Promoting Active Citizenship Through Civic Education and Active Online Participation of Youth Role Models: The Case of ACTIon Project

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Promoting active citizenship through civic education and active online participation of youth role models

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YOUNG EUROPEANS ARE ONLINE,
BUT NOT YET ACTIVE PARTICIPANTS…

- **95 % of young people use internet daily***

- **Only one quarter (24 %) of young people** use it for civic and political participation*

- This gap is even wider for **disadvantaged youth** facing discrimination, prejudice and isolation that make it **harder for them to be active citizens**

- Digitalisation may support or hinder social inclusion (skills, accessibility, equal opportunities, and types of services)

* Eurostat, *Young people in Europe – digital world*, 2022

DIGITAL SKILLS AND SOCIAL INCLUSION OF YOUTH: AN EU PRIORITY

- **Digital Agenda for Europe** (2010) and **A Europe fit for the digital age** (2020) outlining the EU Digital Strategy:

  "(1) Technology that works for people

  (2) A fair and competitive digital economy

  (3) An open, democratic and sustainable society"

- **Digital Single Market for Europe** (2015):

  "A digital economy can also make society more inclusive. Citizens and businesses are not currently getting the full benefits from digital services (from e-government, e-health, e-energy to e-transport) that should be available seamlessly across the EU".

DIGITAL SKILLS AND SOCIAL INCLUSION OF YOUTH: AN EU PRIORITY

- **Digital Education Action Plan** (2021-2027):

  "Need for common guidelines for teachers and educators to foster digital literacy and tackle disinformation through education and training"

- **Digital Competence Framework for Citizens:**

  "(1) Information and data literacy, (2) communication and collaboration, (3) digital content creation, (4) safety, and (5) problem solving".

- **EU Youth Strategy (2019-2027):**

  "To explore and promote the use of innovative and alternative forms of democratic participation e.g. digital democracy tools."

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ACTIon PROJECT:

THEORETICAL FRAMEWORK

ABOUT THE ACTIon PROJECT

- Erasmus+ KA3 Social inclusion project, Jan 2021-Jan2024

- Six project partners from five countries (BE, BG, DE, GR, MK)

- Aims to fill the gap between digitalization and social inclusion by:
  - engaging, sensitising and training young people on how to use digital technologies to participate actively in their community.

  - supporting integration of young people from socially disadvantaged areas, minority and refugee groups into mainstream society by enhancing access to health, education, online participation, labour market and civic engagement.

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KEY DEFINITIONS AND CONCEPTS

Digital Citizenship *"Competent and positive engagement with digital technologies and data, participating actively and responsibly in communities at all levels, being involved in a double process of lifelong learning, and continuously defending human dignity and all attendant human rights"*
Council of Europe

Civic Education *"Provision of information and learning experiences to equip and empower citizens to participate in democratic processes"* YouthPower.org

Media Literacy *"Ability to judge the true value of media content and to make informed choices"* European Commission

Digital media literacy *"Ability to search, interpret, evaluate and produce media content". "It contains digital skills and cybersecurity as additional characteristics".* Digital citizenship education

KEY DEFINITIONS AND CONCEPTS

Health literacy: *"ability to access, understand, evaluate and communicate information as a way to promote, maintain and improve health in a variety of settings across the life-course."*
Vision d'une culture de la santé au Canada

eHealth Literacy: *"ability to seek, find, understand, and appraise health information from electronic sources and apply the knowledge gained to addressing or solving a health problem"*
eHealth Literacy: Essential Skills for Consumer Health in a Networked World

See more on: ACTIon Theoretical Framework and Analysis Report

DIGITAL COMPETENCES

Six competence domains for young people to practice digital citizenship:

> ➤ **"Being online":** to access the digital society and free expression
>
> ➤ **"Wellbeing Online":** to engage positively in the digital society
>
> ➤ **"It is my right!":** rights and responsibilities of citizens in complex, diverse societies in a digital context.

