p>Students understand the difference between online and offline communication</p> <p>Students understand the impact of language used online</p>	<p>Students consider their audience when posting online</p> <p>Students communicate in a respectful tone online</p> <p>Students consider the feelings of others when posting online</p>	<p>Students are willing to listen to other worldviews online</p>

Outcome 3 – Students champion their and others’ rights, responsibilities and opportunities online

Knowledge/skills	Behaviours	Attitudes
<p>Students understand how to exercise their right to free speech online</p> <p>Students understand what harassment is and their right to be free from abuse online</p>	<p>Students give consent online</p> <p>Students effectively respond to negative online content</p> <p>Students protect their and others’ wellbeing online</p> <p>Students use digital tools for online civic engagement</p>	<p>Students feel a responsibility to promote positive change online</p>

Once we had established the various knowledge, skills, attitudes and behaviours the programme should teach young people, we could then translate them into learning objectives that would underpin the curriculum’s lesson plans.

For example, we wanted young people to become critical consumers of information by developing their ability to spot “fake news” and recognise media bias. As such, we created the following learning objectives for the lesson on media literacy:

- *To understand how to identify fake news, echo chambers and filter bubbles online*
- *To understand why and how to consume information from diverse media sources*
- *To recognise the importance of sharing positive and credible content online*

Step 2 Decide which questions will underpin discussion on the key concepts.

After the programme has ended you should establish whether or not your participants can answer these questions in a way that demonstrates increased confidence, greater understanding and an improved positive attitude towards interacting constructively with others online; this will become a barometer for determining their ability to be effective digital citizens, and in turn measure the success of your programme.

The following key questions may be asked in order to help young people recognise why certain activities take place online:

“Fake news”:

- What motivates someone to post false information online?
- What impact can posting false information have on individuals and/or society?
- What steps can you take to identify something as false information?
- How could you respond if you see false information spread online?

Online consent:

- What does it mean to give or receive consent online?
- Why is it important to give or receive consent online?
- What are some of the consequences of not giving or receiving consent, for both individuals or wider groups of people?

Free speech:

- What does negative use of the right to free speech look like online?
- What issues do you care about and want to use your voice to impact in a positive way?
- How can we use the internet, including specific social media platforms, to affect this positive change?

Step 3 Establish a structure for your curriculum.

Ideally, you will structure your curriculum in a way that ensures your target audience are continually developing their skills and knowledge. As such, consider the range of concepts that you plan to teach: what is the most appropriate starting point? You can refer back to your intended outcomes to guide you here.

For the Young Digital Leaders programme, we planned the structure of our curriculum around five main sections:

- 1) Critical Consumers: focuses on effective media literacy and critical consumption of digital information;*
- 2) Resilient Citizens: focuses on building resilience to stereotypes and prejudiced narratives present in society;*
- 3) Effective Communicators: focuses on how to communicate facts, opinions and messages in a way that acknowledges the difference between online and offline audiences;*
- 4) Rights Experts: focuses on the important rights and responsibilities they have in the digital world;*
- 5) Digital Leaders: focuses on how young people can play a positive role in the online community and take part in civic activity online.*

Step 4 Design your lesson plans.

There are numerous ways you could choose to design your lesson plans, and the option you decide on will likely depend on a range of factors. These include:

- your target audience,
- their age range,
- the context in which they will be learning,
- the style of learning they are used to - formal, classroom-based learning versus an informal setting (e.g. youth centre); rote learning versus creative tasks; independent versus group learning.

If you plan to work through the formal education system, either by directly delivering workshops in schools, or by training teachers to deliver the curriculum to their students, it is important that all of the lesson plans are underpinned by a clear and robust structure, which includes:

(a) Starter activity: this needs to grab young people's attention and introduce the key concepts for that lesson, including a basic definition of terms.

For example, in a lesson about online hate speech and abuse, you could start the lesson with some statistics on the number of reported incidents overall, and/or for their age group, geography. You could then ask them to define the difference between hate speech and offensive free speech, guiding them to construct their own initial understanding of these concepts, before providing them with the official/legal definitions.

(b) One or two main activities: these should offer young people the opportunity to develop their understanding of key concepts, beyond simple definitions. They should be presented with, for example, cases of fake news, prejudiced attitudes, or posting on social media without the necessary consent, to anchor learning in a real-world

context. Encourage participants to consider the human impact of each example, how they might have acted differently, and resources available to help.

Case Study: Young Digital Leaders. Participants were shown recent examples of stereotyping in the media from their national contexts, in order to demonstrate how prejudice operates in the mainstream. These included posters of women stereotyped as housewives doing chores, or a multimedia campaign promoting 'conventional' marriage as between only a man and a woman. This opened up a discussion on the risks of stereotyping, how it affects individuals or groups in a personal way, and how the media can manipulate people's emotions on certain issues, rather than appealing to their sense of reason.

Case Study: On Be Internet Citizens, participants were presented with examples of "fake news" stories that were shared on social media platforms, and asked to determine whether they were real or fake. Initially participants were shown only the stories' headlines, before the publication's logo, website URL, links to other stories and paid ads were introduced. Participants had to justify their decision as to a story's validity based on these features. As a result, the activity enabled them to recognise the typical features of a "fake news" story, and taught them to think critically about the quality of information they see online.

(c) A group session to recap learning: the final segment of your lesson should allow young people to assess what they have learned, how they can apply these new skills or knowledge in practice, and what else they need to learn to more effectively demonstrate their digital citizenship.

Case Study: Young Digital Leaders. Plenary sessions guided participants to produce a checklist of actions they could take in everyday life, building on their new knowledge and awareness; the aim was to become more resilient to prejudiced narratives they encounter, both on and offline, using simple tools available. The process was grounded in examples of effective counter-narrative campaigns, and ideas were shared between peers to build a sense of communal action.

In order to ensure that lessons are engaging, informative and impactful you should also try to include the following throughout:

(d) Suitable examples of key concepts

Many examples available on the internet will demonstrate the concept you are teaching, be it "fake news" or prejudice, but can also end up reinforcing harms through greater visibility. Think carefully if the content you choose has the potential to be damaging to young people, especially if it relates to hate speech, disinformation or extremist ideology. Ask yourself:

- Is the example age-appropriate?*
- What impact might this content have on students? Will it amuse/disturb/upset/provoke etc.?*

- ❑ *What behaviours or emotional responses could it trigger?*
- ❑ *What are the identities of my audience and is this example likely to be too sensitive for them to process?*
- ❑ *How would parents or carers react to knowing their child was being shown this, and do I have a strong enough rationale to explain its usage?*

(e) A balance of discussion-based and kinaesthetic activities (i.e. learning which takes place by carrying out physical activities, rather than listening to a lecture or watching demonstrations). This ensures participants receive practical, 'hands-on' learning, as well as absorbing vital information and having a chance to formulate their own opinions or work through 'grey areas' with their peers.

The curriculum should also encourage teachers to indulge participant-led discussions on key concepts which, as far as possible, should not be cut short in favour of completing all lesson activities on time. Digital citizenship concepts are often complex and some of them will be new to young people. As such, if participants become engaged in a constructive discussion or debate around some of the more sensitive topics – such as 'us vs them' narratives, or the limits of free speech – these rich learning opportunities should be extended as long as necessary. Not only can they teach young people key skills around listening, empathising, and constructing arguments, but may also enable them to develop more nuanced understanding of these concepts.

(f) Opportunities to assess young people's learning: effective use of questioning is the simplest approach to this. At a basic level, lower order questions (e.g. *"how do you define fake news?"*, or *"where do we find filter bubbles?"*) should be used to assess understanding of your discussion point. Higher order questions (e.g. *"what are some of the possible impacts of an echo chamber?"* or *"what emotionally manipulative techniques does propaganda use?"*) which demonstrate their analytical and evaluative skills can then be introduced.

