DICIPASS
European Digital Citizenship Pass
for Youth Empowerment and Participation

LEVEL UP!

A TOOLKIT
ON HOW TO RUN A DIGITAL
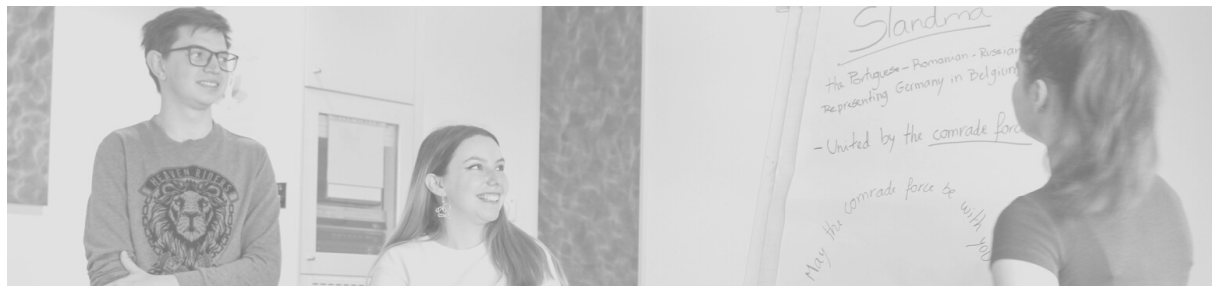# CITIZENSHIP PROGRAMME
IN YOUR COMMUNITY

FOREWORD

Digital technologies play a key role to accelerate access to knowledge and education, for equality and participation and for economic growth and job creation. However, we must ensure, as President von der Leyen reflected in her speech at the high-level opening session of the 2021 Digital Assembly, "Leading the Digital Decade", that the 'digital transformation that puts people at its heart.'

The DICIPASS Consortium sees young people as the driving force of a successful digital transition, as a digital generation. It is the role of the youth sector to:

- to **support** youth workers to develop a positive attitude towards digital citizenship;
- to **promote** the development of responsible, ethical, global citizens for the digitalised and connected world we live in;
- to **offer** opportunities for the acquisition of digital citizenship competencies among youth workers thus strengthening their profiles and upgrading the quality of youth work.

This toolkit is short guide for youth workers to make themselves more comfortable in engaging with topics of digital citizenship, in using the tools developed by the DICIPASS project, and in implementing the program locally.

As youth organisations, we must encourage young people to see themselves as digital citizens with the responsibility to educate themselves and their peers to ensure their generation is one that channels the changes of digitalisation into a society that is resilient towards the threats of digitalisation and fully utilising the positive potential of digitaliation.

DR. AMMALIA PODLASZEWSKA

CHAIRWOMAN, CGE ERFURT E.V.

GLOSSARY

✜ DIGITAL CITIZENSHIP

- This is the **Confident, Critical, and Responsible uses of Digital Technologies for Learning, Work, and Participation in society**.

It involves information and data literacy, communication and collaboration, media literacy, digital content creation (including programming), safety (from digital well-being to cybersecurity), copyright law, problem-solving, and critical thinking. Developing these competencies is a lifelong learning process.

✜ DIGITALISATION

- Digitalisation is the **integration of digital technologies into everyday life**; a process by which everything that can be digitalised is digitalised.

Information and social interactions are being mediated by technologies more and more. From friends communicating through a messaging application, to a business having an online shop, to a university offering online courses. Digitalisation offers huge opportunities for equality of access to resources and opportunities, but unless it is accompanied by education of digital competences and barriers of access are removed, then it can contribute to the Digital Divide.

✤ DIGITAL NATIVES AND DIGITAL IMMIGRANTS

The term 'digital native' was coined by Marc Prensky (2001) and included for the first time in the article "Digital Natives, Digital Immigrants" as an attempt to explain why teachers face constant troubles in teaching students. The articles define 'digital natives' as:

"the first generations to grow up with this new technology. They have spent their entire lives surrounded by and using computers, video-games, digital music players, video cams, cell phones, and all the other toys and tools of the digital age."

Ever since, the idea of 'digital natives' has been challenged and various studies have appeared in order to better clarify what a digital native is and what it is not. The term is contested for its very general approach considering that all young people are 'digital natives' and not taking into account some young people are facing different barriers into developing their skills and competencies required to use the online tools.

At the same time, a digital immigrant is a **person born before the widespread adoption of computers and has had to adopt digital technology later in life**.

Digital immigrants are considered to be less technically able than digital natives and it is argued that they can never develop the same level of technology skills and knowledge as digital native. Digital immigrants are not naturally familiar or instinctively comfortable and therefore must adapt to using digital technology, interfaces, and software and became familiar with computers as a young adult or later in life.

Ref: Prensky M. (2001), Digital natives, digital immigrants, On the Horizon Vol. 9, No. 5, 1-5.; Prensky M. (2004), The emerging online life of the digital native. What they do differently because of technology, and how they do it, available at: www.marcprensky.com/writing/Prensky-The_Emerging_Online_Life_of_the_Digital_Native-03.pdf, accessed 10 March 2022.

Ref: Prensky M. (2001), Digital natives, digital immigrants, On the Horizon Vol. 9, No. 5, pp. 1-5. & IGI Global – Dissemination of Knowledge, available at: https://www.igi-global.com/dictionary/digital-natives/7645, accessed 10 March 2022.

Table of Contents

1. Reader's expectation

This document will provide the reader an overview of the DICIPASS4YOUTH project and provide guidelines for the implementation. The project's progression and methodology will be explained, along with a short explanation of how the materials came to be and how they are meant to be used. In addition, this document will explain how to put everything to practice, and how to maximise reach and results.

Instructions, suggestions and tips will be given on how to carry out the implementation, how to reach more people and how to form synergies with other organisations.

Overall, this is the complete DICIPASS4YOUTH ToolKit: An A-Z pack for implementation.

2. Introduction

The digital revolution is boosting demand for digital skills and competencies requiring investment in infrastructure, digital devices, resources and tools and digital competencies for the next generation to deal with the constantly changing demands. With respect to the current scene, the DISIPASS project introduces digital citizenship to people aged 14 to 18, with a specific focus on young people with fewer opportunities (such as NEETs, marginalized, with a migrant background and young refugees, early school leavers etc.)

Digital citizenship refers to the ability to engage positively, critically and competently in the digital environment, drawing on the skills of effective communication, practice forms of social participation respectful of human rights and dignity through the responsible use of technology.

The project pioneers to design a Teaching Package to promote digital citizenship competencies to the young people. The main objective of the project is to support youth workers to develop a positive attitude towards digital citizenship. In the light of promoting the development of responsible, ethical, global citizens, the project also envisages to establish the DICIPASS 4YOUTH programme and Code of Conduct among youth organizations.

3. Project Description

The DICIPASS4YOUTH (European Digital Citizenship Pass for Youth Empowerment and Participation) project, is co-funded by the Erasmus+ programme of the EU.
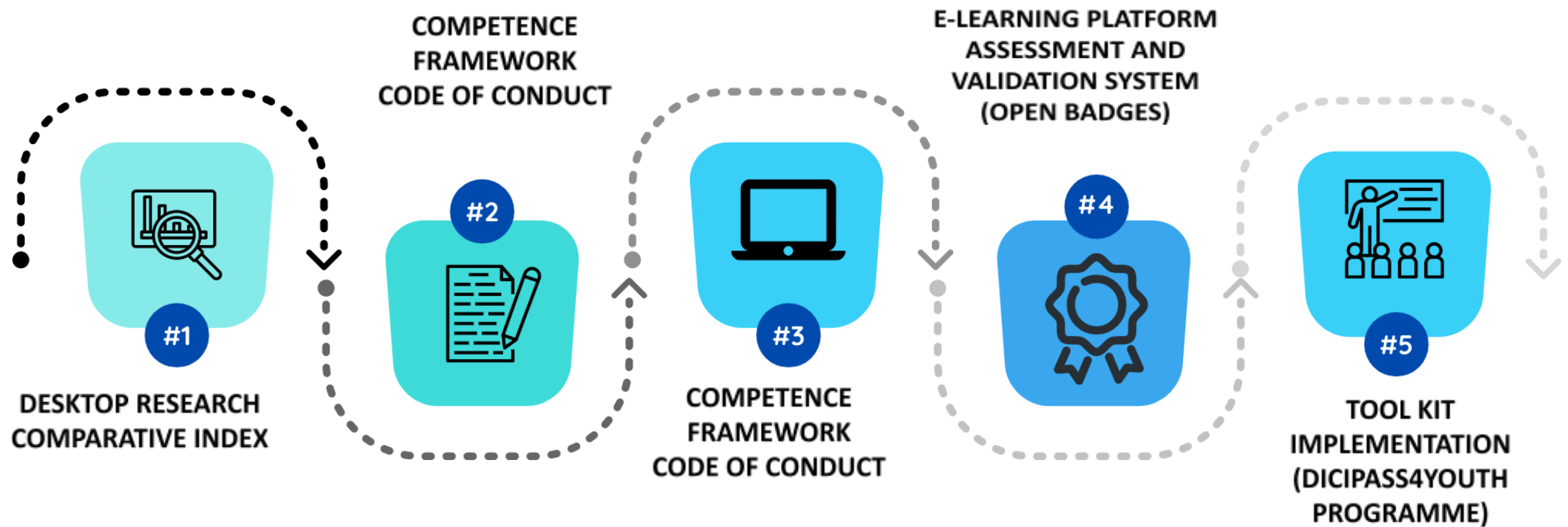
Specifically, the project aims are:

- To strengthen the profiles of youth workers and in doing so to upgrade the quality of youth work services and programmes.
- To promote the empowerment of responsible, ethical, global citizens for the digitalised and connected world we live in while creating non-formal learning opportunities to acquire digital citizenship skills.
- To establish the foundation of a digital citizenship culture in the organisations based on the adoption of the CODE OF DICIPASS4YOUTH CONDUCT among organisations, youth workers and young people who will create synergies and COMMUNITIES OF TRUST.
- To pilot test the idea of the DICIPASS CHALLENGE PROGRAMME where young people follow various challenges in order to be AWARDED the DICIPASS4YOUTH BADGE showing a respectful, responsible and safe use of the technology based on the digital citizenship values, knowledge, skills and understanding.

Two are the main target groups:

- The **direct target group** is youth workers whose profiles will be upgraded and strengthened through the professional development programme to be developed to acquire the essential skills to support, protect and educate young people. They are key agents who can influence young people and ensure they have necessary digital skills and understanding of online safety.
- The **indirect target group** is young people (14-18 years old) with a specific focus on young people with fewer opportunities (e.g., NEETs; young people with disabilities)

4. Project's roadmap

#1 DESKTOP RESEARCH COMPARATIVE INDEX

#2 COMPETENCE FRAMEWORK CODE OF CONDUCT

#3 COMPETENCE FRAMEWORK CODE OF CONDUCT

#4 E-LEARNING PLATFORM ASSESSMENT AND VALIDATION SYSTEM (OPEN BADGES)

#5 TOOL KIT IMPLEMENTATION (DICIPASS4YOUTH PROGRAMME)

5. Projects' results

a. Intellectual Output 1: COMPARATIVE INDEX ON DIGITAL CITIZENSHIP IN YOUTH WORK

In Intellectual Output 1, research was conducted in each participating country (Germany, Cyprus, Greece, Ireland, Lithuania and Spain) in order to set up the profiles of young people and youth workers in relation to the digital citizenship, the strategies/policies at the national and EU level in relation to the promotion of digital citizenship in formal/non-formal learning, and the provision of training opportunities youth workers in the public/private sector in the particular field. **Two different questionnaires** were developed for young people and youth workers to and the combined findings of surveys and the research in each participating country were used to compose **national reports**, which were then compiled in the **DICIPASS4YOUTH Comparative Report.** For the national reports, infographics are designed by partners for all partner countries *(Figure 1).* Furthermore, **Advisory Group of Experts** was set up in order to support and monitor the quality assurance of the whole project and the results. Lastly, the **Tool Bank** started with the collection of professional development opportunities for young people and youth workers offered in each partner country.

