From Media Education to Digital Citizenship.
Origins, perspectives and policy implementations in the school systems across Europe*

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Abstract

Lo scopo dell'articolo è analizzare il concetto di cittadinanza digitale, come esso evolve da discipline come ME, DML e MIL, e come questo sia tradotto nei piani nazionali per l'innovazione delle scuole in alcuni paesi europei. Nella prima parte dell'articolo si analizzeranno i concetti di media education, svolgendo un'operazione di disambiguazione fra diverse discipline spesso confuse fra loro: ME, DML, MIL. Nella seconda parte dell'articolo saranno presentati e messi a confronto diversi progetti internazionali mirati alla formalizzazione di framework di competenze per la cittadinanza digitale cercando di mettere in evidenza la necessità di muovere verso un concetto di educazione alle tecnologie che preveda anche un'attenzione verso elementi più legati all'educazione alla cittadinanza attiva, alla partecipazione democratica nella società e alla dimensione socio-relazionale. Infine, saranno presentati i piani nazionali di innovazione digitale per le scuole di Spagna, Germania, UK, Francia e Italia con lo scopo di evidenziarne gli aspetti di innovazione e criticità rispetto al concetto di educazione alla cittadinanza digitale.

The aim of this article is to describe the concept of digital citizenship, as it emerges from disciplines such as Media Education, Digital and Media Literacy and Media and Information Literacy, and how this is translated into national school innovation plans in some European countries. The first part of the article analyses the concept of media education, by carrying out an operation of disambiguation between the different disciplines often confused among them: Media Education, Digital and Media Literacy and Media and Information Literacy.

The first part of the paper aims to disambiguate the various terms related to media literacy in general, often used interchangeably across the various disciplines, namely Media Education, Digital and Media Literacy and Media and Information Literacy. The second part of the paper illustrates and compares several international projects that support the formalization of competence frameworks for digital citizenship while highlighting the need to move towards a concept of technology education that also supports aspects related to active citizenship, democratic participation in society and take into account the social-relational dimension. In conclusion, national digital innovation plans for schools in Spain, Germany, UK, France and Italy will be presented with the aim of highlighting the aspects of innovation while critically reflecting on the concept of digital citizenship education therein.

Parole chiave: Cittadinanza Digitale; alfabetizzazione digitale; alfabetizzazione ai media e all'informazione; politiche scolastiche nazionali; linee guida europee.

Keywords: Digital citizenship; digital literacy; media and information literacy; national school policies; European guidelines.

1 - From Media Education to Media and Information Literacy

Before discussing digital citizenship, it is important to contextualize the great amount of work and pedagogical reflection about media and digital technologies that has been occurred in the past years. Various terms and definitions have been put forth by different actors (scholars, national and international institutions, policy makers…) and, to better understand the origin of digital citizenship, some disambiguation is required. We will start by expounding on the concept of Media Education (from now, ME) then proceed to discuss Literacy and Digital and Media Literacy, until coming to one of the latest concepts promoted by UNESCO: Media and Information Literacy.

As Rivoltella[1] underlines, media was conceived as a pedagogical tool even before the proper formalization of ME as discipline (Rivoltella, 2001). Using the Italian context as an example, already in the '40s, through *cineforms*, a practice of reflection about movies was promoted and spread, but it was only in the '70s that an effort to define ME started.

One of the first official mentions of "Media Education" can be found in a 1973 document from Conseil International du Cinéma et de la Télévision, a UNESCO affiliated NGO. In that document, ME is described as the study, the teaching (and learning) of modern media, considered as a specific and autonomous discipline in the field of theoretic and practical pedagogy. This vision wanted to contrast the use of media to support the delivery of content in the formal educational context. (Pavlic, 1987). The most relevant element of this definition, apart from the fact that it identifies the school as the only place in which ME can be practiced, is the focus on media considered as something more than mere vehicles for transmitting content but rather, as a discipline which deserves proper attention.