Techniques such as "[pose, pause, pounce, bounce](#)" can be useful and allow for collaborative building of knowledge throughout the class. Here, the facilitator or teacher poses a question, then allows the class time to consider their responses. One person is initially asked to respond, and their answer is then built on by others as the question is "bounced" around the class.

Step 5 Quality assure or test your curriculum.

Once you have designed your curriculum, it is a good idea to ask practitioners for feedback, especially if you intend them to deliver it independently. This ensures that practitioners understand both the objectives of the lessons and how to lead activities. Secondly, you could trial the lessons (or at least some key activities) with a sample of young people, in order to gauge whether they understand the content and find it sufficiently engaging.

(iii) Curriculum Adaptation

While young people are often the main beneficiaries of DCE programmes, activity can be relevant to a far broader group. For instance, parents, carers and teachers are well placed to support young people in the long-term development of digital citizenship skills, and are therefore a vital audience to engage. Many of them will lack a thorough understanding of the various challenges and harms young people face online, and as such are unable or unwilling to hold discussions on these issues. If possible, consider adapting the curriculum for these audiences, bringing them into the DCE process.

For Young Digital Leaders Phase 2, ISD created a guide to assist teachers in the delivery of activities in their classrooms. This included expert guidance grounded in ISD’s experience of direct delivery to young people in secondary schools across Europe. The first part gives an overview of the curriculum, and the second provides practical tips to deliver each session. These are divided into advice for before, during and after the session. Some examples include:

Before	<i>Research some examples online of fake news and hate speech that you could reference. Being aware of the kinds of material that young people may encounter will prepare you to support them during the sessions.</i>
During	<i>At the start of each session, create a respectful, safe space for discussions in which you establish firm boundaries from the outset on what you consider to be acceptable in contributions. It is important that you try to strike a balance between encouraging young people to express their opinions and challenging those that cross the line in terms of disrespecting others.</i>
After	<i>Prepare a card detailing key contacts that offer support to young people over these issues or for more information. It is advisable to hand these cards to everyone rather than only handing them out when asked, as young people might feel too embarrassed to approach you for support in front of their peers.</i>

ISD also created a guidance document for parents and carers. The aim was to encourage these adults to feel more confident in both having conversations about internet safety with their children, and in supporting their children to deal with issues they encounter online. The tips were divided into three categories (on the left hand side of the table below) and included:

Guide them to become critical consumers	<i>Ensure they know and acknowledge the sources where they get their information. Guide them to use trustworthy content, and to give credit when using other people’s work or ideas.</i>
Support them to become effective communicators online	<i>Guide them to be attentive to both their emotions and the feelings of others when they</i>

	<i>communicate: this is essential for effective communication both on and offline.</i>
<i>Encourage them to be champions of their own and of others' rights online</i>	<i>Encourage them to use the internet to make their voice heard, perhaps by sharing a post on an issue they are passionate about, or by starting or joining online campaigns against fake news or hate speech. This can give them the confidence to lead by example, as well as inspire them to share the knowledge they have gained with their peers online.</i>

Finally, each of these guides was accompanied by a digital presentation for use by expert facilitators in the classroom, teacher trainings and parent engagement sessions.

CHAPTER 3: EVENT DELIVERY

The type of educational events you choose will vary depending on the programme's objectives and the expertise of your organisation. Some may opt to deliver workshops and trainings in order to directly reach young people and their educators, while others may host webinars, share newsletters, or design their own digital educational content. Based on our experiences of the former, below we outline our key tips to maximise the benefits of these events for participants.

School Outreach

Given the often extremely busy nature of schools, one of the first challenges you may need to overcome when beginning event delivery, is engaging with the relevant school to participate in your programme. Before attempting to secure school buy-in, make sure you have mapped out an effective outreach plan. Along with conventional approaches, such as scheduling phone calls and emailing school departments, another effective way to reach school staff is to promote your event through social media, including paid Facebook adverts or digital newsletters.

Whether running a workshop for students or a teacher training, you will need to 'sell' the importance and relevance of the event to busy school staff. As such, make sure to articulate a clear offer of why your programme benefits the school community, the educators and the students. Include details of the specific programme content and learning outcomes that participants will achieve through their engagement. In referencing specific digital citizenship topics, try to highlight where they fill outstanding gaps in the national curriculum, but also how they help schools to achieve their pastoral obligations, such as equipping young people with the tools to be safe and responsible online. You should emphasise whether your programme

has received accreditation from a state body, as in many countries teachers only receive continued professional development (CPD) credits for official courses. Without this, you may struggle to generate buy-in from teachers who have limited time or appetite for non-accredited training outside their normal commitments.

When recruiting teachers to attend a training, target your efforts towards individual school teachers working in the relevant subjects. For example, as a priority you should contact the Head of Citizenship or ICT/Computer Science, who may recommend their department staff to attend, or train these teachers themselves having attended your workshop.

Delivering a school or youth centre workshop

- a) **Create a safe space where participants are comfortable engaging in open discussions.** Given the sensitive nature of certain digital citizenship concepts, such as polarisation in society and the spread of online hate speech, it can be useful to establish ground rules at the beginning of the workshop that will help create a respectful environment. These could include ensuring that the room becomes a judgement-free zone, so that young people are able to gradually build an understanding of complex topics without fear of punishment for making innocent mistakes. Similarly, young people should have the right to pass on a question they don't feel comfortable answering, and be assured that the discussions won't be shared with others. Facilitating an environment founded on trust means that young people will feel more secure in sharing their honest opinions and offer richer contributions to the discussions.
- b) **Encourage participants to draw on their own experiences of the online world** as much as possible, provided they are youth-appropriate. Facilitators should be there to guide discussions and introduce activities, not to lecture young people on their own experiences from the front of the room. Give them opportunities to think independently about where they may have encountered "fake news", witnessed prejudiced attitudes, or seen positive examples of online activism, enabling them to lead discussions and learn from each other.
- c) **Offer additional sources of information on digital citizenship** that participants can explore beyond the workshop. It is important that the interest they develop in DCE through the workshop is sustained after it ends. As such, you could give a list of websites, films, podcasts or other interesting media they can use to gain more information, or even initiatives/campaigns they can join to feel part of a positive movement.
- d) **Following the workshop, collect qualitative data to evaluate its impact.** For instance, you could run focus groups with young people who participated and any teachers or youth workers who supervised, or ask them to submit written feedback. Chapter 5 of this guide helps you to plan the monitoring and evaluation process.