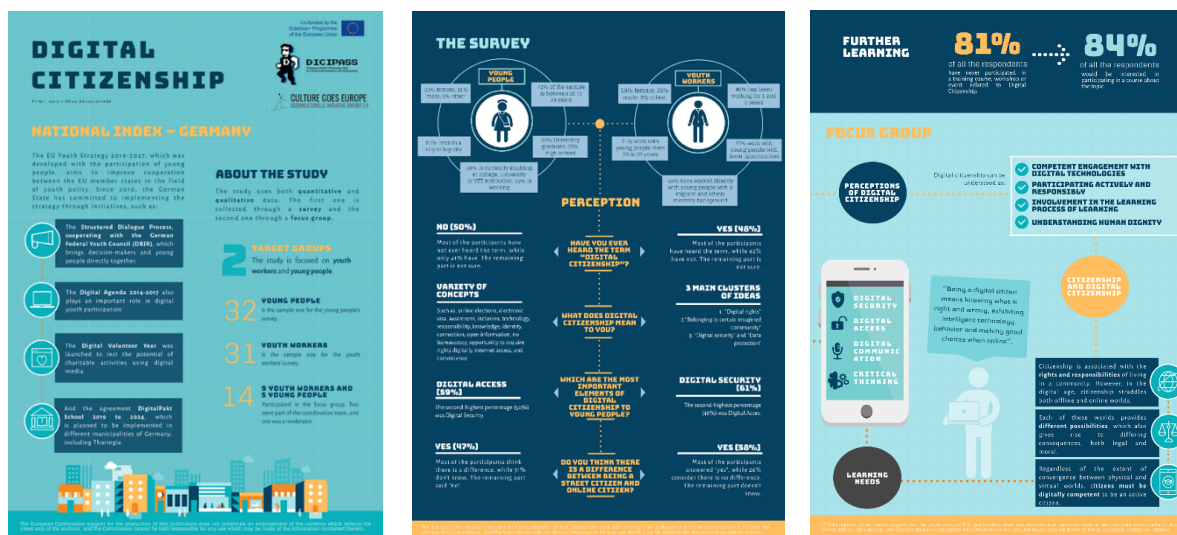*You can find in the DICIPASS website the final versions and translations.*

Figure 1: IO1 Infographics Example

In Intellectual Output 2, partners used the findings of the Comparative Report produced in IO1 to analyse the competences regarding the digital citizenship that need to be developed across the participating countries.

Based on the countries reports (Greece, Lithuania, Germany, Cyprus and Spain) we can also highlight the most used and referred key words of digital citizenship: virtual protection (40%), e-voting and e-citizenship accordingly (30%), digital communication (30%). Young people and youth workers demonstrate an adequate knowledge and understanding about digital citizenship even though around 70% of all participants (including youth workers and young people) have never heard about the term digital citizenship.

Based on this, the partners decided the subjects that need to be taught for the young people, and organised them in 9 modules called it '**DICIPASS Competence Framework**': Introduction Module - What is Digital Citizenship

Module 0: Introduction module (**)

Module 1: Digital Etiquette

Module 2: Digital Access

Module 3: Digital Law and Copyright

Module 4: Digital Literacy

Module 5: Digital Communication

Module 6: Digital Commerce

Module 7: Digital Rights and Responsibility

Module 8: Digital Security

Module 9: Digital Health and well-being

**Introduction module: Includes an overview about all topics related to digital citizenship that are covered by the DICIPASS program.
You can find the detailed competence framework for each module in the DICIPASS website

The 9 modules that are part of the program are grouped into three basic categories: **"respect", "educate" and "protect"**. These categories pursue to encourage the following conducts: **respect yourself and respect others, educate yourself and connect with others** and **protect yourself and protect others**. Each category contains three modules shown in the following list, together with their related topics. The order is random and does not represent any weight of importance.

Respect	Educate	Protect
Module title: Digital Access (main module) Topic 1: Digital Divide Topic 2: Technology access Topic 3: Device availability	**Module title: Digital Communication and Collaboration (main module)** Topic 1: Interacting through technologies Topic 2: Sharing information and content Topic 3: Collaborating through digital channels	**Module title: Digital Rights and Responsibility (main module)** Topic 1: Digital rights and responsibilities Topic 2: Cyberbullying Topic 3: Digital footprint
Module title: Digital Etiquette and Participation (main module) Topic 1: Digital etiquette (or netiquette) Topic 2: Netiquette rules Topic 3: Adhere to netiquette in various forms of online communications	**Module title: Digital Commerce (complementary module)** Topic 1: Safe Online Shopping Topic 2: Technology and Identity Theft Topic 3: Technology and Credit Issue	**Module title: Digital Security and Safety (main module)** Topic 1: Online protection and measures Topic 2: Risks of Malware/Spyware/Adware Topic 3: Social Media security
Module title: Digital Law and Copyright (main module) Topic 1: Copyright infringement 1.1. Plagiarism 1.2. Illegal File Sharing 1.3. Software piracy Topic 2: Creating Viruses Topic 3: Hacking Topic 4: Online Identity theft Topic 5: Open-source software	**Module title: Digital Literacy (complementary module)** Topic 1: Information literacy Topic 2: Media literacy Topic 3: Social media literacy	**Module title: Digital Health and Wellness (complementary module)** Topic 1: Internet Addiction Topic 2: Mental health Topic 3.1: Physical health Topic 3.2: Computer ergonomics Topic 4: How to balance the use of digital technology

Table 1: DICIPASS4YOUTH Competence Framework – Modules and Topics

Additionally, the **DICIPASS Code of Conduct** was created, which is a set of rules pertaining to the use of participatory media with a main objective to influence young people, youth workers and organizations, as it will map out the expected digital values, attitudes, skills and competences to be adopted by young people, as members of the DICIPASS SOCIETY. Moreover, it will be used as a mutual agreement among participants of the project and the organizations, against which the young people will be assessed in order to gain their DICIPASS4YOUTH BADGE.

The Code of Conduct is to be signed by various organizations, interested stakeholders and professional organizations/ associations locally and nationally and to include it among their practices to establish the foundation of a digital citizenship culture in the organizations.

One of the objectives of DICIPASS4OUTH is to raise awareness about the importance of the young generation to acquire lifelong learning skills such digital, social, personal and democratic, that will support them in their adulthood.

The DICIPASS4YOUTH Code of Conduct will be based in 9 elements of digital citizenship, namely **Digital Access, Digital Commerce, Digital Communication, Digital Literacy, Digital Etiquette, Digital Law, Digital Rights and Responsibilities, Digital health and wellness and Digital Security.** These elements also been summarized in the three following conducts:

⇒ *Respect Yourself and Respect Others,*
⇒ *Educate Yourself and Connect with Others*
⇒ *Protect Yourself and Protect Others.*

You can find the DICIPASS Code of Conduct in the DICIPASS website

c. Intellectual Output 3: DICIPASS4YOUTH: BACK PACK FOR COMMUNITIES OF TRUST

In Intellectual Output 3, partners developed the learning material (educational material) for each module (based on the IO2 – Framework). The main of the **DICIPASS Educational Back Pack** is to provide the learning material for the youth workers and young people regarding the **'digital citizenship' and mainly the 9 elements** as identified in the IO2.

For each module (9 modules in total), the IO leader prepared two templates for all partners to follow:

⇒ **Presentation Template** where each partner developed the educational material for each module. (Figure 2)

⇒ **Teaching Guidelines** where each partner developed guidelines and instructions for the youth workers/trainers/educators for the DICIPASS Programme how to teach and train the young people for each module.

You can find the DICIPASS Educational Pack in English, Greek, Lithuanian, Spanish and German in the DICIPASS website
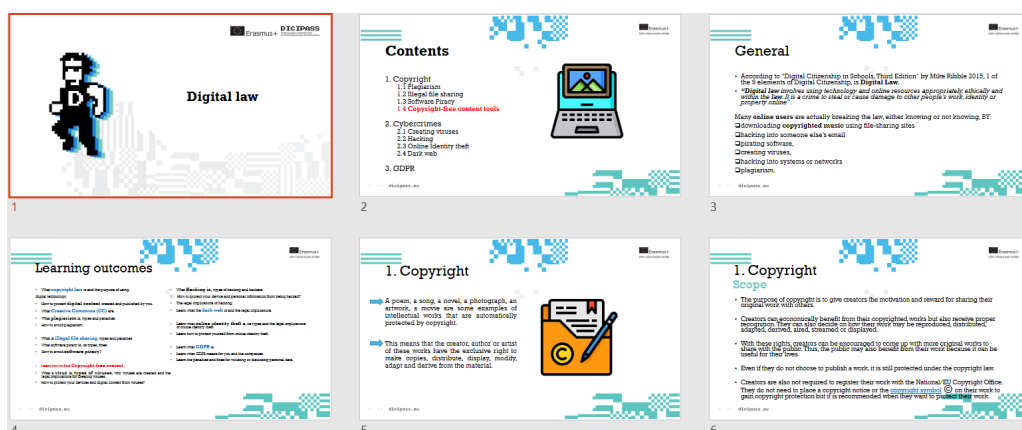
Figure 2: Presentation Template Example

d. Intellectual Output 4: DICIPASS4YOUTH: THE 'DICIPASS CHALLENGE' ON-LINE ASSESSMENT TOOL AND PORTAL

In Intellectual Output 4, the DICIPASS consortium developed:

⇒ **The assessment and validation procedure using the Open Badges Eco-system**

⇒ **The DICIPASS4YOUTH Guide**

⇒ **The DICIPASS Challenge Tool (e-Learning Platform)**

First of all, partners developed the **assessment and validation procedure in a two stages**. In the first stage, a *pre-assessment questionnaire* was created for each module (9 modules in total) which aims to be completed by young people to test their current knowledge, skills and attitudes in the 9 elements of the digital citizenship. The second stage, includes the *post-assessment questionnaire* for each module which aims to be completed by young people after the training and blended learning (DICIPASS4YOUTH Programme) to test their knowledge, skills and attitudes after the DICIPASS training.

After the finalization of the two questionnaires, partners used the innovative idea of '**Open Badges**' to be used in the DICIPASS4YOUTH project as a validation system. Open Badges are a digital representation of skills, learning outcomes, achievements or experience such as hard skills (knowledge, competences, etc.), soft skills (critical thinking, communication, etc.).
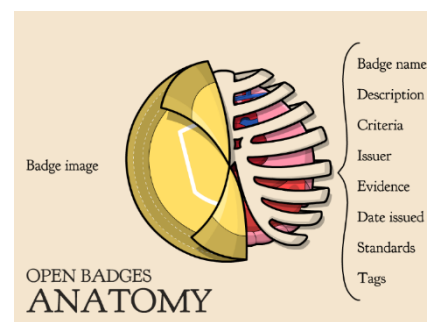
The main benefits of Open Badges are:

⇒ Badges can demonstrate a wider range of skills and achievements of a learner acquired through formal, non-formal and informal learning methods and activities.