A few years later, in 1979 in Paris, the same organization proposed a second definition of ME, as a discipline which included the study of the history, the creativity , the uses and the evaluation of media as practical and technical arts; the role covered by media in society and its impact on social, communicational and participation level, including a study on the ways in which media influence perceptions of reality; the access to media and to the intellectual work that they make possible (Ranucci, 1994) – and by study, it is meant the teaching and learning with different methodologies to different targets: primary, secondary, higher and adult education.

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[1] Pier Cersare Rivoltella, in his comprehensive work "Media Education. Modelli, esperienze, profilo disciplinare", passes through the roots and the different approaches that Media Education had during its development, in order to trace a profile a disciplinar profile scientifically funded inbetween the Sciences of Education and the Information and Communication Studies (Rivoltella, 2001).

This second definition, compared to the first, gives a wider view which takes in consideration not only the formal education system but also the non-formal and informal ones. This perspective gives rise to an idea of ME as a discipline that is a life-long learning process, alongside the notion of media as both social-cultural products (media as influenced by society), and as agents of social and cultural change (society as influenced by media). One additional element to mention is the non-random references to the communicational and participatory dimensions, as if to acknowledge the role of medias in the development of cognitive, social-relational and political-participatory level of subjects.

Another milestone in the process of defining ME is the Grünwald declaration from UNESCO from 1982. This document holds an important passage which significantly influences the shape of ME: "Rather than condemn or endorse the undoubted power of the media, we need to accept their significant impact and penetration throughout the world as an established fact, and also appreciate their importance as an element of culture in today's world. The role of communication and media in the process of development should not be underestimated, nor the function of media as instruments for the citizen's active participation in society. Political and educational systems need to recognize their obligations to promote in their citizens a critical understanding of the phenomena of communication" (UNESCO, 1982).

Until that moment, and to a large extent also today, media where perceived with good amount of sceptical diffidence from the scientific community and from society in general. Originally, the need to formalize an education of this kind grew from the necessity to provide learners (mainly kids and youngsters) with the tools they needed to safeguard themselves from the relentless influencing power of media. The UNESCO's Grünwald declaration[2] aimed to break this paradigm by acknowledging the "undoubted power of media" not only as potential risk factor but also as a strong element of cultural production and, in a second instant, to underline the role of political systems and decision makers as being equally responsible – alongside formal, non-formal and informal education systems – to the development, among citizens, of a critical understanding of media.

These progressive notions were brought to bear during the 1990 conference of Toulouse during which four main strategies aimed at providing ME with methodological and deontological directions were identified (Ranucci, 1994). The first of these strategies addressed the need to include all media in the conceptualizing of ME with no distinction between "high" and "low cultures", also incorporating any new media and all other phenomena connected to, for example, pop culture.

The second strategy addressed the distancing from a defensive/moralistic approach to media towards a promotion of a conception of the audiences (or publics), more active in the process of construction of the meanings. A third strategy promoted an openness to forms of collaboration with media industry professionals aimed at the production of more quality content, and finally the recognition of ME initiatives' in terms of democratic processes and as an opportunity to enrich and rethink traditional educational approaches.

By further pursuing this line of thought which addresses "Digital and Media Literacy", a new element needs to be properly discussed: the concept of "literacy". The use and the meaning of the term "literacy" is only superficially considered as unique and clear. In fact, this concept has changed and broadened over time. In the beginning, being literate meant being familiar with literature or being well educated. Eventually, the concept shifted towards being in possession of a determined set of technical skills (like basic reading, writing and the ability to count). It then evolved to include not only technical but also human resource skills for promoting economic growth, social-cultural and political change (UNESCO, 2005). As UNESCO stated, "international organizations acknowledged broader understandings of literacy, which encompass 'conscientization,' literacy practices, lifelong learning, orality, and information and communication technology literacy. The growing international awareness of the broader social contexts in which literacy is encouraged, acquired, developed and sustained is especially significant. Indeed, literacy is no longer exclusively understood as an individual transformation, but as a contextual and societal one" (UNESCO, 2005, p. 159).

The complexity of the term "literacy" is remarkable, and a whole plethora of research studies under the label of New Literacy Studies (Barton, Hamilton, & Ivanic, 1999; Gee, 1999, 2010; Street, 1998), conceptualized the idea of a multiple set of literacies that individuals need to develop in order to positively engage in the communities they live in. It is in this landscape that the scientific debate on concepts like Media Literacy (ML) and Digital Literacy (DL) started spreading. However, in spite of this new interest, there is yet no one unique definition of these terms over which scholars readily agree.