Delivering an education practitioner training (e.g. for teachers or youth workers)

- a) **Set objectives and create the format for your training.** It's likely that many practitioners who attend this training will have limited experience of digital citizenship,

potentially as a topic and almost certainly as classroom content. As such, it's important that your training has at least two key objectives:

- i) Build the subject knowledge of participants, so they can confidently navigate the curriculum's core concepts, but dispel the myth they need to be 'digital experts'. Encourage them to use existing skills and resources to deliver the activities which underpin each lesson.
 - ii) By the end of the training practitioners must feel empowered to deliver the curriculum independently - if there is still hesitation, talk through concerns as a group and encourage them to form a Community of Practice (e.g. via a Facebook or WhatsApp thread) where they can share tips and troubleshoot any issues from their classes. Peer support can be game-changing, especially if people are working outside their comfort zone
- b) **Foster a collaborative environment for practitioners to learn in.** Encourage them to work together in group-based activities, whereby they can share both their experiences of online harms and ideas on how they could tailor activities for different groups. **Ensure a balance of facilitator-guided discussion and practical training.** It is important that during the training, practitioners are given enough time to understand the concepts they will need to teach. They should reflect on and discuss the provided definitions of each key term, as well as consider relevant, classroom-appropriate examples to demonstrate the concept in practice. At least some of the activities should also be simulated during training to give practitioners first-hand experience of, and the space to discuss ideas about, how to deliver them in the most engaging way.
- c) **Navigate your way through difficult discussions.** Remember that your audience is composed of practitioners with years of experience working with young people. Their contributions to the conversation are invaluable. However, sometimes people in your group might disagree with one another, or even with what you're saying. This may relate to the style of delivery, other times the content itself. Try to give them plenty of room to speak, but be careful when the conversation assumes a hostile tone, or fundamentally contradicts what you are trying to teach. Ultimately your training objectives must be met.
- d) **Collect qualitative insights on how the training was received by participants,** for example via surveys at the end, or by conducting a focus group with a sample of participants. This will allow you to establish how effective the training was in building their knowledge and confidence, as well as gaining feedback on the actual delivery. You can use Chapter 5 of this guide to plan your monitoring and evaluation process.
- e) **Remain available to support practitioners in case questions arise from them or the young people they teach.** Given the complexity of some digital citizenship concepts, and the fact many are inexperienced in this area, you could offer ongoing

advice to those who wish to deepen their understanding or have been presented with a challenging question they feel ill-equipped to answer.

- f) **Follow up on actual reach numbers.** Where possible, it is useful to gauge how many practitioners have gone on to teach the programme's curriculum in their schools. Besides evidencing scale and impact, this can also give some indication of how valuable they regard the programme and DCE more broadly. You could circulate a digital survey after 6 and 12 months, for example, asking participant teachers to provide the number of young people they have engaged in the curriculum, and how well it was received.

CHAPTER 4: REFLECTING, EVALUATING, SCALING

Once you have completed the delivery of your programme, you will want to establish whether your objectives were met, and if not, how future iterations of the programme can achieve them. This process should involve some or all of the following:

- 1) *Reflect on the successes and any areas for improvement.* It can be useful to keep a log of incidents and events that demonstrated effective streamlining of your work or that contributed significantly to your progress in achieving objectives. Similarly, you may want to record moments that did not go according to plan and potential reason(s) why this was the case (e.g. an activity which was badly received, a learning outcome which was weaker across cohorts, difficult questions that came up repeatedly from students/teachers). If you decide to scale the programme and roll it out in other areas, this will prove invaluable to rapidly on-board new team members or remind yourself of former tips.
- 2) *Analyse the data you have collected to produce a series of key findings and recommendations.* Hopefully you will have collected data from participants, either quantitatively (e.g. through administering surveys) or qualitatively (e.g. running focus groups or conducting individual interviews), or a combination of the two.

Recommendations on how to develop your evaluation process are outlined in the next chapter. If in-house expertise is available, you can analyse large data sets using software such as [SPSS](#) or [R](#). Alternatively, you may want to ask an external expert to run your quantitative data through a software. The results will enable you to determine whether your participants have improved in their understanding, and whether these results are statistically significant and/or can be attributed to your programme.

If you produce recommendations from this process, think carefully about the intended audience: do you want to influence education practitioners such as school leaders and teachers, private sector funders in this space, policymakers who have decision-making power over what is taught in schools, or all of the above?

These conclusions may include which areas of the curriculum you think need revising and improving, or which aspect of your delivery model - e.g. school workshop delivery, teacher trainings, or parent sessions - require greater investment based on your findings.

Once we had completed our evaluation of Young Digital Leaders in 2019, we ended the report with conclusions and recommendations for education practitioners and policymakers, including:

New ways of embedding DCE within the school curriculum should be trialled, including by developing content for subject-specific teachers.

More opportunities must be provided for young people to demonstrate and apply their digital citizenship beyond the classroom.

There needs to be greater investment in non-formal digital citizenship education, including upskilling parents and carers, and engaging influencers at all levels (local, national, international) to be credible voices on key concepts.

- 3) *Disseminate the resources you have designed for use by other education practitioners.* Once you are satisfied with the quality of your resources you may seek to publish them within your country or beyond (if you think they would be appropriate for other contexts). Producing a clear dissemination plan ahead of time can ensure you maximise potential reach. Some questions you may want to ask include:

Who

- Who is your target audience? **E.g. teachers, youth workers, parents, education policymakers**
- How many stakeholders are you planning to reach out to? **E.g. 1,000**
- Who is in charge of dissemination at your organisation? **E.g. Marketing/Social Media leads**

What

- What is your plan of action? **E.g. combined on and offline approach, using online platforms and education print media to promote the resources**
- What platforms are you going to use to disseminate the materials? **(e.g social media, newspapers, policy meeting) E.g. Organisation's web page/local news organisations/trade (education) press/newsletter sent to high schools**
- Are you planning to engage with policy makers to raise awareness? **E.g. hosting briefings with local or national policymakers to promote the resources**

Where

- Which geographical areas are you targeting? **E.g. one or more regions in your country**
- What is the rationale for choosing these areas? **E.g. high levels of deprivation/lack of access to this type of education/to disseminate as widely as possible/evidenced level of interest in the topic**
- Which settings are you targeting? **E.g. Formal, non-formal and informal education settings (schools, NGOs and other educational organisations)**

How

- Which tools are you using to monitor the number of people you reach out to? E.g. **Excel or Google Sheets**
- How do you plan to verify how many practitioners have delivered the resources? E.g. **downloads from organisation website/interactions on social media posts/e-mail communications/newsletter delivery reports**

When

- What is your timeline for the dissemination of resources in your target area? E.g. **across the whole 2019/2020 academic year**

CHAPTER 5: MONITORING AND EVALUATING YOUR DCE PROGRAMME(S)

Why monitoring and evaluation matters?

Most people agree that good DCE programmes need to be evidence-based; however, limited time, resources and knowledge often mean monitoring and evaluation (M&E) is treated as a burden and neglected until the closing phase of programme delivery, or ignored entirely. To really ensure that young people get the most out of your programmes it is important that M&E is not treated as an optional accessory, but embedded from the start.

Incorporating M&E into the design process has a number of benefits:

- M&E allows you to measure success against programme goals and objectives, and determine if your intervention is working as intended.
- It helps you to understand the impact your programme is having on young people and the wider societies they live in.
- M&E allows you to make mid-delivery corrections to your programme while changes are still possible (think iterative design!)
- It increases your ability to learn from previous programmes and provide better DCE provision in the future.
- It demonstrates the credibility of your organisation and a willingness to be held accountable for your successes and failures.
- M&E assists in demonstrating the general importance of DCE for young people to governments, funders, educators and other stakeholders.

Although M&E can seem intimidating, light-touch approaches are available and do not need to increase costs. Even a short pre- and post-survey can provide insight, allowing you to assess whether an activity has changed something for the better.

ISD suggests using the [Nesta scale](#) to determine the standard of evidence for your programme. This framework uses a 1 to 5 scale, with level 1 being the minimum requirement

that a programme should meet and level 5 denoting a programme which has repeatedly demonstrated its ability to deliver impact at scale. While the Nesta standards of evidence can serve as a useful guide, they should not be seen as the only measure of confidence. Depending on the nature of the programme it is likely that it will meet requirements from different levels of the scale while missing others, which is to be expected.