⇒ Badges are portable and verifiable digital objects. All this information may be packaged within a badge image file that can be displayed via online CVs and social networks. For example, the young people can upload the Open badges in their LinkedIn profile for potential employers/organisations.

⇒ Badges includes the criteria to gain the open badge, the description of the achievement, evidences, information about the earner's identity, a link to information about the issuer and a link to a description of what a badge represents.

⇒ Badges can be used in a professional or educational context. Thousands of organizations, including non-profit organizations, major employers or educational institutions, issue badges in accordance with the Open Badges Specification.

The DICIPASS4YOUTH consortium has created **one badge for each module** (Figure 1). An additional badge named '**Digital Citizen' as an overall badge** when the user will earn all the modules/badges. And the '**DICIPASS Mentor Badge'** is created for the youth workers who will attended the C1 Train the Trainers Activity/Event and will be the mentors/trainers in the DICIPASS4YOUTH Programme.

The criteria set by the DICIPASS Consortium is for the young people to register into the **DICIPASS e-Learning Platform,** and complete the courses.

Afterwards, the DICIPASS Consortium developed the **DICIPASS4YOUTH Guide** which is a guide/set of instructions how the youth workers and young people can use the Open Badges, what the Open Badges are, the criteria for young people to earn their open badges etc.
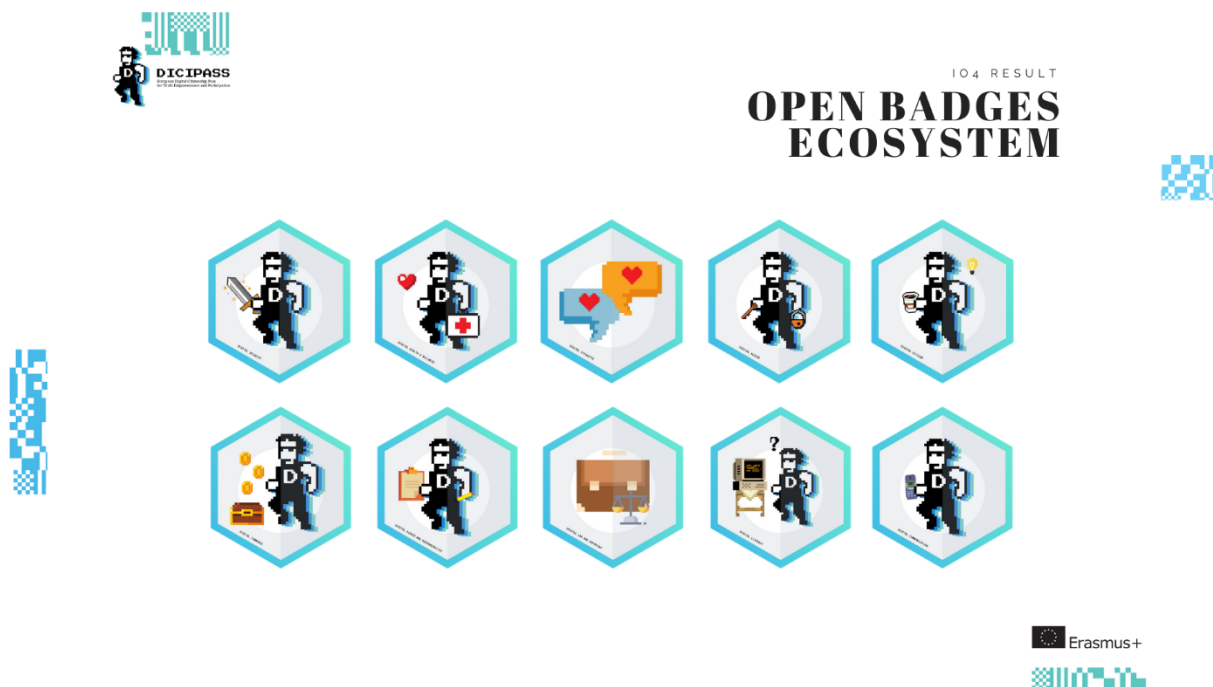

Figure 1: Open Badges Eco-System

You can find the assessment and validation procedure (pre-assessment & post-assessment questionnaires) in the DICIPASS e-Learning Platform in each course/module.
You can find the DICIPASS4YOUTH Guide in the DICIPASS website.

Lastly, partners developed the **DICIPASS Challenge tool (E-Learning Platform)** which is an interactive e-Learning platform for youth workers and young people. **The e-Learning Platform** provides the opportunity to youth workers to register their selves as 'DICIPASS Youth Workers/Mentors' and the young people as 'Students'. Additionally, the e-Learning platform hosts all the educational pack (9 modules/courses) developed in IO3, the pre-assessment and post-assessment questionnaires linked with the Open Badges. The courses/modules can be found in five (5) languages English, Greek, German, Spanish and Lithuanian.

> e. Intellectual Output 5: DICIPASS4YOUTH COMMUNITIES: TOOL KIT FOR IMPLEMENTATION

The Intellectual Output 5 includes:

- ⇒ **The design and development of the DICIPASS ToolKit**

- ⇒ **The implementation of the DICIPASS Programme**

Firstly, the **DICIPASS4YOUTH ToolKit** aims to design a complete from A-Z ToolKit which includes all the necessary information from IO1-IO5 for any youth workers/organisations/stakeholders/educational centres etc. would like to implement the DICIPASS4YOUTH Programme and for the acquisition of the digital citizenship competences.

Additionally, for the implementation of the DICIPASS Programme partners contacted youth workers and young people to participate and train/teach the young people in the 9 elements of the digital citizenship developed in the DICIPASS4YOUTH project.

6. SECTION 1: Guidelines for the implementation, monitoring and evaluation of the DICIPASS4YOUTH Programme

a. A.1. Introduction

The first section 'Guidelines for the implementation, monitoring and evaluation of the DICIPASS4YOUTH Programme' includes **the guidelines and instructions** for all organisations how to implement the DICIPASS4YOUTH Programme (Figure 2). Additionally, the section 1 includes the **templates** which are necessary for each organization to use in the programme (Figure 3 – Annexes 1-7).

b. A.2. Timeline and Participants of the Implementation of the DICIPASS4YOUTH Programme

The implementation of the DICIPASS4YOUTH Programme will take place in Germany, Cyprus, Lithuania and Greece. All partners involved in the trials should carefully select the participants of the implementation and plan the execution part.

Specifically, the timeline of the project should be clearly defined to ensure that everything will go as planned at the appropriate time. According to the timeline of the project the implementation has to be completed until the end of October 2021. Under certain circumstances an extension may be given (e.g COVID-19 pandemic).

Each partner will select 10-20 young people (students), 2 youth workers (trainers/mentors) and 2 experts (if needed). The target group of this implementation is young people 14-18 years old. The youth workers (trainers/mentors) who will be selected before conducting the trials should participate in the short-term training (C1) which will offer them an intensive training course with the view to:

⇒ Get informed about the purpose of the project

⇒ Familiarize themselves in using the DICIPASS4YOUTH platform

⇒ Familiarize themselves with the DICIPASS4YOUTH Educational Pack

⇒ Navigate through the platform and explore the assessment and validation system through 'Open Badges'

⇒ Be the DICIPASS4YOUTH Mentors of the project

⇒ Have an overview of the tasks they are going to perform

TIMELINE OF THE IMPLEMENTATION				
December 2020 – January 2021	**January 2021**	**February – June 2021**	**July - October 2021**	**October - December 2021**
Recruitment of participants	Short-term joint staff training events(C1)	Planning and organization for the DICIPASS4YOUTH Programme ● Find participants (send invitation letters/e-mails/run the DICIPASS4YOUTH Campaign) ● Organise the training schedule ● Register procedure ● Set up the DICIPASS4YOUTH Programme	Implementation of the DICIPASS4YOUTH Programme	DICIPASS4YOUTH Programme Reporting and evidences ● Photos ● Evaluation Reports ● Final report ● Participation list ● Consent forms ● Daily lesson plans ● Parental consent forms (if needed)

Figure 2: Timeline of the implementation

TEMPLATES FOR THE IMPLEMENTATION		
No. of Annex	**Template name**	**Template Description**

Annex 1 (https://bit.ly/2Rh9Guy)	Invitation Letter	To be sent to potential young people and/or youth workers to register to the DICIPASS4YOUTH Programme.
Annex 2 (https://bit.ly/3fgpF3Y)	Parental Consent	To be sent and signed from the parents/guardians of young people which their age is under 18.
Annex 3 (https://bit.ly/3uKWH2T)	Daily Lesson Plan for Instructor	To be completed by all instructors'/youth workers/mentors/trainers to organise the training schedule.
Annex 4 (https://bit.ly/3boulDQ)	Registration Form	To be completed by the young people and youth workers for the registration procedure.
Annex 5 (https://bit.ly/3hk0tMM)	Photos and Videos Consent	To be completed by young people during the training.
Annex 6 (https://bit.ly/3femoSN)	Attendance list	To be completed by young people during the training.
Annex 7 (https://bit.ly/33DyglU)	Certificate	To be completed by youth workers and to be given to the young people.
Annex 8 (https://bit.ly/3hpHUH1)	Evaluation Form	To be completed by young people after the finalisation of the training.
Annex 9 (https://bit.ly/3uG1dQ8)	Pilot testing report	To be completed by partners to describe the DICIPASS4YOUTH Programme.

Figure 3: Templates for the implementation
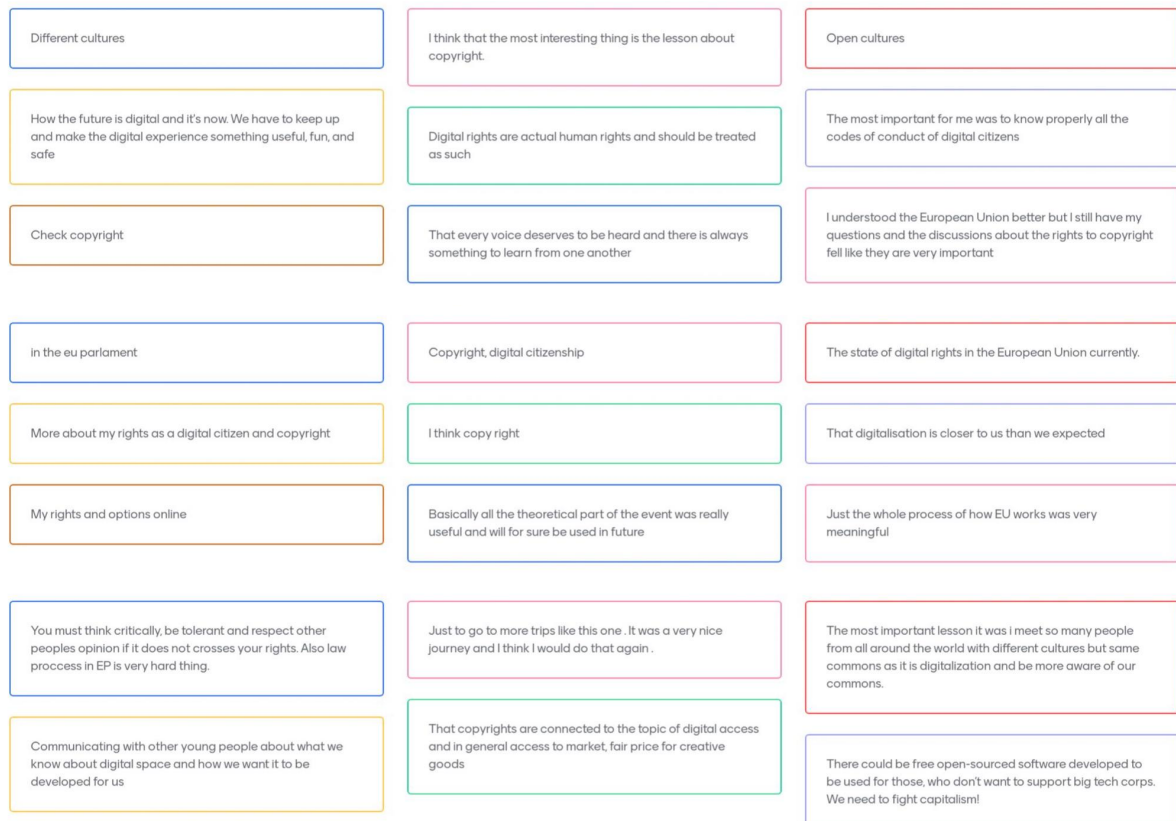
You can find the Annexes in this link
https://drive.google.com/drive/folders/1imtK1znETGbLtghOKRa3LuDwc4Qfx9WM?usp=sharing

c. Testimonials from the DICIPASS4YOUTH Programme

We have collected the testimonials of the participants during the C2 blended mobility and made it available for this Toolkit.