Trultzsch-Wijnen, Murru and Papaioannou (2017) define media literacy as the ensemble of skills and competences needed to read, produce, spread, evaluate and reflect about media. It is not rare to find the terms ME and ML used as interchangeable as if they were one and the same thing. However, "media literacy is being defined rather more broadly (then ME), as a kind of cultural competence – a matter of understanding of how the media work, of being able to access and evaluate what you see, and to match it to your needs as a consumer. […] Education is

seen here as one (although by no means the only) way of 'promoting' media literacy" (Buckingham, 2005, p. 4).

Renee Hobbs, from the University of Rhode Island, traces the history of how "literacy" came to be by identifying its first definition with the concept of DML produced collectively by those who participated in the Aspen Media Literacy Leadership Institute's conference in 1992. In that event, ML has been defined as the ability to access, analyse, evaluate and communicate messages in a wide variety of forms (Aufderheide & Firestone, 1993). The second step identified by professor Hobbs is the one offered by the Center for Media Literacy and which proposes a vision of this concept that is more inclined towards the notions of citizenship and democratization: we speak, in fact, of a discipline that aims to build "an understanding of the role of media in society as well as essential skills of inquiry and self-expression necessary for citizens of a democracy" (Thoman & Jolls, 2005).

Hobbs refers to ML as a set of competences, "including the ability to, (1) make responsible choices and access information by locating and sharing materials and comprehending ideas; (2) analyse messages by identifying the author, purpose, and point of view and evaluating the quality and credibility of the content; (3) create content in a variety of forms, making use of language, images, and sounds and using digital tools and technologies; (4) reflect on one's own conduct and communication behaviour by applying social responsibility and ethical principles; and (5) take social action by working individually and collaboratively to share knowledge and solve problems in the family, workplace, and community" (Hobbs, 2016).

If ML can somehow be defined as a set of cognitive and cultural competences to critically engage with media and to act positively in our society, DL can be defined, from a more technocratic angle, as a set of personal, technological and intellectual skills to engage in the digital context[3] but in any case the boundaries between the two are rich in terms of overlaps and contacts (Hobbs, 2010).

In one of her most recent publications, *Exploring the Roots of Digital and Media Literacy through Personal Narrative* (Hobbs, 2016), the American researcher highlights the difficulty to reach a common and unique definition of these concepts "because perspectives on this topic are shaped by our own personal and intellectual stories" (p. 3) and because "changes in digital media and technology reshape culture" (p.4). This is the reason she prefers to use the broader term of Digital and Media Literacy (DML) to describe this sort of "big-tent" concept "with few overarching core

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[3]   http://mediasmarts.ca/digital-media-literacy/general-information/digital-media-literacy-fundamentals/intersection-digital-media-literacy

values and plenty of room for diverse stakeholders with divergent perspectives" (p.4).

It is in this context that UNESCO's concept of Media and Information Literacy started gaining ground: the term first appear in 2011 in the Fez declaration where the need to expand the term "Media Literacy" to "Media and Information Literacy" is identified as dictated by the ever more present and relevant convergence between ICTs in the digital age. ,The aim is to "achieve sustainable human development, build participatory civic societies, and contribute to the consolidation of sustainable world peace, freedom, democracy, good governance and the fostering of constructive intercultural knowledge, dialogue and mutual understanding" (UNESCO, 2011). From this line of thought, the "civic" angle that UNESCO attributes to MIL's concept is clear: technical competence seems almost to give way to a value-driven approach in line with the principles of coexistence in respect of human rights and mutual listening.

A step further in the definition of MIL can be identified with the Paris Declaration on Media and Information Literacy in the Digital Era (UNESCO, 2014). It underlines the importance of the "digital" in today's society and asks all stakeholders (schools of any degree, universities, training institutions, research communities and local, national and international institutions) to recognize that MIL related competences need to become priorities of the different countries' digital agendas and to be included in ethical dimension of human rights discussion (Frau-Meigs, 2017).