Understanding Your Context and Developing a Problem Statement

As outlined in Chapter 1, a key part of developing your programme goals and objectives is to first conduct a situation analysis; this research will factor heavily into your M&E plan. Once your background research is complete, it is time to summarise that information into a **problem statement** for your programme. The statement should explain in a clear and concise manner the specific challenge or problem you plan to address. This allows you to:

- focus your thinking around a given problem;
- establish a clear justification for your activities;
- provide context for the goals and objectives you set;
- communicate the purpose of your project to potential stakeholders.

A good problem statement should include information on the situation you want to change; who is affected by this situation; how they are affected; its causes; and the impact it has on society. The problem statement can be written based on the information you uncovered in the initial research phase, but should not be more than a few hundred words.

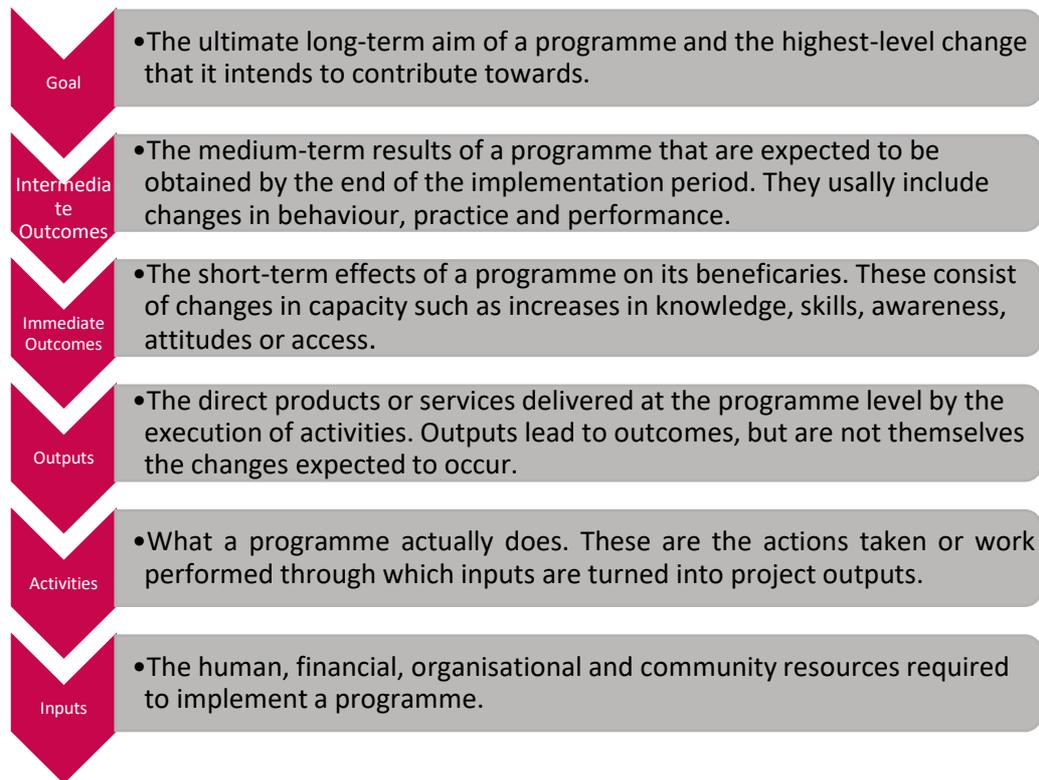
For example, on the Young Digital Leaders programme, the following statement was used:

“Young people who have grown up in the internet era as digital natives are frequently the most vulnerable to its risks, including the spread of fake news, polarising ‘us vs them’ narratives, and hate speech. Young people do not understand these online challenges and are not equipped with the skills needed to address them. Similarly, when they understand and want to challenge these issues, they are often ill-equipped to do so or are poorly supported. As the digital world becomes increasingly central to our lives as citizens, European governments are adjusting their citizenship education approaches to consider citizens in an online context. Yet the scale of the response is still too small, too dependent on inconsistent delivery by civil society actors, and too focused on digital safety skills rather than attitudinal and behavioural transformation regarding the role of citizens in the online space.”

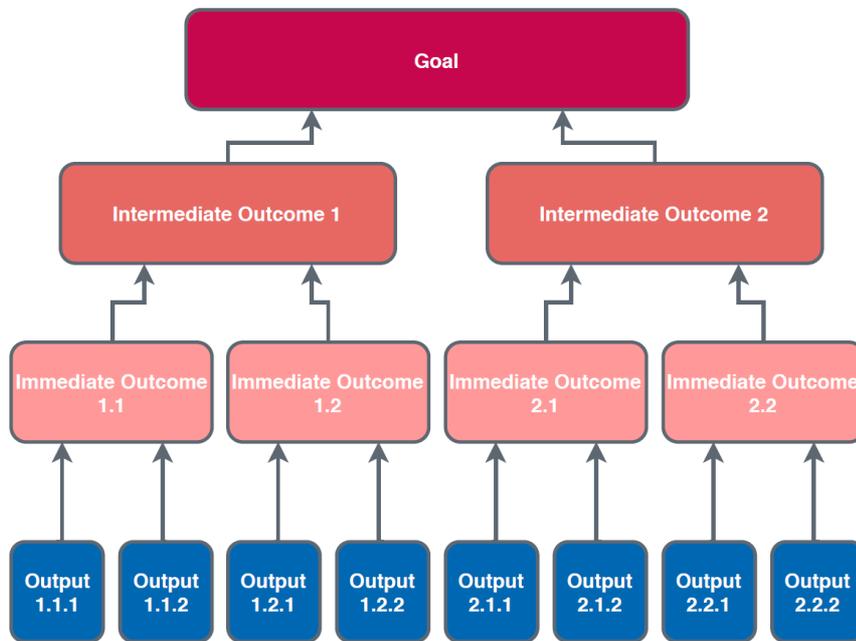
Creating Frameworks and a Theory of Change for Your Project

Frameworks are a core element of any M&E plan and many funders require some form of logic model to be submitted along with a grant proposal. The exact purpose and appropriateness of each type of framework may differ, but they generally revolve around depicting the core components of a programme and the sequence of steps needed to achieve its goals. The most common form of framework in M&E is the logic model or logframe, which displays the logical connections between planned activities and desired outcomes. The logic

model that ISD recommends using contains six levels. The top three levels outline the changes you expect to occur and the bottom three the means by which you plan to arrive at these changes. Logic models are arranged in this order to encourage you to work backwards beginning with your ultimate goal. This ensures a consistent focus on the changes you want to occur rather than the things that your project does.



Logic models are often structured in the form of a pyramid. In order to move up the logic model towards the goal, a group of lower level components must first be completed or achieved. While a project should only have one ultimate goal the number of component pieces at each lower level will increase exponentially. In general, your goal should be supported by two to three intermediate outcomes, which in turn are supported by two to three immediate outcomes of their own and finally two to three outputs per immediate outcome.



Sometimes presenting the entire logic model for your programme may be inappropriate or impractical. In these cases, it may be better to summarise the framework into a set of goals and objectives, **as outlined in Chapter 1**, by providing only the highest level changes you plan to achieve. By using this method, you can quickly communicate the purpose and value of your project to stakeholders, donors or beneficiaries.

How to write outcome and output statements

Formulating effective, measurable **outcomes** at the beginning of a programme is crucial if you hope to evaluate your efforts in the long run. To make sure that you create outcome statements that clearly encapsulate the change you want to occur you need to include details on what will change, the direction of that change, who will experience it, and where it will take place. The table below provides a suggested guide for how to formulate the syntax structure of your outcome statements.