What was the most important lessons learned for you from the whole experience?

Different cultures

I think that the most interesting thing is the lesson about copyright.

Open cultures

How the future is digital and it's now. We have to keep up and make the digital experience something useful, fun, and safe

Digital rights are actual human rights and should be treated as such

The most important for me was to know properly all the codes of conduct of digital citizens

Check copyright

That every voice deserves to be heard and there is always something to learn from one another

I understood the European Union better but I still have my questions and the discussions about the rights to copyright fell like they are very important

in the eu parlament

Copyright, digital citizenship

The state of digital rights in the European Union currently.

More about my rights as a digital citizen and copyright

I think copy right

That digitalisation is closer to us than we expected

My rights and options online

Basically all the theoretical part of the event was really useful and will for sure be used in future

Just the whole process of how EU works was very meaningful

You must think critically, be tolerant and respect other peoples opinion if it does not crosses your rights. Also law proccess in EP is very hard thing.

Just to go to more trips like this one . It was a very nice journey and I think I would do that again .

The most important lesson it was i meet so many people from all around the world with different cultures but same commons as it is digitalization and be more aware of our commons.

Communicating with other young people about what we know about digital space and how we want it to be developed for us

That copyrights are connected to the topic of digital access and in general access to market, fair price for creative goods

There could be free open-sourced software developed to be used for those, who don't want to support big tech corps. We need to fight capitalism!

How interesting are the other digital topics for you?

What do you want to learn/explore more now after this Spring School?

How to implement certain things in my local student union	More about copyright and open sources that I can use.	EU laws, digital accessibility
About how people perceive EU concepts in general	About accepting terms & conditions and cookies from web pages	Learn more about the European Union
How to involve other people in proccess of understanding how to act in digital world. How to educate youngsters.	I just wanna learn more how can I help maybe to make better digital rights	I want to explore more about the eu role in the digital space

About music	Climate change	Copyright laws
The code of conduct and how to improve it and disiminate it	Digitalization strategies on the local level.	What can I do if my digital rights have been violated?
i want to learn more about idk xDd	About copyright	Not sure
How to apply this knowledge in the real world	How to protect myself onlin	I would visit a class on coding
More on how apps track my data, how can I be more safe online		

Would you like to study on DICIPASS e-learning platform (dicipass.4learning.eu)?

14 Yes, for sure!

3 No, I'm fine on exploring on my own.

6 I don't know.

to be a Digital Citizen

...ay around the digital realm with our free online courses

View Courses

Blended Learning
Combine the online course

Challenging Quizzes
Check your knowledge by

Knowledge Recognition
Receive an Open Badge, that
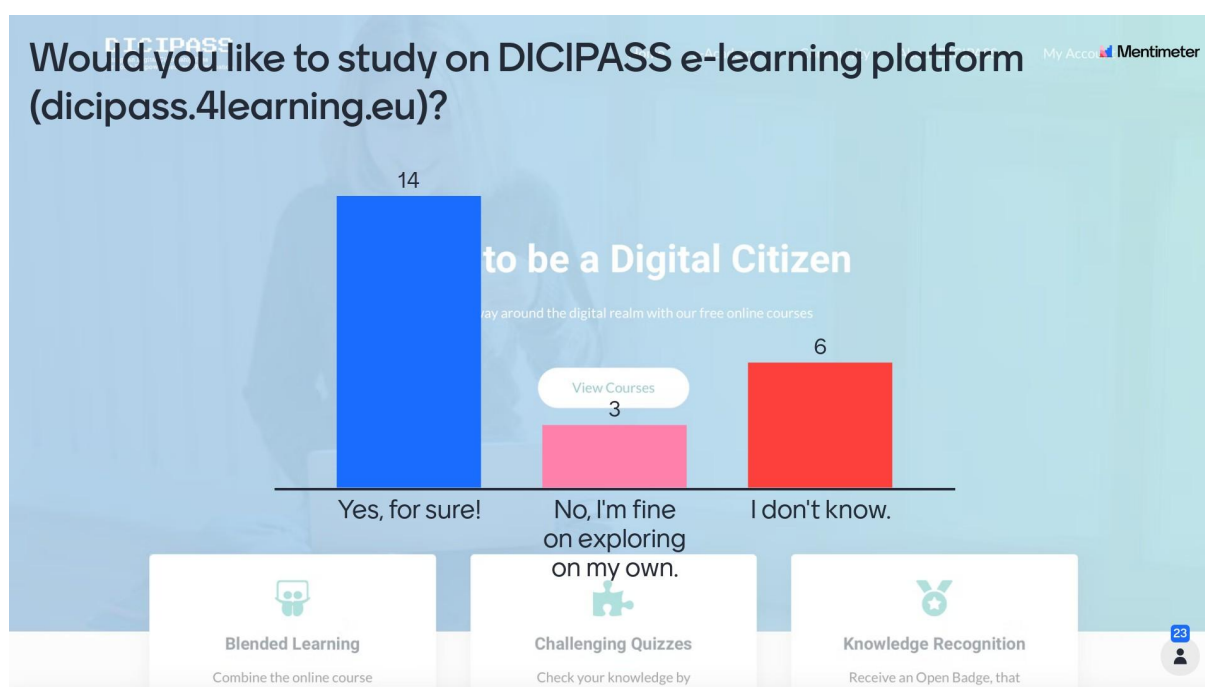
What area of knowledge do you think you have improved for yourself after this Spring School?

strengthen my english	European Institutions and Law	Knowledge about ditigal platforms, what open source is and copyright laws
improved my english skills or language barrier	Knowledge in the EU and digital citizenship	Digital rights
Politics, intercultural communication	Money management, EU structure, digitalization	European Union In general
I improved a lot my knowledge in copyright because I didn't know that there were so different types of Copyright	Understanding how to be involved in life digitaly and what has to be made in order to prevent any problems	I will be more careful when I am riding the group chat and I won't video call when everyone is sleeping
I've definitely expanded my knowledge on how the eu works as well as learn about copyright and my rights as a citizen on the online space	Digital rights and responsibilities	Understanding of different software usage, how close the digital world is to real one, the role of the EU in all complex issues
Digital health, I would really like to know more of how to be less addicted to technologies and communication online		

What would you like to add to the DICIPASS Code of Conduct?

Digital protection	nothing	More action, as we were all discussing
Nothing	Demand digital rights for everyone, being an active digital citizen is also about being politically active.	i dont really know
Nothing comes to mind at the moment	Take some of the responsability off the individual and put it on companies/governments	I think that DICIPASS Code is fine by me at now.
It should be more demanding toward EU Officials in order to implement aspects such as free internet reach to all citizens of the EU	As we talked more engagement of some actions	It is good the way it is now
Nothing I found it good enough	-	Regulations about educating children in schools of the digital dangers
I think its complete	Action plan to promote it to the EU representatives	More concrete rules for how to receive remedy for rights violations

7. SECTION 2: Setting up Synergies and Voluntary Support Groups – towards the 'DICIPASS4YOUTH COMMUNITIES'

Efforts to engage **youth** *involve elevating their voices and ensuring meaningful opportunities to contribute to resolving issues and promoting positive change in their communities and nations. There is a need* **to improve the quality of partnerships with youth, to provide more concrete platforms for youth participation, to support existing local youth networks and initiatives, and to include youth in science, technology and innovation initiatives***.*

"When we think about a young person being engaged, we think of a young person being inspired, informed, and involved… It is important that they are actively aware and are making a conscious choice to be a part of something. So they are doing something not because they have to, but because they want to."
—Taking IT Global

WHAT IS YOUTH ENGAGEMENT?

Youth engagement is a term that can be interpreted in many ways. Some define it as simply enrolling young people as program beneficiaries; however, the intentions of the organizations included in DICIPASS4YOUTH Consortium is to involve youth in more meaningful ways, such as through decision-making, program design, policy making and advocacy efforts.

According to DICIPASS4YOUTH principles, prioritizing the participation of youth is based on the premise that youth have the right to express themselves, be involved in decisions that affect their lives, and be active participants, rather than just beneficiaries; especially if these decisions can be related to their rights, to be more specific to their digital ones. Relevant to this is the idea of "youth choice" or the notion that for young people to be truly engaged, they must be active and informed participants. They must be aware of what they are doing, what is expected of them, and why they are doing it. Without this, the danger is that youth can be used merely as tokens of youth participation and included only in a perfunctory manner.

WHAT IS NEEDED TO MAKE DICIPASS4YOUTH COMMUNITIES WORK?

In order to engage members of the **DICIPASS4YOUTH COMMUNITIES** meaningfully, they need to have an opportunity to **voice their opinions and follow their interests**, with the support of adult mentors. They must have the freedom to disagree or offer a different opinion, and unequivocally be able to express themselves.

They also do better when they are provided **with clear roles and expectations**. Young people prefer the idea of outlining expectations as this helps promote clarity, accountability, and transparency with regard to youth as well as the organization. In addition, young people should be offered choices about their activities and roles.

Training and support for youth participating in this kind of communities are also necessary. While it is important to foster empowerment and ownership, this must be balanced with sufficient preparation and support for young people to succeed. It is critical that youth in all roles receive training, whether they are conducting a community needs assessment, speaking at a conference, or helping design an anti-cyberbullying intervention. Training can be provided in a specific competency (e.g., program evaluation) or content area (e.g., early grade reading), or be a part of general skills building (e.g., public speaking or financial management).

Lastly, **DICIPASS4YOUTH COMMUNITIES** should **consider the needs of various youth populations**. The definition of 'youth' varies among cultures and contexts. In some communities, youth are identified based on their level of responsibility to family and community. Most organizations, however, use some type of age range to describe the population – but even these differ. While it is up to each organization to select how they define youth, it is important to remember that young people in the lower age ranges (say 13-15 years) are going to have very different needs than those in older ages ranges (say 16 years and above). Youth engagement efforts must take this into account. In addition, youth have other characteristics that make their life experiences unique, such as gender, socioeconomic status, geographical location (e.g., urban/rural; more developed/less developed, etc.), whether they live with a disability, or if they live in a conflict or crisis-affected community. Outreach activities and youth engagement initiatives must consider how best to include and encourage these groups. In some instances, for example, it might be good practice to separate young men and women so that they can freely express their thoughts and share their feedback. Other suggestions for empowering marginalized groups include: mentorship, specialized leadership training, self-efficacy workshops, and increased family involvement (Search for Common Ground, 2008).