According to Trultzsch-Wijnen, Murru e Papaioannou (2017) there are five main concepts and values for MIL policies:

- Inclusion of reflection about movies and other visual and cultural arts inside media education programs;
- Information processing and management skills to foster professional development;
- Promote civic and political participation, also through instances of e-democracy;
- Ethic and safe media consumption;
- Technical skills and content production.

In these points it's possible to find many of the dimensions already present in other conceptualizations described earlier, but we want bring the attention particularly on point three, which highlights the importance of promoting, through MIL, civic and political participation; as if to say that MIL is a process strongly connected to the concept of exercising one's own citizenship, both in terms of a better understanding of the world, and through the new forms of participation (but also the new challenges) offered by digital era.

In all the definitions proposed one can find that MIL is intended as a set of transversal competences that mix equally technical and socio-relational and political-participation skills: this need from detaching to the sole technical competence, is the reason why, recently the concept of Digital Citizenship gained interest on the international scale.

2 - Towards Digital Citizenship

To understand more in detail Digital Citizenship, an exploration of the term "citizenship" is needed. The different approaches to the topic, the different traditions throughout history and across the world originated many different understandings of the concept of citizenship.

In 1996, the Council of Europe in its Consultation Meeting for the Education for Democratic Citizenship Programme, describes citizenship as "a complex and multi-dimensional reality which needs to be set in its political and historical context" whether Democratic Citizenship "refers to the active participation by individuals in the system of rights and responsibilities which is the lot of citizens in democratic societies". From this perspective it comes out a conceptualization of citizenship as an evolving entity which is strongly connected to a shared system, within a given context community, of very specific rights and responsibilities. Nowadays, though, this concept covers a more wider meaning than the sole legal rights/responsibilities one: "'citizenship' is much more than a legal construction and relates – amongst other things – to one's personal sense of belonging, for instance the sense of belonging to a community which you can shape and influence directly" (Brander et al., 2012, p. 441).

According to Veldhuis (1997) it's possible to distinguish between four dimensions that distinguish the existence of a society in terms of citizenship:

- the political dimension, which refers to the political rights and responsibilities framework;
- the social dimension, which refers to the relations between individuals in a society, and demands loyalty and solidarity;
- the cultural dimension, which refers to consciousness of a common cultural heritage;
- the economic dimension, which refers to the relation of an individual towards the labour and consumer market.

Each person, each member of a community should be able to practice and exercise each of the four dimensions in a balanced and equal manner, in this sense citi-

zenship can be seen not only as a status but as an on-going lifelong process (Brander et al., 2012).

To broaden the perspective, the process of globalization of the world has raised concerns about what can be considered meaningful citizenship in the context of a global scale. UNESCO's definition of Global Citizenship "refers to a sense of belonging to a broader community and common humanity. It emphasizes political, economic, social and cultural interdependency and interconnectedness between the local, the national and the global" (UNESCO, 2015, p. 14).

From these perspectives, the notion of citizenship acquires a wider angle to embrace the topic of a multi-dimensional active participation, within an interconnectedness continuity of contexts; it's inside this debate that another concept started spreading: Digital Citizenship (DC).

If defining citizenship is complex task, finding a definition of DC can be even more complex: many NGOs, national and international institutions addressed this topic under a multi-perspectivity of different positions, priorities and point of views. One question that can raise, at this level, could be why there is a need for defining a concept like the one of Digital Citizenship (DC) if there are, as showed earlier in this contribution, plenty of reflections around digital and media literacy. We can answer this question supported by the thought of Martha Nussbaum who underlines, in a world dominated by hard sciences, the importance of humanistic studies in order to have better democracies and to educate future citizens of the world (Nussbaum, 2010). In the following pages will be presented the most relevant proposals about DC, and a specific focus will be reserved on how these frameworks and these definitions are addressing the importance of going beyond the mere technocratic angle (hard-sciences) in favor of a more holistic and social-relational approach.

All the frameworks presented share, at least on the paper, a particular attention toward the social-relational and the participatory component of one's attitude to technologies and media: in this sense, the intention of formalizing a concept like the one of DC, is driven by the will to make a step more in the direction of helping today's and tomorrow's citizens in dealing with ICTs in the society of the digital era.