Direction	What	Who	Where
Improved	awareness of reporting services for hate speech online	among young people online	in selected schools in region X
Increased	knowledge of how to teach DCE	among teachers and youth workers	in country Y
Reduced	vulnerability to hate speech narratives encountered online	for at-risk youth	in region Z
Enhanced	access to digital citizenship education programmes	for students	in deprived area X of country Y
Increased	ability to identify “fake news” on social media platforms	by students	in schools in city X

Output statements detail what your programme provides for its participants. These statements should include information on what product or service was delivered, in what subject, and to whom.

What	Verb	Subject	Who
Training	provided	in identifying and responding to “fake news” on social media	for public school students in county Y
Best practice guide	provided	on teaching digital citizenship skills	to youth workers in organisation Z
Networking events	organised	connecting schools and civil society	For CSOs in region X of country Y

As the table above shows, outputs should lead to your outcomes, but should not include a direction of change or words like ‘improved’ and ‘reduced’. Instead they should focus on what your programme produces rather than the changes you expect your participants to experience

Crafting a theory of change

At its core, a [theory of change](#) explains how and why a programme will work and outlines the process through which your activities should produce a series of changes that lead to outcomes and goals. Developing a theory of change for your programme will ensure that it is based on real evidence, reduce the likelihood of failure and help you to identify missing components in your logic model.

A narrative theory of change is designed to accompany a logic model and focuses on explaining the connections or arrows between each component of the framework. It should draw on the information you gathered during the situation analysis and should begin by briefly explaining the context of the project and its beneficiaries. The narrative theory of change should then explore the assumptions that underpin each link in your logic model, where possible providing evidence to support the claim that one component will lead to another. For example, in a DCE programme, your theory of change might explain why you believe an increased ability to identify “fake news” (immediate outcome) will lead to an increase in critical consumption of information (intermediate outcome).

Picking Indicators for Your Project

Indicators are measurable variables that you expect to change from one value at the beginning of a programme to another at its end. They can be quantitative or qualitative, and should provide simple and reliable measures for assessing whether you have achieved your objectives.

It is crucial that your indicators are independent, do not include a set target within them (e.g. teach a DCE programme to 150 students), and that the unit of measure can go up or down depending on the effectiveness of the programme.

Quantitative indicators are traditionally objective and measure quantities or amounts of something. The unit of measure in these indicators is typically a pure number, percentage or ratio.

of young people completing all five sessions of a DCE programme

% of young people trained who report changes in the news sources they consume online after participating in the school workshops

% of young people scoring a passing grade of over 70% in a test of concepts associated with digital citizenship

Qualitative indicators are subjective and typically capture experiential or attitudinal data, which can be challenging to organise, analyse and compare. However, by using methods like scales, content analysis or systematic observation, most qualitative data can be quantified.

Number of parents or carers who feel like they know how to support their children deal with issues online

Average level of satisfaction (on a 7-point [Likert-type](#) scale) of students with the internet safety training provided by schools

% of teachers who report increased confidence in having difficult conversations in the classroom with vulnerable youth

We advise 2-3 indicators per objective, relying on both quantitative and qualitative data. Using a mixed methods approach can mitigate the weakness of both types of data and provides a more robust understanding of programme impact.

The final part of designing indicators is collecting baselines and setting targets. Collecting **baseline** data at the start of your programme provides you with a reference point against which progress towards your objectives and goals can be assessed. **Targets** specify a particular value that you would like to see for one of your indicators by the end of the programme period. This value should reflect the desired end state, outlined by the goal or objective to which it relates (e.g. x% of students are able to provide a correct definition for 'filter bubbles' after the workshop; an increase of x% in overall confidence identifying 'fake news').

Collecting Data to Measure Success

Collecting reliable data is at the heart of any good M&E plan and there are a wide variety of tools that can be used to gather information. The challenge for M&E lies in selecting the right instrument for the job. It is important to think about data collection while you design your indicators. Which tools you select should be based on the M&E capacity of your organisation; the type of information you are trying to gather; how much access you have to your target audiences; and any time constraints you may face.

In general, **quantitative data** is most useful for **demonstrating the extent of an impact and drawing comparisons between programmes**. Conversely, **qualitative data** will help you to understand the why and how of your programme by **revealing the process through which it achieves results and the impact that it has on individuals**. Remember that most qualitative data can be quantified for easier analysis and reporting.

Table outlining three effective ways to gather information from DCE programme participants

Method for Evaluation	Pros	Cons	Frequency
Surveys	<ul style="list-style-type: none"> - Can be used to gather both quantitative and qualitative data. - Allow you to collect readily comparable information from large groups of people, such as participants at a workshop - Allow you to measure the magnitude of a change rather than just the possible causes - Panel surveys allow you to survey the same group of people at different points in time to determine how their responses may have changed. - Enable respondents to report back on their demographics, opinions, confidence, attitudes and behaviours. - Can also include knowledge tests similar to exam questions to more objectively determine respondents' engagement with subject matter. 	<ul style="list-style-type: none"> - Can appear as a 'test' to young respondents, leading to disengagement - Questions can be misinterpreted by respondents and survey author is not present to clarify - Survey questions tend to be more susceptible to biases from respondents - Possible that you may not get as detailed a response compared to an interview question. - Rarely an efficient method for collecting qualitative data on why and how a project was successful 	<ul style="list-style-type: none"> - During the situation analysis - One week pre-workshop, one week post-workshop, 3/6/12 months following programme delivery

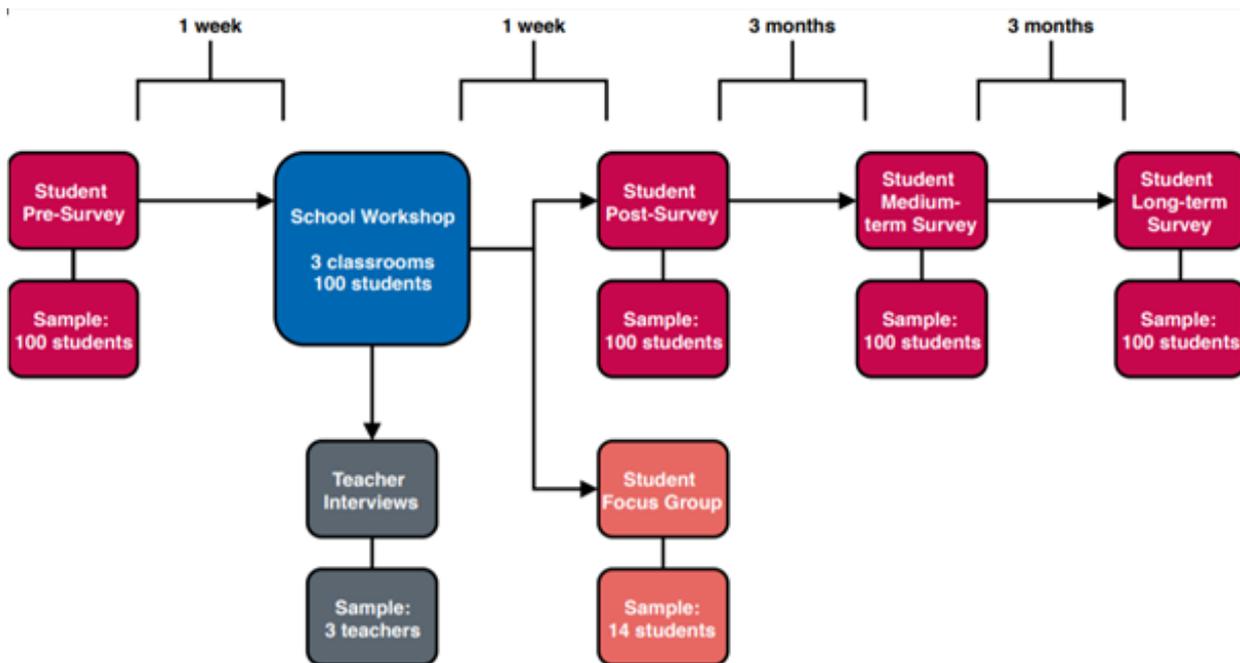
	<ul style="list-style-type: none"> - Digital survey software such as SurveyMonkey can analyse your findings and produce insights. 		
Focus Groups	<ul style="list-style-type: none"> - Support you to uncover information relevant to the implementation of your programmes. - Broad, open-ended questions lend themselves to collecting rich qualitative data. - Group dynamics and other non-verbal forms of communication can also be monitored for additional insights. - Through group discussion beneficiaries may be encouraged to more deeply analyse their own positions and opinions. 	<ul style="list-style-type: none"> - Respondents may self-censure or dilute their honest opinions on account of the presence of other participants - Arranging participants to attend at the same place and time can be difficult - The transcription process can be time- and resource-intensive 	<ul style="list-style-type: none"> - Focus groups are particularly useful during the initial research phase of a programme to gain insights on your target area and audience - During the delivery period, focus groups help you to improve activities, and understand how and why change occurs in the participants
Interviews	<ul style="list-style-type: none"> - Concentrating attention on a single individual allows conversations to probe more deeply into interviewees' experiences - Opportunity to gather richer insights from key programme participants - Because discussions are held with only one person, this method is more resistant to the influence of biases and requires less training to conduct effectively. This doesn't mean that people's biases are not reflected in interviews but are likely to be less present than in focus groups. 	<ul style="list-style-type: none"> - Require time and resources to organise - Insights only gained from one individual at a time (anecdotal rather than broad evidence base) 	<ul style="list-style-type: none"> - No typical prescription for this, but given the resources that go into it, recommended that interviews are conducted only with key beneficiaries or stakeholders, e.g. a Head of Citizenship or ICT whose department has delivered your DCE programme