WHAT ARE SOME OF THE CHALLENGES WITH ENGAGING YOUTH?

A key challenge to engaging young people into **DICIPASS4YOUTH COMMUNITIES** is exclusivity, wherein only the most privileged young people have opportunities to participate (O'Donaghue, et al, 2003). This creates a lack of representativeness, in which young people from disadvantaged groups have few or no opportunities to provide input and are excluded from decision-making processes. These young people are often leaders in their families or peer groups, yet they can be overlooked by implementers and policy makers that do not know how to reach them, feel it would be too resource intensive to include them, or fail to see their potential.

Lack of ICT infrastructure can also cause difficulty when recruiting youth for engagement activities or soliciting input. Connecting with youth through social media and websites can be an effective strategy, but less so when dealing with the most marginalized populations (mEducation Alliance, 2020). For hard-to-reach populations, it might be possible to gain access via a paper survey, through youth or faithbased groups, or at community meetings.

Since youth generally have many competing priorities (e.g., school, work, house chores, etc.) *it can be difficult logistically to bring them together*. DICIPASS4YOUTH COMMUNITIES organizers must be able to accommodate a flexible schedule and understand that some youth might devote more or less over time depending on other things on which they may be working. Meetings may have to be scheduled in the evenings and on weekends to encourage more youth involvement.

Keeping youth engaged for an extended period of time can also be a challenge. Many organizations have difficulty maintaining young people's involvement or following up with them after they have completed agreed upon activities. Sometimes building alumni networks using social media or other technologies can help. Through these networks, alumni have the opportunity to take on leadership roles (e.g., participating on an alumni board, becoming trainers after graduating from a program) and can also mentor current program participants.

ACTION-ORIENTED APPROACHES TO YOUTH ENGAGEMENT
1. DEVELOP A SMALL WORKING GROUP OF "CHAMPIONS" WITHIN YOUR ORGANIZATION DEDICATED TO DICIPASS4YOUTH COMMUNITIES
An internal working group can act as a coordinating body for youth related activities within your organization. This group would be the flash point for all youth engagement initiatives, and could act as an internal "youth engagement community of practice." The working group would provide a space to share best practices and resources, coordinate and map efforts, sponsor workshops and trainings, and design research activities.

BEST PRACTICE ADVICE
- Have a clear purpose, agenda, work plan and achievable goals for the group.

- Use entities within the organization that already exist and build on them, if possible.

- Put procedures in place to reduce barriers to participation (e.g., flexible meeting times/formats).

- Include young professionals and interns to bring the "youth perspective" as much as possible.

- Allow different levels of participation by group members depending on time and interest.

- Include trainings for adults on positive youth development and working with young people in multigenerational groups.

- Provide a set of talking points for working group members to advocate for increased youth engagement within the organization.

2. ACTIVELY MAINTAIN A CURRENT MAPPING OF DICIPASS4YOUTH COMMUNITIES ACTIVITIES

Surveying the landscape of youth engagement across your organization through mapping is helpful in establishing a "starting point" with regards to the current state of commitment to youth engagement efforts, and more specifically to DICIPASS4YOUTH COMMUNITIES. The mapping process can enable your organization to take inventory of and coordinate existing youth engagement programs, activities, and initiatives. Investing time in this initial activity can clarify where capacity-building efforts should be focused and inform program and work planning. As a complement to the mapping effort, your organization can conduct a "youth audit" to assess its readiness to implement youth engagement activities.

BEST PRACTICE ADVICE

- Establish a clear mapping process. Which areas of the organization's work are most critical to map with regards to youth engagement?

- How will the mapping results be used/disseminated?

- Encourage the use of youth engagement indicators in program monitoring and evaluation.

- Ensure there is a dedicated set of individuals to carry out the mapping activity, as well as a group that will act to incorporate lessons learned from the exercise into future programming and policy.

- It is important to periodically assess the organization's strengths, expertise, and challenges around youth engagement as populations served evolve, as well as to continue to be relevant in the context of changes in funding and policy priorities. A process should be put in place to ensure mapping results are kept current.

3. ACTIVELY MAINTAIN A YOUTHFOCUSED WEB PRESENCE COMBINED WITH SOCIAL MEDIA INITIATIVES RELATED TO DICIPASS4YOUTH COMMUNITIES

A youth-focused website can be a good mechanism for reaching young people and maintaining the relationships between the DICIPASS4YOUTH COMMUNITIES. It can be particularly beneficial for building a community of young people interested in an organization's activities, soliciting youth input, promoting events, sharing information about opportunities, and providing an avenue for youth advocacy.

BEST PRACTICE ADVICE

- Youth should be involved in the development and maintenance of the site.

- Social media and web activity should be campaign driven.

- Content should be created by youth, if possible.

- Offer the opportunity for youth to genuinely express themselves, for instance through blogging/vlogging or podcasting.

- The look and feel must be youth-friendly and familiar.

- Functionality and content are the most important factors.

- Look for ways to highlight youth accomplishments (e.g., awards, artwork, writing).

- Incorporate social media like Facebook, Twitter, and YouTube.

- Put mechanisms in place so that young people who lack access to the Web or social media can still access the content. This could be done through reaching out to intermediaries (e.g., in-country partners, faith-based organizations, youth groups).

4. INCREASE YOUTH INVOLVEMENT IN DESIGN, IMPLEMENTATION, AND EVALUATION ACTIVITIES LINKED TO DICIPASS4YOUTH COMMUNITIES

Whether it is project design, implementation, or evaluation, engaging youth in your organization's work can help improve the relevance of any youth programming. There are many steps that will need to be taken when integrating youth in these processes, including recruitment, selection, training, and mentoring of youth volunteers or workers (Sabo Flores, 2008). Youth work must also be monitored to ensure they are in safe situations and representing the program appropriately. These activities require extra time and expense on the front-end, but can provide important returns through the creation of programs that offer services young people need and find useful.

BEST PRACTICE ADVICE

- Roll out youth engagement efforts incrementally (e.g., start with smaller pilot projects at first) in order to allow for more careful monitoring of investments and returns.

- Create roles for youth that allow them to contribute in meaningful ways.

- Make sure young people know what is expected of them. Individualized contracts with youth help define roles and expectations.

- To build capacity and enhance the roles of youth, provide project-specific training, such as key informant interview training for young evaluators or content-specific training (e.g., global sexual and reproductive health trends) for young policy advocates.

- Adult facilitation is key; youth must have some level of ownership and autonomy, but also be given the preparation and support to succeed. The level of

- facilitation depends on the skills and experience of the youth.

- Ensure that adults are informed and prepared to work in a meaningful way with youth during each phase of the process.
- Establish an evaluation and feedback loop for youth engagement efforts. This helps create a youth engagement evidence base and also potentially leads to more informed, relevant, and effective approaches to engaging youth.
- Market and make the case for including youth.

STAKEHOLDER ENGAGEMENT

Stakeholder engagement, also known as 'Citizenship Participation' is an important element in nation building and maintaining an equitable power balance in an organisation or a country (Greenwood, 2007; Ihugba & Osuji, 2011). Stakeholders, who can be categorised as *internal* and *external* stakeholders according to Hill and Jones (2001), are defined as "those groups and individuals who can affect or are affected by the achievement of an organisation's objectives" (Freeman & McVea, 2001, p.23). The implementation programmes by a country or company will generate fruitful outcomes if the plans and programmes are well received by the stakeholders. Likewise, without stakeholders engagement the successful implementation of programmes would be dubious and uncertain.

WHAT IS A STAKEHOLDER ENGAGEMENT PLAN?
The stakeholder engagement plan is "a component of the project management plan that identifies the strategies and actions required to promote productive involvement of stakeholders in project or program decision making and execution (PMBOK® Guide – Sixth Edition, Page 723)."

Stakeholder engagement includes ways to attract and involve individuals, groups, and organizations who may be affected by a project or may affect the project.

10 WAYS TO ENGAGE PROJECT STAKEHOLDERS
1. Identify stakeholders early. You can't engage stakeholders until you know who they are. As you are initiating your project, start identifying your stakeholders. Additionally, create a project stakeholder register.
2. Get stakeholders talking to one another. Invite key stakeholders to your initial project meetings as you are developing the project charter. Remember that you want to surface and resolve conflicts as soon as possible.

3. Seek to understand before being understood. Steven Covey shared this principle years ago. It still holds true. Furthermore, people want to know that you really want to hear their perspective first.
4. Listen, really listen. Part of understanding is making time to sit face-to-face, when possible, and truly listen. Ask probing questions.
5. Lead with integrity. Meaningful engagement requires trust. Say what you mean; mean what you say. And then do what you said you would do.
6. Engage your stakeholders in the estimates. Ask the people that will do the work for estimates. And help stakeholders to understand that there is greater uncertainty in the early estimates. Commit to providing refined estimates as your projects progress.
7. Work WITH your team. The best project managers work with their stakeholders to break down their projects into deliverables and tasks. This helps everyone to have a better understanding of the project. Furthermore, stakeholders will more likely support a plan that they helped create.
8. Manage expectations. Each of your stakeholders has expectations, sometimes false expectations. Working with your team will clarify many of these aspects of the project.
9. Say thank you. When team members and other stakeholders complete activities, respond to emails and voicemails, make you aware of things you didn't know, respond with thanks.
10. Communicate, communicate, communicate. Ninety percent of a project manager's job is communication. Develop and maintain a communications plan. Creative project managers minimize a potential communications breakdown by communicating through a variety of channels, not one or two.