2.1 - Nine elements of DC – Digital Citizenship Institute – U.S.A.

Mark Ribble, founder of the Digital Citizenship Institute, is one of the firsts and quite an important voice in the scenario of the debate around the topic of DC. In 2004, in collaboration with Bailey and Ross (2004), he proposed one of the first conceptualization of Digital Citizenship, defined as the norms of appropriate, re-

sponsible behavior regarding the use of ICTs. The researchers identified nine elements of online and digital-related behaviors, divided in three areas, three guiding principles (respect, educate, and protect).

According to this vision, DC is an ongoing process, and each principle has three correlated behaviors: a basic, an intermediate and a higher one in term of complexity.

Respect yourself / Respect others		
Basic	Digital Etiquette	Electronic standards of conduct or procedure.
Mid	Digital Access	Full electronic participation in society.
High	Digital Communication	Electronic exchange of information.
Educate yourself / Connect with others		
Basic	Digital Literacy	Process of teaching and learning about technology and the use of technology.
Mid	Digital Communication	Electronic exchange of information.
High	Digital Commerce	Electronic buying and selling of goods.
Protect yourself / Protect others		
Basic	Digital Rights and Responsibilities	Those freedoms extended to everyone in a digital world.
Mid	Digital Safety (Security)	Physical and psychological well-being in a digital technology world.
High	Digital Health and Wellness	Electronic precautions to guarantee safety.

As one can see, the "Connect with others" principle includes an intervention area called "Digital Communication". Ribble intends this area as something related with the exchange of information through technologies, highlighting the difficulty, given by the plurality of all the available means, of managing the enormous flows of relational exchanges that take place "anywhere and at any time". The decision of the American researcher to include in his proposal one specific are concerning communicative competence is very important for the scope of this contribution and its of particular interest because it is put in relationship with the ability to "make appropriate decisions when faced with so many different digital communication options". In other words, it is stressed the importance of knowing how to

choose the right channel (or the right strategy) to engage in relational exchanges through digital environments.

2.2 - *European Digital Competence Framework for Citizens – EU*

Also known as DigComp, the international project of the European Commission developed by the Joint Research Center, was developed in three phases. In 2013 was published the first version of DigComp under the direction of Anusca Ferrari (Ferrari, 2013) at it was focused mainly on understanding and developing digital competence: at this stage the main concern was the technical competences needed to be proficient in digital environments. In 2016 (Vuorikari, Punie, Carrettero Gomez, & Van Den Brande, 2016) and then with its update in 2017 (Carrettero Gomez, Vuorikari, & Punie, 2017) the framework was revised to become a more detailed proposal for a "Digital Competence Framework for Citizens", and introduced eight proficiency levels and examples of use.

It is a tool designed to improve the digital competence of European citizens, to help policy-makers in the formulation of policies suitable to support the development of digital skills and to plan educational interventions and training courses aimed at improving the level of digital competence of specific target groups. The framework is divided into five macro-areas of expertise that are then divided into more specific skills.

Information and data literacy	To articulate information needs, to locate and retrieve digital data, information and content. To judge the relevance of the source and its content. To store, manage, and organize digital data, information and content.
Communication and collaboration	To interact, communicate and collaborate through digital technologies while being aware of cultural and generational diversity. To participate in society through public and private digital services and participatory citizenship. To manage one's digital identity and reputation.
Digital content creation	To create and edit digital content. To improve and integrate information and content into an existing body of knowledge while understanding how copyright and licenses are to be applied. To know how to give understandable instructions for a computer system.
Safety	To protect devices, content, personal data and privacy in digital environments. To protect physical and psychological health, and to be aware of digital technologies for social well-being and social inclusion. To be aware of the environmental impact of digi-

	tal technologies and their use.
Problem solving	To identify needs and problems, and to resolve conceptual problems and problem situations in digital environments. To use digital tools to innovate processes and products. To keep up-to-date with the digital evolution.

Even in this case it's possible to remark the presence, between the five areas, of an attention towards the communicational and collaborative dynamics: the second area, denominated "Communication and Collaboration", in fact, gathers six related competences, more than the other areas.