Data collection: Key Milestones

Figuring out the timeline for data collection can seem a bit confusing, but it doesn't need to be, particularly if you have a good indicator tracking table. To make things easier, the figure below offers an example for a digital citizenship programme operating in schools. This hypothetical programme consists of a school workshop delivered to three separate classes of students totalling 100 individuals. The workshop is delivered independently in each classroom by a trained facilitator with the students' normal teacher in attendance to oversee activity. The data collection used for this example includes: panel surveys conducted at four points in time;

a focus group with students; and interviews with their teachers. In this instance, using a mixed methods approach will generate a large quantity of data that is more than sufficient for demonstrating the impact of the programme. Likewise, conducting panel surveys over an extended period of time will allow programme staff to gauge how well students retain knowledge from the school workshops and help staff to gather more robust data on any changes in participant behaviour.

Example of a data collection timeline used for a section of the *Be Internet Citizens* programme.



GLOSSARY

Below is a non-exhaustive glossary of key concepts that can be taught as part of a DCE programme. Some of these definitions may need adjusting in line with the geographical context or age group to which they are being taught, but we hope they can provide a useful baseline for practitioners designing their own DCE resources.

NB. The concepts appear in the order that they are taught to young people, teachers and parents through the Young Digital Leaders programme. By ordering them this way, the programme’s participants continuously build on the knowledge they acquired in the previous lessons.

<p>“Fake News”</p>	<p>“Fake news” or fake content describes articles or posts that appear to be factual, but which contain intentional disinformation with the aim of attracting viewership, influencing people and/or deceiving them. They may also contain misinformation, the inadvertent sharing of false information.¹¹</p> <p>Those who create “fake news” can be motivated by financial incentives (often the advertising revenue that sensationalist stories can generate), by political goals (a desire to influence opinion for or against a group, party or candidate) or by personal motives (a desire to cause divides in society).¹²</p> <p>“Fake news” stories are designed to appear legitimate, and often adopt the appearance of mainstream news sources. They can appear as social media posts, but are usually website pages shared over social media. They are often shared in multiple formats or from different accounts, which makes it more difficult to sort truthful stories from fake ones.</p>
<p>Biased Writing</p>	<p>Biased writing occurs when a writer shows favouritism or prejudice towards a particular opinion, instead of being fair and balanced. It is used to push people towards a particular point of view.</p> <p>Biased writing isn’t new, but now more than ever people need to be able to separate fact from opinion. When not signposted clearly, the mixing of fact and opinion in media has significant negative outcomes.</p> <p>Biased content can lead people to develop a poor understanding of important issues, particularly based on a lack of understanding of opposing viewpoints, making it harder to solve difficult problems as a society.</p>

¹¹ Digital, Culture, Media and Sport Committee, “Disinformation and ‘fake news’: Government Response to the Committee’s Fifth Report of Session”, 2017–19, 23 October 2018, HC 1630 Government response to Interim Report, p 2.
<https://publications.parliament.uk/pa/cm201719/cmselect/cmcmucmeds/1791/1791.pdf>

¹² Martens, B, Aguiar, L, Gomez-Herrera, E, & Mueller-Langer, F, “The digital transformation of news media and the rise of disinformation and fake news - An economic perspective”, Digital Economy Working Paper 2018-02; JRC Technical Reports. P.8-9
<https://ec.europa.eu/jrc/sites/jrcsh/files/jrc111529.pdf>

<p>Echo chambers</p>	<p>Echo chambers are social spaces in which ideas, opinions and beliefs are reinforced by repetition within a closed group. Within echo chambers, dissenting views are unexpressed or unrepresented, dismissed or removed.</p> <p>Most people have had first-hand experience with echo chambers, which can be found in everything from discussions conducted on news sites to small discussions between peers on social media.</p> <p>Echo chambers are comfortable, because it's easier to agree with people in a discussion than disagree with them. Yet they can be harmful, reinforcing social fragmentation or political polarisation by reducing opportunities to interact with people who disagree with you, or with people from different backgrounds.¹³ Echo chambers can reduce individuals' understanding of other opinions and empathy for those who hold them.</p>
<p>Filter bubbles</p>	<p>Filter bubbles are the result of personalised search and newsfeed functions. They can be useful, directing you to the content you want to consume, but they can also be harmful, separating users from information that disagrees with their viewpoint. This can isolate users in political, social or ideological bubbles, in a phenomenon closely related to the echo chamber.¹⁴ It can push people towards more extreme positions and reduce their empathy for people who think differently.</p>

¹³ Bright, J. (2017). Explaining the emergence of echo chambers on social media: the role of ideology and extremism.