8. SECTION 3: Campaign and Petition

The campaign on digital citizenship was a crucial part not only to disseminate the project itself, but to raise awareness about what it means to be present online. We built this campaign on the results of the surveys we conducted in IO1, which led us to create the national indexes.
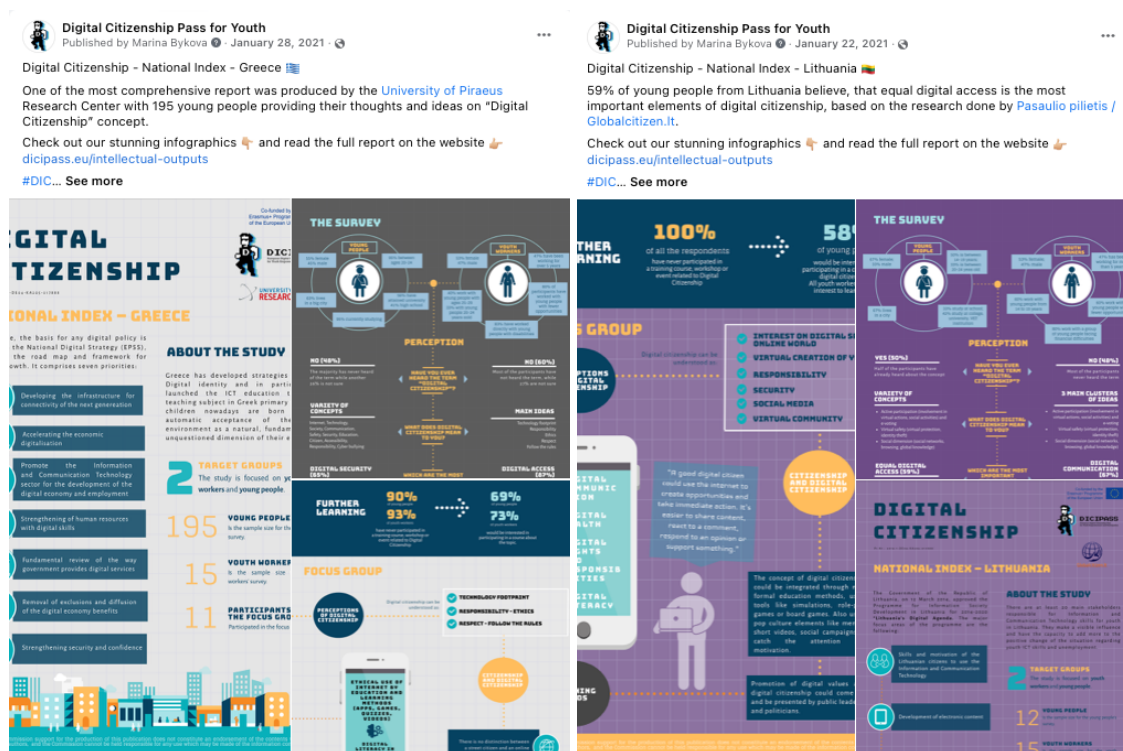
Examples of the campaign materials v.1

We also raised some topics related to the modules you can find online, such as digital health, digital security, and digital equity. So, we asked people what their concerns were through facebook and instagram.
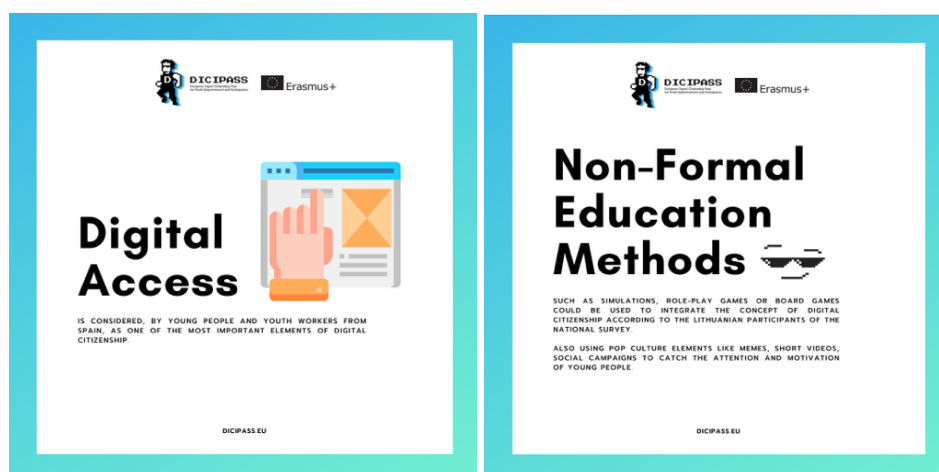
Examples of the campaign materials v.2

The DICIPASS podcast is the third element of this campaign, where we interview several people to discuss the issues of digital citizenship and digital privacy, digital access, and digital rights and responsibilities.

DICIPASS Podcasts on the project website

Last but not least, we collect opinions from young people on what it means to be a good digital citizen. This activity was included in our youth exchange in May 2022, so we took some pictures of some of the participants in front of the European parliament in Brussels.

DIGITAL CITIZEN IS A CITIZEN THAT IS CRITICAL ABOUT NAVIGATING THE ONLINE WORLD AND DEMANDS DIGITAL RIGHTS FOR EVERYONE.

DIGITAL CITIZEN IS SOMEONE CONSCIOUS ABOUT WHAT THE ONLINE WORLD IS, ITS NEEDS AND ITS DANGERS.

YOUNG PERSON / INES
COUNTRY / ARGENTINA

YOUNG PERSON / ELENI
COUNTRY / GREECE

A DIGITAL CITIZEN SHOULD BE AWARE OF HIS/HER ACTIONS AND RESPONSIBLE OF THEM. EVEN THOUGH THIS PERSON HAS DIGITAL RIGHTS, HE/SHE HAS TO HONOUR ALSO. ON THE SAME THE SAME TIME THIS PERSON SHOULD LOOK FOR IMPROVEMENT OF DIGITAL WORLD AS IN A REAL ONE.

A RESPONSIBLE DIGITAL CITIZEN SHOULD BE WELL AWARE AND INFORMED OF THEIR RIGHTS AND FREEDOMS ON THE ONLINE SPACE AS WELL AS RESPECTING THAT OF OTHER'S WHILST BEING MINDFUL OF THE DIGITAL CONTENT THEY CONSUME.

YOUNG PERSON / EVALDAS
COUNTRY / LITHUANIA

YOUNG PERSON / DANIEL
COUNTRY / SPAIN

A RESPONSIBLE DIGITAL CITIZEN IS RESPECTFUL, HAVING HAD PROPER DIGITAL EDUCATION

DIGITAL CITIZEN IS CARING FOR OTHERS, BE HELD RESPONSIBLE, FEEL EMPOWERED AND FEEL PROTECTED.

A GOOD DIGITAL CITIZEN SHOULD BE RESPECTFUL, NOT TOXIC, READ TERMS AND CONDITIONS.

DIGITAL CITIZEN SHOULD BE AWARE OF THREATS ONLINE AND THE POTENTIAL OF DIGITAL SPACES TO WORK ON WORLD INEQUALITY ISSUES, KNOW HOW TO USE DIGITAL TOOLS FOR THE BEST OF HUMAN KIND.

DIGITAL CITIZEN SHOULD BE AWARE OF COMPLEXITY OF DATA TRANSFERS ONLINE, KNOWING RIGHTS AND RESPONSIBILITIES OF USERS, DEMAND FAIRNESS IN DIGITAL WORLD.

YOUNG PERSON / AIKATERINI-RAFAELA
COUNTRY / GREECE

YOUNG PERSON / SALVIJUS
COUNTRY / LITHUANIA

DIGITAL CITIZENS SHOULD RESPECT COPYRIGHT, OTHER OPINIONS IN THE INTERNET. THEY SHOULD CARE ABOUT PERSONAL DATA, PAY ATTENTION ON SECURITY OF SERVICES.

A RESPONSIBLE DIGITAL CITIZEN SHOULD BE THINKING ABOUT THE OTHERS, COMPING TO HELP WHEN YOU SEE A MISTREATMENT ONLINE, STANDING UP FOR DIGITAL RIGHTS OF DIGITAL CITIZENS.

YOUNG PERSON / MOJI
COUNTRY / IRAN

YOUNG PERSON / GABRIELE
COUNTRY / LITHUANIA

DIGITAL CITIZENS ARE RESPONSIBLE, AWARE, ACTIVE, RAISING AWARENESS.

DIGITAL CITIZEN IS A PERSON THAT FOLLOW THE DIGITAL STANDARDS AND IS AWARE OF THE THE BAD THINGS THAT CAN HAPPEN IN INTERNET.
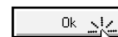
AWARENESS OF THE INTERNET BEST PRACTICES AND KNOWLEDGE ON THE ACTUAL REGULATIONS - SIGNS OF A GOOD DIGITAL CITIZENS.

DICIPASS

IO3-A3

DICIPASS CAMPAIGN

These campaign materials were collected during the DICIPASS Blended youth mobility - Spring School on Digital Citizenship in Brussels, Belgium from April 26th till May 2nd, 2022.

The program of the youth mobility included input sessions on some of the nine components of the Digital Citizenship framework and working/creative workshops to connect digital world with real life.

Twenty four participants from Germany, Spain, Lithuania and Greece gathered in one of the most important cities for the EU, to lay down a path for more actions supporting democratic participation online.

One of the activities took place at Espace Léopold, in front of the European Parliament building, where young people left messages about what digital citizenship means for them.

Learn more about this activity at dicipass.eu.

Ok

YOUNG PERSON / VLAD
COUNTRY / RUSSIAN FEDERATION

NEXT QUESTION /
HOW DO YOU BECOME A DIGITAL CITIZEN?

9. SECTION 4: Good examples and practices

This section provides **good examples and practices from similar programmes** to offer users support during the preparation stage, avoid pitfalls and develop their programme in the best way.

Every partner of the consortium (Germany, Cyprus, Lithuania and Greece) presented best practices of youth work after testing them out in local workshops with diverse groups of young people, in addition the facilitators added comments on improvements from their countries. In every workshop the methodology used - Nonformal, activity type - blended offline/online.

🇩🇪 **Germany: Digital Rights & Responsibilities (1h 30 min)**

The aim of the activity - To familiarize participants with digital rights and provide space for reflection on the personal responsibilities while surfing the Web.
Target group: Young people aged 14-30 y.o. Suitable for groups from 10 to 28 people. Participants can be split into 2-7 competing teams, with the main idea of having no more than 4-5 people in each team.

Methodology: Blended Online/offline. Non-formal methodology, group learning, self-learning. Puzzle-solving, group story creation for indicating a case of DR (Digital Rights) violation. Debriefing part.

Description of the activity step by step:

1. First phase – Explanation.

10 min Educator gives instructions on the upcoming activity:

  During the next phases of the workshop, participants must follow the rules:

After splitting up on teams.

- They are allowed to use only 1 device to log in to the website per team.

- They can use only the http://dicipass.eu/ platform to read the information and create their story cases.

- In order to do this, one chosen person must register to the platform

- The team that finishes first gets 1 extra point

The activity has 3 parts: 1. learning from the website, 2. story-case creation that indicates the violation of a certain digital right, 3. competition (who guesses first after hearing the story-case which of the rights was violated, and who are the actors of the case). After every right guess the team gets 1 point (can be drawn on paper or a whiteboard)

2. Second phase 10 min. Participants receive pieces of the puzzle (cut original shape papers) with a name and a QR code on them. Paper tells them what digital rights they must create story cases to. Then find their group partners and log in to the website. Where someone has to register to the platform (submit their personal data) in order to get access to courses number 1&2.

3. 10 min After finishing the registration participants must read out theoretical articles on Digital Rights (Lesson 1 and 2) in subsection (Digital Rights and responsibilities) and their descriptions on the link http://dicipass.eu/

4. 10 min Each group must create a short story of 5-7 sentences to demonstrate the case of violation of the particular Digital right (mentioned on the puzzle paper, that they solved and compel together in the beginning to find their team members)

5. 20 - 30 min (depends on the number of groups) each group reads their story and the other groups try to guess which of the 7 presented Digital Rights their case represents and explain why.

6. 20 -30 min Debriefing part a set of questions for participants

- Were you aware of those right existed before the workshop
- Did you observe any kind of violation of their own rights during the workshop? (the fact that they had to submit their data for the registration; the fact that they could use only 1 device per team; the fact that they could use only one website;)
- What institutions are dealing with the cases and policy-making according to the digital law in your countries (country)
- What kinds of responsibilities does Digital citizenship imply?
- Who can take the lead in Digital Rights promotion?
- After the activity, what kind of behavior change must be done in their opinion?