- *Interacting through digital technologies*:
  - to interact through a variety of digital technologies;
  - to understand appropriate digital communication means for a given context;
- *Sharing through digital technologies*:
  - to share data, information and digital content with others through appropriate digital technologies;
  - to act as an intermediary;
  - to know about referencing and attribution practices;
- Engaging in citizenship through digital technologies:
  - to participate in society through the use of public and private digital services;
  - to seek opportunities for self-empowerment and for participatory citizenship through appropriate digital technologies.
- Collaborating through digital technologies:
  - to use digital tools and technologies for collaborative processes, and for co-construction and co-creation of data, resources and knowledge.
- Netiquette:
  - to be aware of behavioural norms and know-how while using digital technologies and interacting in digital environments;
  - to adapt communication strategies to the specific audience and to be aware of cultural and generational diversity in digital environments.
- Managing digital identity:
  - to create, and manage one or multiple digital identities;
  - to be able to protect one's own reputation;

- o to deal with the data that one produces through several digital tools, environments and services.

The attention put in the communicative-relational dimension is remarkable: it's possible to observe also a strong correlation of this dimension with the ability and possibility of exercising one's own citizenship as if to say that without any development of social-relational competences it's not possible a real participation.

2.3 - Digital Citizenship – Office of the eSafety Commissioner - Australia

Commissioned by the Australian Government's eSafety Commission, the Digital Citizenship project addresses the issue of DC by providing teachers with a range of materials and lesson cards based on three key principles: "Engage positively", "Know your online world "and" Choose consciously".

Engage positively	When you engage positively you are exercising your rights and responsibilities as a digital citizen and respecting the rights of others. Being aware of your own behaviour, respecting others and knowing how to take action to protect yourself means that you bring respect, integrity and ethical behaviour to your online interactions and discourage anti-social behaviours like trolling, bullying and harassment.
Know your online world	Knowing your online world is about understanding how you can use technology and devices. It is about learning new skills and knowing how to protect your digital footprint. When you know your online world, you have the skills and knowledge to participate in the online world with confidence. You learn new things, understand the language of digital technologies and know how to take action if your privacy is breached.
Choose consciously	When you choose consciously you make well informed decisions about who you share information with and how you engage with others. You are in charge of how you interact online and you can use your digital literacy and know-how to protect yourself and your friends. Choosing consciously means being aware that you are in control of the decisions you make online. It means thinking before sharing your personal information and understanding that your choices can

last forever.

Also in this case it's offered a definition of DC on which the whole project is based and the reference to the participative and communicational dimension is evident from the few descriptive lines that are on the official website of the project: "*Digital citizenship is about confident and positive engagement with digital technology. A digital citizen is a person with the skills and knowledge to effectively use digital technologies to participate in society, communicate with others and create and consume digital content*" [4]
This dimension is equally verifiable, in a transversal way, in the descriptions of the different principles and in the lists of each behaviour present inside them. For example, in the first principle there is the concept of "respecting the other" together with a reference to the importance of maintaining an ethical and coherent behaviour in interactions with others or, for example, in the exhortation to resist and discourage anti-social attitudes like bullying, threats or trolling. In the principle of "know your online world", strong is the reference to the idea of the importance of understanding the language of the web to participate in a safe and effective way. Finally, the third one includes an important reference to the fact of "choosing friends wisely online" or the ability to apologize following errors or, still, to ask permission before uploading images: all actions strongly connected with the social-relational dimension of one's own development.

2.4 - K-12 Digital Citizenship Curriculum – Common Sense – U.S.A.