¹⁴ Montag, C (2019), *Filter bubbles: how do filter bubbles affect (political) opinion, taking personality into account?* Hate Speech and Radicalisation Online: The OCCI Research Report, p.29.
<https://www.isdglobal.org/wp-content/uploads/2019/06/ISD-Hate-Speech-and-Radicalisation-Online-English-Draft-2.pdf>

<p>Stereotyping</p>	<p>Stereotyping occurs when people use an oversimplified and over-generalised set of characteristics to describe a group of people.¹⁵ Stereotypes are often adopted by people because they offer a simple way to perceive the world. They become embedded in people’s thinking because they assume that the characteristics of one person are true for every other person that shares one or of the same identifying characteristics: e.g. race, religion, gender, class, sexual orientation.</p> <p>When we use stereotypes we reduce people’s individuality and character nuances to a list of characteristics that are easy to fit into a particular category.¹⁶ This has the negative effect of distorting someone’s understanding of another person or group and stops them from recognising similar traits and commonalities they may have.</p>
<p>Prejudice</p>	<p>One of the most damaging consequences of stereotyping is that it can lead to people forming prejudiced points of view about other groups and individuals. Prejudice is an unjustified, preconceived “negative attitude” towards a person or a group, based on stereotypes and “inflexible generalisation”.¹⁷ When we display prejudice towards others we perceive as belonging to certain groups, we create an ‘us vs them’ mentality.</p> <p>Prejudices can be based on a number of factors, such as race, religion, ethnicity, class, gender and sexual orientation. Our prejudices can be strengthened when we believe ourselves to be part of a positively viewed ‘in-group’, composed of people who share similar characteristics and beliefs. Prejudices can be exploited and manipulated by the media, politicians, extremists, or even our friends and family, for political or social gain. Manipulation of people in society negatively impacts community cohesion and drives polarisation.</p>

¹⁵ McLeod, S. A. (2015). Stereotypes. Retrieved from <https://www.simplypsychology.org/katz-braly.html>

¹⁶ Dovidio, J et al. “Prejudice, stereotyping and discrimination: Theoretical and empirical overview.” (2010). DOI: [10.4135/9781446200919.n1](https://doi.org/10.4135/9781446200919.n1)

¹⁷ Ibid, p.3

<p>'Us vs them' thinking</p>	<p>An 'us vs them' mentality, divides the world into a negatively viewed, stereotyped out-group (them), and a positively viewed in-group (us). Divisions can be based across a wide range of identities such as race, religion, gender, sexual orientation, class, nationality, and political views. Differences are often projected through the use of stereotyping, and all members of the out-group are characterised as the same.</p> <p>This tactic is often used to polarise people, both online and in real life, forcing individuals into a binary of the content creator's own making.¹⁸ The out-group is often blamed for the problems experienced by the in-group, and this is used to strengthen the way the in-group views themselves.</p> <p>The division into 'us' and 'them' has existed throughout human society. It is present in sports, politics, and even where we live in a town or city. When it is deployed for negative means it becomes a powerful weapon which can negatively impact community cohesion and generate hatred within our societies.</p>
<p>Scapegoating</p>	<p>Scapegoating is the practice of singling out a person or group within society for negative treatment and blaming them for social or political problems.</p> <p>Scapegoating is a key driver of intolerance and prejudice.¹⁹ Scapegoating a group and blaming them for social problems presents a simple and clear narrative that can drive polarisation and hatred within society. Examples of scapegoating include the treatment of Jewish people by the Nazis, or the blaming ethnic minorities for social or economic problems.</p>

¹⁸ McCoy, J., Rahman, T., & Somer, M. (2018). "Polarization and the Global Crisis of Democracy: Common Patterns, Dynamics, and Pernicious Consequences for Democratic Polities", *American Behavioral Scientist*, 62(1), 16–42. <https://doi.org/10.1177/0002764218759576>

¹⁹ Baumeister, R. & Vohs, K. (2007). *Scapegoat Theory by Elliot D. Hammer*, *Encyclopedia of Social Psychology*. <http://dx.doi.org/10.4135/9781412956253.n465>

<p>Effective Communication</p>	<p>Effective communication online occurs when someone’s message is successfully delivered, received and understood by their intended audience. In order to communicate effectively, the person delivering the message needs to clearly articulate the point they are trying to make, consider the various audiences who will receive the message and adjust their tone and language in accordance, model positive and constructive attitudes, and demonstrate a willingness to listen to responses.</p> <p>The spread of digital technologies has introduced a wide range of options for communications that have arguably reduced the need for face-to-face interactions. While there are many positives that stem from these developments, they also bring with them risks of distancing ourselves from the consequences of what we say and dehumanising those who we communicate with. Part of effective, positive online communication means bringing the social norms and courtesies that we use offline into the digital world.</p>
<p>Online Consent</p>	<p>The digital world enables anyone to share information about themselves and others. Young people around the world take full advantage of this to share photos, videos and other multimedia content through their social media profiles and pages. But they often do so without understanding the full scope of their right to privacy, or their role in both giving and receiving consent to share information and content.</p> <p>Young people must be taught how to do so responsibly, in keeping with the guidelines set out by social media platforms digital apps that they use.²⁰ This means making sure that they have the consent from those who are captured in photos and videos they share online to do so, or whose content they are sharing as their own. Similarly, young people should be empowered to control how others share information and content involving themselves.²¹ This includes both giving permission to others who wish to store and share your information, withdrawing that permission when you want to, and reporting content that you have not given permission for others to use.</p>

²⁰ The Children’s Commissioner for England and Schillings (2017). “Digital Citizenship: Young people’s rights on social media - Teaching pack for 7-16 year olds.”, <https://www.tes.com/member/ChildrensCommissioner>

²¹ Tremlett, K. *What is online consent and how can I discuss this with my child?*, Internet Matters, <https://www.internetmatters.org/hub/question/what-is-online-consent-and-how-can-i-discuss-this-with-my-child/>

<p>Hate speech</p>	<p>While there is no international legal definition of hate speech, it is widely recognised as speech which attacks, intimidates, humiliates, discredits or promotes violence against a person or group “based on their religion, ethnicity, nationality, race, colour, descent, gender or other identity factor”.²² Online hate speech is a major problem and something the majority of individuals will encounter at some point.</p> <p>Many countries have laws forbidding certain types of hate speech. In order to respond to hate speech in an informed, responsible and effective way, it is crucial that young people are able to correctly identify hate speech when they encounter it. In particular, it is important for young people to be able to correctly distinguish between hate speech and free speech.</p> <p>Hateful online content can divide communities and drive individuals towards discrimination, hatred and violence. Discouraging the creation of such content, reducing its viewership and promoting positive alternatives can play an important role in ending cycles of hate.</p>
<p>Free speech</p>	<p>Free speech is the ability and right to express and share your opinions and ideas without fear of retaliation or censorship. Free speech is vital because it allows us to share ideas, discuss social, political and cultural issues openly and underpins our freedoms. Freedom of expression is recognised as a human right under Article 19 of the Universal Declaration of Human Rights, and is recognised in international human rights law in the International Covenant on Civil and Political Rights.²³</p> <p>N.B. You could also choose to use or include the national definition of free speech for the country where your programme is running to ensure it is well anchored in local context.</p>

²² United Nations: Strategy and Plan of Action on Hate Speech, 2019, <https://www.un.org/en/genocideprevention/documents/UN%20Strategy%20and%20Plan%20of%20Action%20on%20Hate%20Speech%2018%20June%20SYNOPSIS.pdf>

²³ Council of European Union. EU Human Rights Guidelines on Freedom of Expression Online and Offline, 2014, (https://eeas.europa.eu/sites/eeas/files/eu_human_rights_guidelines_on_freedom_of_expression_online_and_offline_en.pdf)

ANNEX

(i) ISD's Top 10 Tips for a successful DCE programme

1) Understand exactly what digital citizenship is, why it is important, and how to make the case for it to education practitioners. As a relatively new concept to the education sector and many practitioners may not be aware of DCE. To articulate the reasons why teaching DCE to young people is important, you must be able to define it yourself and explain how it differs from existing curriculum subject areas, such as online safety, which educators have been covering in detail for years.

2) Conduct a literature review to identify existing approaches to DCE. As (ii) of the annex outlines, there are several existing examples of excellent DCE programmes. Doing a thorough review of these programmes and others that operate in your country will help you understand where there are gaps in current provision, notable programme successes, relevant funders or opportunities for collaboration.

3) Speak directly to your target audience throughout the delivery of your programme. There is no substitute for first-hand, qualitative insights from the practitioners and/or young people that your programme seeks to support. Use focus groups and interviews in order to continuously update programme delivery to ensure it is as beneficial as possible for its participants.