Materials used:

- Print outs with the names of the Digital Rights with QR code on it

- A website with theoretical information and the opportunity to register in

- Pen, A4 papers to write their own stories (if needed)

- Flipchart to list all the 7 Digital rights and count points per team

Results and comments after facilitating the activity: Practice shows that the activity described above engages participants to have a meaningful reflection on the topics of digitalisation, as well as the so-called Twist (their own rights were violated unnoticeably), shows how unconsciously irresponsible our current behavior online is right now. Participants noted the knowledge about Digital Rights were new to them and the experience of its violation made them to be more cautious and more responsible behaving online.

Long-term expected result - Desire to promote and raise awareness of Digital Rights. The feeling of Personal Responsibility in educating others about this topic.

🇨🇾 **Cyprus: Workshop on topic of Digital Literacy & Digital Access (1h 40 min)**

Directed to young people 16-30 y.o. With the main aim and objectives - To familiarize participants with opportunities to replace commercial programs with open source programs, their variety, pros and cons. To encourage further reflection on the ethics of the pirating and usage of cracked commercial programs.

Non-formal methodology, group learning, self-learning. Group lecture – method allows to check the current level of knowledge of the group and encourages active participation from each of the participants. Barometer – an activity that aims to encourage further discussion and to highlight different points of view on a certain problem

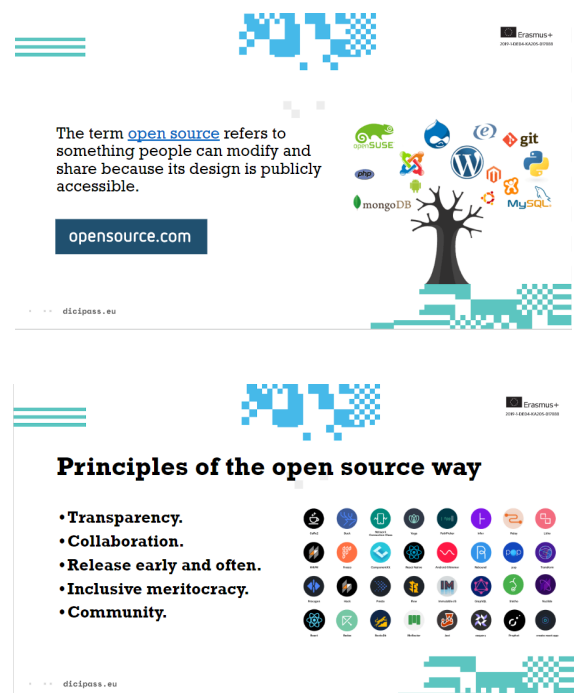## Description of the activity step by step:

The session has 2 parts.

Part 1: 45 min

15 min Group lecture – facilitators must split all participants into teams and give pictures of search engines, websites and free sources/commercial programs that we use in our daily life to search, store and modify the information. E.g.

The next stage is for participants to look at what open source programs are, search for more information online and try them out, then list what commercial programs can be replaced by open source, as well as the pros and cons of both. Discuss it in the groups and be ready to present it to other groups.

15 min – Time to exchange the information with other groups' representatives.

The term open source refers to something people can modify and share because its design is publicly accessible.

opensource.com

dicipass.eu

Principles of the open source way

- Transparency.
- Collaboration.
- Release early and often.
- Inclusive meritocracy.
- Community.

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15 min Plenary discussion. On reasons, why internet piracy is so popular and how the status quo can be changed.

2nd stage of the activity. Barometer discussion

The educator marks a line with the edges "Strongly agree" on one and "Strongly Disagree" on the other.

Then reads out some of the following statements (below) and asks participants to place themselves on the line according to their opinions and beliefs, then elaborate on their position.

Statements:

- Pirating movies is ok while doing your studies because it's the only way students can stay updated with new popular movies
- Using commercial programs such as paid Spotify is the only way to support our favorite artists
- Open source is the only way to provide equal access of information and entertainment for young people
- Commercial programs are a waste of money because I have a free alternative which completely suits my needs
- When I visit a country with strict rules on piracy, I have to follow that country's rules instead of my home countries which allow me to pirate anything
- When you don't earn enough money, you shouldn't have to pay for commercial programs
- I have to subscribe to commercial programs if I want a good service
- It's ok for more people to share the same Netflix account and they don't have to create separate ones
- Parents should pay for their children's commercial programs up until they finish university
- We should cancel open source because companies don't make profit out of them so they can't develop improved services

Materials used:

- Print outs with the names of the search engines, websites and free sources/commercial programs that we use in our daily life.

- Access to the Internet for looking up programs that participants aren't familiar with.

Results and comments after facilitating the activity: Practice shows that the activity described above invites participants to reflect on their own behavior online and engages a conversation about ethics of usage of commercial programs priorly pirated. Many young people noted that they have never heard about or used open source alternatives and were very surprised by the fact, how vary they are. Also many of them mentioned the desire to learn more and try to replace usage of commercial programs in favor of open source apps and websites.

🇪🇸 **Spain: Workshop on the topic of Digital Law and presentation of a study case about the trial between the European Union and Google (2h 45 min)**

The aim - To Demonstrate how the EU protects its citizens in regards to digital market competition. Also to demonstrate the importance and value of personal Data protection. Methodology - Non-formal , group learning, self-learning, debating, reflection.

Description of the activity step by step:

The activity has 3 phases:

45 min Phase 1 - Participants split into 4 equal groups and get one of the roles they will follow until the end of the workshop. There are 4 possible roles, each represents a real party from the case. Role description below.

After receiving the role, everyone in the group gets into a discussion to prepare for the upcoming debates with representatives from other groups.

60 min Phase 2 – debates, at this part 1 representative from each group sits together at the table with 3 others and forms a group of 4 to start the debates until the court makes the final decision.

60 min Phase 3 Evaluation and reflection in plenaryю

To get to know the results from each debating group and showcase that there was a real court case between Google and the EU in 2018, which was finished with a 5 billion dollars fine for Google.

The important moment - to encourage participants not to look for the answers in the internet and connect the case study with the real event we came up with an idea to replace the names of the companies and institutions with fake ones. After the active part of debates is done and debriefing on the results of the activity took place we invite facilitators to finish by demonstrating the following slides:

Conclusions

- Other important contracts in focus concern **payments Google made to phone-makers and mobile operators** until 2014 on the condition that they exclusively pre-installed the Google Search app on their devices.

dicipass.eu

Conclusion

- Google's "Play Store" app store is a must-have for phone-makers such as Samsung and HTC, the Commission found, and by requiring the phone-makers who seek access to it to pre-install Google's entire suit of apps, including its lucrative Search and Chrome apps, the U.S. tech giant **reduced the ability of rivals to effectively compete** with Google.

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Role Description:

Ani-trust commission (represents EU)

You are concerned about fair competition in the digital market of your country. You got a complaint from a coalition of open-source web browsers called "FairSearch '' who claim that they can't provide their products on 80% of world mobile phones, which are using an open-source operating system, Venera. The reason is because those mobile phones come with a pre-installed search engine "Door" and an "App Shop ''. The "Door" and "App Shop '' belong to tTerra, a multinational tech company that is profiting largely from this situation.

Task: Research what fair competition and antitrust regulation mean. Listen to the case arguments of other groups and decide whether it is a violation of a fair competition in a market or not. If yes, please, suggest a fine.

Bebat (represents Samsung)

You are a large mobile phone manufacturer. You've signed a deal with one of the biggest tech companies - Terra, which will provide a pre-installed search engine "Door" and a market space for apps "App Shop" for your mobile devices for competitive price. This is a very good deal for you and you can even lower down the cost of your phones to enter a new market niche to reach more consumers.
However, FairSearch, a coalition of alternative marketplace for Venera apps, have filed a case towards Terra stating that their deal with you violates free market regulation. Now the Ani-trust commission is investigating it.
Task: Think about why you would prefer the deal with Terra instead of having more apps to offer. Create an argument to protect your company from experiencing more costs and keeping the mobile device price low.

FairSearch (represents consortium of organizations under the name Fair)

You are a coalition of alternative marketplace for Venera apps. You claim that Terra's approach to Venera made it difficult for alternatives to the "App Shop" to be installed, as only few users will do the additional job of looking for an additional browser. You filed a complaint to an antitrust commission of your country.
Task: Create an argument why there should be a fair competition of the apps on any mobile devices using an open-source operating system Venera.

Terra (represents Google)

You are a multinational tech company which signed a deal with a mobile phone manufacturer Bebat. The deal is the following: each phone Bebat produces comes with an open-source operating system Venera and has pre-installed search engine "Door" (browser) and a "App Shop", which you have developed. This is a great deal for you and you enjoy having more users, using your services (in which they, of course, pay).

However, FairSearch, a coalition of alternative marketplace for Venera apps, have filed a case towards you stating that your deal violates free market regulation. Now the Ani-trust commission is investigating it.
For your information, Venera is used on 80% of world phones.
Task: Create an argument why it is good for users to have a pre-installed search engine and a marketplace for apps.

Materials used:

- Print outs with Role description/ or prepared files to forward them onto a digital device

- Projector and PDF file to showcase the real example

Results and comments from facilitators: After the activity participants noted deeper knowledge about the EU institutions work, better understanding of a global picture of this particular case, encouraged interest to get to know more about the digital dimension of EU policies and regulations, a desire for more responsible behavior online.

🇬🇷 **Greece: Workshop on topic of Digital Access & Digital Divide (1h 30 min)**

The aim of the activity is to showcase different realities regarding Digital Access to certain social groups. Also to raise awareness of barriers that can prevent people from having digital access, either because of a lack of hardware, software or Internet connection. Furthermore the participants shall be encouraged to find ways, how people can overcome those barriers or at least how one can lower the barrier. For instance one can find cheap computers on online shops, like ebay, if one is searching with the keyword "refurbished" in addition to a specific computer or certain requirements, e. g. "refurbished.
Target group - Young people aged 16-30 y.o. Suitable for groups from 10 to 28 people.
Non-formal methodology, group learning, self-learning, game elements, debriefing.

Description of the activity step by step:

Stage 1

1. Introduce the topic to participants. Explain what is Digital Access, try to engage them into a conversation about groups of people that have difficulties of different levels to access the internet. Ask the young people to think of their parents and older relatives or younger siblings, also mention people with fewer opportunities and disadvantaged groups, what kind of difficulties they might have.
2. We asked participants for the instruments/questions they think might be useful to measure the internet access and below a list of some of those questions:

- *Do you have access to the internet at your home?*
- *Do you have access to the Internet outside of your home (mobile network)*
- *With what device do you usually access internet*
- *Can you afford to pay for the Internet every month without saving much money*
- *Are computers or electronic devices available at your school/workplace for use for free*
- *Are you familiar with any of the assistive technology that is available on the computer or electronic device that you typically use?*
- *Are you physically/mentally able to use the device and surf the internet*
- *Has anybody taught you how to use electronic devices before*
- *In case your current device stopped working, are you able to buy a new one immediately?*
- *Do you feel that you need assistance in any of the following areas when you are using a computer or electronic device?*
- *Have you been confronted with the problem that you could not afford a digital device, for instance, a notebook that you needed?*
- *Have you ever faced the problem that you could not afford or use certain software, because it is too expensive or not available on your operating system (e. g. Android, Linux, Mac, iOS, Windows)?*
- *Have you had the problem that you could not go online outside of your home or office as you have software on your mobile device that requires online access?*

And other questions.

Stage 2 Action

1.Distribute the roles prepared in advance (E.g. low income family members, including teenagers, older aged people, visually impared person, audibly impaired person, refugees displaced due to a War, successful lawyer, business owner, shopkeeper, a teacher, a student etc.)