American NGO Common Sense developed a project which addresses the issue of digital citizenship by proposing a series of school curricula divided by age groups (0-2, 3-5, 6-8 and 9-12). Each curriculum is accompanied with lesson plans and teaching materials with the aim of promoting teachers' professional development, families' awareness and students' empowerment in making ethical, safe and intelligent online choices. All the aforementioned teaching materials have been designed according to a conceptualization of skills divided into eight areas: "Internet Safety", "Privacy & Security", "Relationship & Communication", "Cyberbullying & Digital Drama", "Digital Footprints & Reputation", "Self-Image & Identity", "Information Literacy" and "Creative Credit & Copyright".
The quality of the work done is remarkable and it's witnessed by the attention that has been given to topics that can be defined "borderline" or, in other words, very actual and sensible: topics like *digital footprint* or *online copyright management*. Moreover, the way the "relationships & communication" area has been developed (it's

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[4] https://www.esafety.gov.au/education-resources/classroom-resources/digital-citizenship

present in every unit of every age), denotes the importance that social-relational sphere has regarding DC. In its description it's clear how much the issue of online actions' concrete implications in real disconnected world is taken in consideration: *"When kids connect with each other from a distance or through a screen name, it can affect the way they behave. For example, their actions can feel removed from consequences or free from discovery. When people are anonymous, it's easier to behave irresponsibly, cruelly, or unethically. Others may simply misinterpret the tone and context of messages or posts."*[5]
Common Sense addresses also the need to work with children in order to educate them to be, first of all, good citizens in general, and introduces a reflection about the digital implications for children's citizenship: *"Kids need a code of conduct for using the Internet and mobile media just as they need a code of conduct in the offline world. They should be empowered to be good digital citizens, in addition to being good citizens in general."*

2.5 - Digital Citizenship in Education – Netsafe – New Zealand

The new Zealander NGO has developed a DC model with the aim to propose a restructure of national curricula. Netsafe's definition of DC transcends the concept of Digital Fluency – considered as the combination of: good attitudes and values online; knowledge of digital environment; and digital literacy skills – , in favour to a "participation in civic, social, cultural, economic and environmental opportunities online" (Netsafe, 2016). Netsafe identified six principles that underpin approaches to DC's development, each principle is named with Māori words:

- *Ako*: Young people are "active agents" in the design and implementation of digital citizenship, including approaches to online safety;
- *Whānaungatanga (relationship, kinship, sense of connection)*: An unbounded, coherent home-school-community approach is central to the development of digital citizenship and online safety management;
- *Manaakitanga (hospitality, kindness, generosity, support)*: Approaches to digital citizenship are inclusive, responsive and equitable in design and implementation;
- *Wairuatanga (spirituality, health)*: Digital citizenship in action positively contributes to wellbeing and resilience development enabling safer access to effective learning and social opportunities;
- *Mahi tahi (collective responsibility, accountability, commitment)*: Digital citizenship development and online safety incident management are fostered through partnership approaches, coherent systems and collaboration;

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[5] https://www.commonsense.org/education/digital-citizenship/relationships-and-communication

- *Kotahitanga (unity, solidarity)*: Evaluation and inquiry underpin the ongoing design of digital citizenship approaches, based on rich evidence from young people and their whānau (extended family, community). (Netsafe, 2016, pp. 4–5)

Even in this view of DC are strongly encourages concepts like relationships, the sense of connection and attitudes like support others, being kind or being generous as to witness the emphasis and the importance of soft-kind competences.

The project is also supported by a "Capability Review tool kit"[6] for school professionals. The tool has the purpose to help school understanding "how well they are proactively planning for digital citizenship and online safety" and "what is needed next in terms of processes, strategies, planning and resourcing related to digital citizenship, online safety, and student wellbeing" (Netsafe, 2017, p. 1), by give a glimpse of the level of development inside the school in order to better act and improve what's needed.

2.6 - Digital Citizenship Education – Council of Europe

In 2016 the Education Department of the Council of Europe started the development of Digital Citizenship Education (DCE) project aimed to formulate a series of guidelines for the ministry committee of education of the members state to implement sensible DCE strategies.

DCE project is the natural "expansion" (dictated by the needs of the digital era) of the Competences for Democratic Culture's framework (CDC) developed in 2016, where CoE identified a set of "values", "attitudes", "skills" and "knowledge and critical understanding", necessary to develop a democratic culture in respect of human rights and cultural diversities (COE, 2016).

An international team of expert consultants, currently working on the project, has developed a definition of digital citizenship and a set of ten digital domains, grouped in three, which represent the three competences areas that all citizens of the digital era should possess to participate actively and responsibly in the communities they interact with.