Being Online	Wellbeing Online	It is my right!
Access and Inclusion	Ethics and Empathy	Active Participation
Media and Information Literacy	Health and Wellbeing	Rights and Responsibilities

Based on: Council of Europe's Model of Digital Citizenship

ACTIon PROJECT:

TRAINING PROGRAMMES

ACTIon TRAINING PROGRAMMES

Two **tailor-made training programmes**

- Based on the theoretical framework outlining learning objectives
- For youth role models from disadvantaged groups
- For formal and non-formal education

➢ **DigiPAC** - Digital Participation and Active Citizenship

➢ **MOLA** - Model for Opinion Leaders Activation

Download: ACTIon training programmes

DOWNLOAD FOR FREE:
www.erasmus-action.eu

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DigiPAC
Digital Participation and Active Citizenship

A 3-day training with online tools, for secondary level education, targeting children and adolescents, 14-18 years old

#online interaction
#civic education
#digital participation

DigiPAC

✓ Develops digital and democratic competences of young people to raise future citizens with active digital participation

✓ Teaches ow to use online tools for digital participation:
  - OPIN youth e-participation platform
  - F.I.R.E. – From Idea to Reality and Execution app

MOLA

✓ Develops digital competences of young leaders in disadvantaged communities (based on the evidence-based Popular Opinion Leader approach)

✓ Enables use of online tools to improve health literacy in their community.

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ACTIon PROJECT:

PILOTING RESULTS

Piloting of training programmes in four countries (BG, DE, GR, MK)

During 2022, ACTIon partners:

- involved over **580 young people** in the training programme
- built a network of over **30 youth NGOs and schools**
- with over **60 practitioners** in a position to deliver one of the training modules

Piloting of training programmes in four countries (BG, DE, GR, MK)

A wide geographical coverage of background communities and education settings:

- **Online/offline capacity building** for teachers, pedagogical staff and youth workers
- **Direct training** to various groups of young people in schools and youth community centres
- Both **metropolitan and rural regions**
- Special focus on **ethnic minority communities** (e.g. Roma)

PILOTING HIGHLIGHTS: BG

The Bulgarian town **Samokov**

Three-day **DigiPAC training** of **Bulgarian and Roma ethnic communities** during a summer camp

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PILOTING HIGHLIGHTS: BG

Idea creation process for local self-organised participation projects:

- improving the awareness of high school graduates about continuing education opportunities

- increasing the sensitivity of young people to children with autism / special educational needs

- creating a youth platform for culture

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PILOTING HIGHLIGHTS: BG

MOLA training with 13 young mothers from Roma community in Kjustendil

Aim: to activate them to become popular opinion leaders and role models to their communities.

PILOTING HIGHLIGHTS - BG

"The topic of digital storytelling caused great interest among participants and especially the power of short videos to convey strong messages (with pictures, photos, text, music)"

MOLA trainer, Bulgaria

"The group brought me amazing experiences with great moments and many positive people. I would recommend my close friends to participate in such a group because they will learn a lot of new things."

A young mother, MOLA participant, Bulgaria

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FEEDBACK FROM YOUNG PEOPLE AND PRACTITIONERS

Young people's self- rating indicates that they mostly felt development in their skills to:

- know what information they can believe online
- how to take action when they see something is wrong.

> *"I realised I'm quite good at searching online media and can assess and understand people on social networks and in person."* *A participant from MK*

Practitioners saw the biggest impact on:

- their ability to help young people critically engage with online content, as well as engaging with community action

KEY LEARNINGS FOR THE FUTURE

Based on the feedback from young people and practitioners:

- **Less is more**: It would be more effective to slim down the number of activities in sessions or expand the intervention over time to help young people digest and integrate the content

- The training programmes should be further **tailored** by delivering practitioners **to adapt the learning needs and resources of the youth in socially disadvantaged contexts**

ACTIon

http://www.erasmus-action.eu

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THANK YOU!

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