Ask participants to recall images of descriptive people in mind and set themselves emotionally to answer the questions from a perspective of their role for the following steps of the activity. Then set everyone in one line. Read the questions written by participants and ask them to step forward if the answer is positive(yes).

2. At some moment participants will notice that some people are far in front and some stay behind. This is the visual representation of Digital Divide. (In case the group is international it is possible to use different nationalities of the characters, however, an IMPORTANT part is to debrief this activity properly.

Stage 3 Debriefing

In order to close the Kolb's cycle it's very important to facilitate a proper debriefing after the activity happened. Firstly focus on questions - what happened and what roles did they have?

After this part is done continue with the emotional part of the exercise particularly - How did/do you feel during/after the exercise? What kind of emotions did you have when others were stepping forward and you were staying still/ Or the opposite - What did you feel while

standing in front and seeing others far behind? Then go to difficulties that they faced while answering the questions playing the characters? And finally to What did this exercise teach them and how can they use the knowledge in the future?

Materials used: Printed roles, blank paper for writing the questions, pens/markers, flipcharts to highlight certain points.

Results and comments from facilitators: The activity is an adjustment of a well-known Human Right exercise - step forward. In HR it is used to showcase the privileges of the group, however we found it very useful to transmit Digital divide and make it visible and vivid. Practice shows a high level of engagement from participating young people at every stage of the exercise. Also, it is important to mention the right mood of facilitation, as it's not the most optimistic workshop.

🇮🇪 Ireland: Workshop on the topic of Digital literacy

Directed to young people 16-30 y.o. Digital literacy can be seen as a transversal competence that makes one able to find, rate, verify, use and spread information. These competences are very important to be developed since once the internet became popular it liberated people to spread information without the intermediation of an external publisher. This has allowed a flow of information that is not previously checked in terms of integrity and reliability. Furthermore, the culture of getting information for free has in some cases led to a reduction of journalists at classical newspapers, increasing the possibilities of delivering articles of less quality, especially in online newspapers.

Also in the last years the term fake news became more and more popular, because information spread so fast and on a big scale, that even when it was not accurate people read or watched them that much, that it seemed to be true. This problem accentuates when famous individuals, that have plenty of followers in social media, share content that produces disinformation. Due to the aforementioned reasons, nowadays it is very important to be able to find the right information and validate it in order not to be deceived.

The participants will get an overview about different search engines and investigate a fact as an example to validate it in case they saw it in an article and to know if it is reliable or questionable. Furthermore they will use a reverse image search to find other sources of the same image, which can for instance be used to figure out if an image is an original or just taken from a library to "decorate" an article.

Non-formal methodology, group learning, self-learning. Blended offline/online activity. Kahoot – method allows to engage all the participants into a friendly competition, raise the problematic topic to discuss and reflect on personal experience.

Description of the activity step by step:

Step 1: Split all participants into the teams and ask them to scan the following QR Code, name the team and play a round of the game.

Or use a link https://create.kahoot.it/share/dicipass/7f69fba4-16bf-438f-9d57-59afe36166cd

There they will be offered to try their critical thinking and recognise fake from real photos and choose true or false. After the game is finished, show participants the presentation and ask them to try to use search engines based on photos https://tineye.com and try to recognise once again, what photos are real and what are fake. To let them scan the photos and find out the truth - use https://docs.google.com/presentation/d/1I45unod8KWo9jhc_-wNkXeTjIJMnW_UC/edit?usp=sharing&ouid=114943494902047143165&rtpof=true&sd=true presentation.

After the truth was found it's important to finish the workshop with a plenary discussion on reasons - why there's so many fakes, who makes them and why, and the tools to recognise them and think critically.

Materials used: PDF presentation, Kahoot, projector, internet access

Results and comments from facilitators: The activity showed a great result in showcasing the realities around fake photos and the necessity of critical thinking among modern citizens and digital citizens. After trying the activity on a few groups we can ensure the engagement and interest from the participants. Time based - 1hour and 15 minutes.

🇱🇹 Lithuania: Workshop on the topic - Digital Citizen, Who and Why? (1h 30 min)

Directed to young people 16-30 y.o. With the main aim and objectives - To familiarize participants on the importance of educating modern citizens with digital skills and showcase the interconnection between real and digital worlds in our daily life.

Non-formal methodology, group learning, self-learning. Group lecture – method allows to check the current level of knowledge of the group and encourages active participation from each of the participants.

Description of the activity step by step:
First workshops start by asking participants to create a map of their usage of digital resources in their daily life, to reflect on how often they use personal devices and go online. 10 min
For the next stage we asked everyone to find a partner in the group to work in pairs and discuss the maps that they have created, fill in the gaps and try to mention every aspect of their lives. 10 min
Afterwards, we asked participants to split up into groups of 4 - 5 people and go outside, to observe and take pictures/videos of the interconnection of digital and real world around us. (Some of the groups went to the malls, some went to the street and tried to observe and notice the cases. 30 min

For the next stage we invited everyone to create a blogpost and visual presentations of their observations. (30 min) and pitch them to the rest of the group (15 min)
And finally debriefing - at this stage we asked everyone how much digital they feel, and their opinion on what kind of definition can we use for Digital citizenship?

Materials used: Internet access/ phones/cameras/ laptops.

Results and comments from facilitators: During the workshop we found out that most of the young people that took part never had a chance to think on how much we use digital technologies in our daily life. Some went to the settings of their phones and found out - there are hours spent in some applications, such as TikTok and Instagram. During the reflection, many noted their desire to change the current behavior and try to waste less time on it.

10. Conclusion

Overall, this document consists of the DICIPASS4YOUTH Tool Kit: An A-Z pack for implementation. It provided the reader with an overview of the DICIPASS4YOUTH project, and guidelines for the implementation of the programme.

The implementation of the programme can take various forms i.e. intensive summer school, after-school clubs, depending on the context of each partner country.

11. Annexes

DICIPASS4YOUTH PROGRAMME
CALL FOR PARTICIPANTS

Before you…

THINK!

T = Is it True?
H = Is it Helpful?
I = Is it Inspiring?
N = Is it Necessary?
K = Is it Kind?

If you are a young person aged 15-25 years old, this training workshop is for you!

The DICIPASS4YOUTH team would like to invite you to participate on a **20 hours free-training course** run by experienced youth workers for the acquisition of digital citizenship skills. Digital citizenship refers to the ability to engage positively, critically and responsibly in a world filled with social media and digital technologies!

👉 Together we will learn:
● How to act online
● What is copyright
● How to avoid plagiarism
● What is illegal file sharing
● Where to search for Copyright-free content tools
● What is the dark web and why is it illegal?
● What is GDPR?
● How we behave online?
● What are Internet trolls?
● And many more!!!!

‼️ Last, but most important, **four selected participants** will have the opportunity to visit Brussels in the first months of 2022 and participate in the DICIPASS4YOUTH Training Activity, meet other young people and participate in exciting non-formal workshops!

*The DICIPASS4YOUTH Erasmus+ European Project is a cooperation of 6 different organisations from 6 different countries. The co-ordinator of the project is the Culture Goes Europe (CGE) from Germany, in collaboration with Emphasys Centre from Cyprus, CCS Digital Education Ltd from Ireland, Open Europe from Spain, Global Citizen from Lithuania, and University of Piraeus from Greece.

At the end of the training workshops, all participants will be able to test their knowledge and acquire an Open Badge (Badges demonstrate a wider range of skills and achievements of a learner acquired through formal, non-formal and informal learning methods and activities). You can visit the official website of the project at: http://dicipass.eu/ as well as the e-learning platform at: http://dicipass.4learning.eu/ in order to learn more about the project.

Do you have any questions? Please do not hesitate to contact us, so that we can provide you with all the information you need.

We are looking forward to meeting you!

Kind regards,

Christiana Yiangou

Project Researcher-Youth Worker

DICIPASS4YOUTH team

_____

DICIPASS4YOUTH PROGRAMME
PARENTAL CONSENT FORM

I, the undersigned mother / father / guardian of

_____, confirm that I approve his / her

participation in the Erasmus+ Programme Youth Sector titled *EUROPEAN DIGITAL*

CITIZENSHIP PASS FOR YOUTH EMPOWERMENT AND PARTICIPATION (DICIPASS4YOUTH),

providing that all the data registered will be used only for purposes of this project, and

confidentiality of any personal information is kept secure.

Place and date: _____

Signature: _____

DAILY LESSON PLAN

Module: _____

Date: _____

Instructor: _____

ACTIVITY	
OBJECTIVES	
EVALUATION	
NOTES	

DICIPASS4YOUTH PROGRAMME
REGISTRATION FORM

PERSONAL DATA	
Name(s):	
Surname:	
School:	
Email:	
Mobile:	
INFORMATION ABOUT THE COURSE	
Name:	
Number:	
Date(s):	
Time:	

Declaration of Use of Personal Data

✔ *I agree that the DICIPASS4YOUTH project will use my personal data.*

Place and date: _____

Signature: _____

DICIPASS4YOUTH PROGRAMME
CONSENT FOR PHOTOGRAPHIC/ VIDEO MATERIAL

I, the undersigned, give permission for the use of pictures, videos and other promotional materials for the purposes of promoting the Erasmus+ Programme titled '*EUROPEAN DIGITAL CITIZENSHIP PASS FOR YOUTH EMPOWERMENT AND PARTICIPATION (DICIPASS4YOUTH).* These can include:

• Photos of the participants taking part in the DICIPASSS4YOUTH activities or events may appear in published articles or on the project's website.

• Videos of the participants taking part in DICIPASSS4YOUTH activities or events may appear on the project's website.

• Publicity material for further activities or events on leaflets / websites / magazines.

I certify that I have read and fully understand the information provided, and that all questions pertaining to this consent have been answered to my satisfaction.

The partnership will take all steps to ensure images and videos of the participants are used solely for the purposes of promoting the DICIPASSS4YOUTH project.

Place and date: _____

Signature: _____

DICIPASS4YOUTH PROGRAMME
ATTENDANCE LIST

TRAINER:	
MODULE(S):	
LOCATION:	
DATE:	

A/A	NAME AND SURNAME	E-MAIL	SIGNATURE
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			

DICIPASS4YOUTH PROGRAMME CERTIFICATE

_____

has participated in the implementation of the Erasmus+ KA2 project YOUTH Sector

EUROPEAN DIGITAL CITIZENSHIP PASS FOR YOUTH EMPOWERMENT AND PARTICIPATION (DICIPASS4YOUTH)

Reference Number: 2019-1-DE04-KA205-017888

on _____ in _____

_____

Sign and Stamp

Annex 8 – Evaluation Forms

- To be completed by young people https://forms.gle/FT9VQPyxrpivZRxH7

- For youth workers (Editor rights)
  https://drive.google.com/drive/folders/18kWJ689h3P8OiV86tHPOYCLOnwrWyal_?usp=sharing

PR. NR. 2019-1-DE04-KA205-017888

PROJECT INFORMATION

PROJECT ACRONYM: DICIPASS4YOUTH

ROJECT TITLE: DIGITAL CITIZENSHIP FOR YOUTH: EUROPEAN DIGITAL CITIZENSHIP PASS FOR YOUTH EMPOWERMENT AND PARTICIPATION

PROJECT REFERENCE: 2019-1-DE04-KA205-017888

PROGRAM: KEY ACTION 2 COOPERATION FOR INNOVATION AND EXCHANGE OF GOOD PRACTICE

WEBSITE: HTTP://DICIPASS.EU/

CONSORTIUM: