Transcript of excerpts of Vítor Tomé's keynote

Digital Citizenship Education works on different learning contexts and its infusion in curricula and in school culture is crucial to an empowered, informed, active and participatory citizen.

So, Sjur Bergan is one of the directors at the Council of Europe, at the Democracy Sector, and during a conference that we organized in 2020, he said that more than preparing someone for the future, schools must empower learners to shape the future. Shaping the future also means shaping the school culture, not only learning, not only curricula, but if you want to change the world, you need to change the places in which you learn, especially the culture of these places, of these institutions.

I'd like to start with the model of the eight competences, from the European Commission. As you know, in this well-known model there are eight competences; of course they are not acting individually, they overlap among them. But anyway I'd like to focus on digital first, because the digital and DIG.COMP, as it was already referred to you today, is important because we have information and data literacy, we have competences on communication and collaboration, the digital content creation is also key for citizen, but also to use internet and technology safely and then being able to solve problems and being able to take action and to socially intervene. And this takes us to another e-competence that is Citizenship. And relating digital with citizenship, we have here the Digital Citizenship Education and we are talking about being responsible citizens that are able to participate, but not just participating, but having a clear understanding of how the world works, being aware that global development and sustainability are key.

Trying now to move to another module, I'd like to focus on this sentence by Renée Hobbs, an American researcher. She is very well-known, as most of you know, I think. She said in 2020 that DCE – Digital Citizenship Education - is hand-in-hand with media literacy and critical thinking. And we can see this if we analyse for instance the modules that UNESCO shared with us. For instance in 2015, the UNESCO Global Citizenship Education Module sets out learning outcomes, learning attributes, topics and

objectives, by age of level of education. This module is based in three learning domains: cognitive, social-emotional and behavioural, so, values, attitudes, skills, learning, knowledge and critical understanding, as the Council of Europe refers are here too.

DCE is the capacity to participate actively, continuously and responsibly in all communities. And when we are talking about communities, it's not the traditional, but online and offline communities at all levels. So, acting and participating is always here, it's the core of Digital Citizenship Education, but responsible action, an action that the individual takes with others. It's not also individual, but social.