4) Ensure your programme can be easily embedded into school and youth centre timetables, rather than being a burden. Given the extremely busy nature of these institutions, it is vital that your programme is not perceived as additional work for practitioners. Produce a well-researched plan that explains to them how your programme can fit into their existing schemes of work for the year.

5) Prioritise *outcomes over outputs*. For example, rather than focusing on the number of workshops to deliver and how many people you have reached, think about the depth of participant learning, appetite to engage going forward and new networks formed.

6) Ensure that the curriculum is pitched at the right level for your target audience. When writing your curriculum, your key DCE concepts should both reflect the range of harms and phenomena that your audience encounters when they go online, and must be defined in a way that makes them clearly understandable, rather than overly-academic.

7) Lessons should balance discussion-based learning with practical activities. This ensures participants receive practical, 'hands-on' learning, as well as absorbing vital information and having a chance to formulate their own opinions or work through 'grey areas' with their peers.

8) Provide ongoing support networks for practitioners. Given the novelty of DCE to many of them, provide them with your contact details so they can ask follow-up questions. Setting

up a Facebook group will allow them to ask questions to each other and share best practice tips for delivering DCE sessions.

9) Use surveys to collect quantitative data throughout programme delivery. This allows collect readily comparable information from large groups of participants. Digital survey softwares such as SurveyMonkey can automatically analyse your findings and produce insights.

10) Produce a series of recommendations for different audiences, including other CSOs and policymakers. These will be based on analysis of your qualitative and quantitative data, and should indicate ways in which future iterations of DCE programming can build on the learnings from your own.

(ii) European DCE Programmes

The table below outlines a non-exhaustive list of high-quality DCE or online safety programmes that you might want to consult for best practice guidance when designing your own programme:

Name	Description	Delivery organisation and partners	Target Audience/Geography	Website
Safer Internet Programme	The European Commission co-funds Safer Internet Centres in Member States (coordinated by Insafe), with the Better Internet for Kids portal as a single entry point for resources and sharing best practices across Europe. Their main task is to raise awareness and foster digital literacy among minors, parents and teachers.	<ul style="list-style-type: none"> Insafe 	<ul style="list-style-type: none"> Europe and member states Iceland Norway Russia Serbia 	https://www.betterinternetforkids.eu/
Childnet Digital Leaders Programme	The Childnet Digital Leaders Programme is a youth leadership training programme empowering young people to educate their peers about online safety.	<ul style="list-style-type: none"> Childnet International The Diana Award Facebook 	<ul style="list-style-type: none"> UK 	https://digital-leaders.childnet.com/
Media4Me	Project aims “to connect and empower organisations, institutions and active	<ul style="list-style-type: none"> Mira Media (Utrecht) NANM (London) 	<ul style="list-style-type: none"> Netherlands UK 	No specific website - see the websites of

	citizens...in order to promote intercultural dialogue, social cohesion and citizenship". It produces "comprehensive action plans for multicultural neighbourhoods to introduce the use of intercultural social media to support the process of intercultural dialogue, social cohesion and countering the negative portrayal of neighbourhoods".	<ul style="list-style-type: none"> • Media Animation, (Brussels) • Vlaams Steunpunt voor Nieuwe Geletterdheid (Leuven) • Media Monitoring Agency (Bucharest) • MIER/COSPE (Bologna/ Florence) 	<ul style="list-style-type: none"> • Czech Republic • Belgium • Romania • Italy 	delivery partners
SELMA (Social and Emotional Learning for Mutual Awareness)	<p>A two-year project (2017-19) which aims to tackle the problem of online hate speech by promoting mutual awareness, tolerance, and respect.</p> <p>The overall vision of the SELMA project is captured by its catchphrase: Hacking Hate. It builds upon a Social and Emotional Learning approach to empower young people to become agents of change; it helps them to better understand the phenomenon of online hate; it provides them with tools and strategies to act and make a difference.</p>	<p>European Schoolnet coordinates the project in collaboration with:</p> <ul style="list-style-type: none"> • Center for Digital Pædagogik (Denmark) • Media Authority for Rhineland-Palatinate (LMK) (Germany) • For Adolescent Health (Greece) • South West Grid for Learning (UK) • The Diana Award 	<ul style="list-style-type: none"> • Belgium • Denmark • Germany • Greece, • UK 	www.hackinghate.eu
Cyberscout Training Programme	Programme uses peer-to-peer mentoring to support the teaching of online safety in schools. Pupils from different Bulgarian towns undertake a two-day training programme, during which they learn about issues of risks and safety that children face online. The Cyberscouts are trained to pass on what they have learned to their peers and encouraged to organise events to raise awareness among their peers about online dangers and ways of addressing them.	<ul style="list-style-type: none"> • Bulgarian Safer Internet Centre 	<ul style="list-style-type: none"> • Bulgaria 	https://www.safenet.bg/en/initiatives/173-cyberscouts-teams
Get Your Facts Straight	Programme provides media literacy education to young people from disadvantaged socio-economic backgrounds, as well as to their parents and/or grandparents. The aim of the programme is to raise their awareness about the issues	<ul style="list-style-type: none"> • ALL DIGITAL AISBL, Belgium – Coordinator • Centre of Technical Culture Rijeka, Croatia • Fundatia EOS – Educating for an 	<ul style="list-style-type: none"> • Bulgaria • Croatia • Germany • Italy • Latvia • Romania • Spain 	https://all-digital.org/project-s/get-your-facts-straight/

	through accessible resources and equip them with the skills to support each other.	<p>Open Society, Romania</p> <ul style="list-style-type: none"> • Stiftung Digitale Chancen (Digital Opportunities Foundation), Germany • European Association for Viewers Interests (EAVI), Belgium • Colectiv sccl, Spain • Global Libraries – Bulgaria Foundation, Bulgaria • Ventspils Digital Centre, Latvia • Open Group Societa' Cooperativa Sociale Onlus, Italy 		
DETECT-Enhancing Digital Citizenship	DETECT is a teacher training programme that seeks to familiarise and educate teachers about 'the tools and strategies [used] for manipulating opinions and behavior of the audience, such as algorithms, social network bots, "dark" posts and campaigns based on fraud'.	<ul style="list-style-type: none"> • Leibniz Universität Hannover, Institut für Didaktik der Demokratie (Germany) • Demokratiezentrum Vienna (Austria) • - Center for European Refugees, Migration and Ethnic Studies, New Bulgarian University (Bulgaria) • - Center for Education and Qualification of Pedagogical Experts (Bulgaria) • - Gymnasium Pula (Croatia) • - Gong (Croatia) 	<ul style="list-style-type: none"> • Austria • Bulgaria • Croatia • Germany 	https://www.gong.hr/en/active-citizens/citizen-education/detect-enhancing-digital-citizenship/
Digital Generation	An association approved by the French Ministry of National Education, which has been carrying out education and training activities in the media, information and digital fields for young people (8-20 years old throughout France), parents and	<ul style="list-style-type: none"> • Délégation Interministérielle à la Lutte Contre le Racisme, l'Antisémitisme et la Haine (DILCRAH) • Commission 	<ul style="list-style-type: none"> • France 	https://asso-generationnumerique.fr/

	<p>professionals (educators, mediators, teachers, etc.).</p> <p>It offers information and awareness days on the issues and risks related to the use of the Internet, downloading, social networks, video games, mobile phones and digital tools throughout the national territory, intended for children, adolescents and adults.</p>	<p>Nationale Informatique & Libertes (CNIL)</p> <ul style="list-style-type: none"> • EDUCNUM 		
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