Being online	
Access and Inclusion	This domain includes a range of competences necessary for overcoming different forms of the digital divide and opening digital spaces to minorities and different opinions.

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[6] https://www.netsafe.org.nz/wp-content/uploads/2017/06/DC-Capability-Review-Tool_V2.pdf

Learning and Creativity	This domain concerns the willingness to learn and the attitude towards learning through digital environments throughout life, and the capacity to develop and express different forms of creativity with different tools in different contexts.
Media and Information Literacy	This domain concerns one's own abilities of interpreting, critically understanding and expressing one's own creativity through digital media.
Wellbeing online	
Ethics and empathy	This domain concerns online ethical behaviour and interaction with others based on skills such as the ability to recognise and understand the feelings and perspectives of others. Empathy constitutes an essential requirement for positive online interaction and for realising the possibilities that the digital world affords.
Health and Wellbeing	This domain concerns one's awareness of the issues and the opportunities that can affect his/her wellness in a digitally rich world. Digital citizens inhabit both virtual and real spaces. For this reason, the basic skills of digital competence are not sufficient. Individuals also require a set of attitudes, skills, values and knowledge that render them more aware of issues of health and wellbeing.
e-Presence and communication	This domain refers to the development of digital citizens' personal and interpersonal qualities that help them in building and keeping online images of themselves and online interactions that are positive, coherent and consistent.
It's my right	
Active Participation	This domain relates to the competences that citizens need to be fully aware of how they interact within the digital environments they inhabit in order to make responsible decisions, whilst participating actively and positively in the democratic cultures in which they live.
Rights and Responsibilities	This domain concerns digital citizen's awareness and understanding of their rights and responsibilities in the online world. As citizens enjoy rights and responsibilities in the physical world, digital citizens in the online world also have certain rights and responsibilities.
Privacy and Security	This domain covers two different concepts: Privacy con-

	cerns mainly the personal protection of one's own and others' online information, while Security is more related to one's own awareness of online actions and behaviour.
Consumer Awareness	The World Wide Web, with all its dimensions like social media or other virtual social spaces are environments where often the fact of being digital citizens means also being users, being consumers.

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

A digital citizen is: someone who's competent and has a positive engagement with digital technologies (creating, working, sharing, socializing, investigating, playing, communicating and learning); someone who's participating actively and responsibly (values, skills, attitudes, knowledge) in communities (local, national, global) at all levels (political, economic, social, cultural and intercultural); someone who's involved in a double process of lifelong learning (in formal, informal and non-formal settings) and continuously defending human dignity (Frau-Meigs, O'Neill, Soriani, & Tomé, 2017).

Of particular interest is the idea, present in the definition, that the DC also includes skills such as socializing and communicating positively and competently also through technologies. This trend is also emphasized by the presence among the ten digital domains of competences areas such as "Access and Inclusion", which encompasses the idea of inclusion as a fundamental element for the construction of a digital world open to everyone; or "Ethics and Empathy", which refers to a series of competences regarding the relational and emotional spheres; and finally, "e-Presence and Communication", where a particular attention is put to the communication processes mediated by technologies and digital contexts.

3 - National plans for school

In the different definitions of DC and in the matrixes of competences proposed by different institutions all over the world, there is a particular attention to the communication processes and to the relationships mediated by technologies. In this sense it seems that the topic represents one of the pivotal points on which it's necessary to work to have a better society, more prepared to face the challenges of a world where the convergence of "real life" and "digital environments" seems increasingly inevitable.

Although the stakeholders involved in the process of education towards digital citizenship are very different and coming from both the public sector (policy makers), private (companies, NGO ...), from formal, non-formal and informal contexts, the role the school is invested with a central role, especially if the target are children, adolescents and youngsters still engaged in a school education program.

In the following lines are described briefly, without any intention of listing all the actions currently going on in Europe, the national schools' policies regarding ICTs, MIL and DC of some European countries (Spain, Germany, United Kingdom, France and Italy) with the aim to underline the main directions, the similarities and the disconnections with the international contexts described earlier.

3.1 – Spain

During the period 2009-2012, INTEF (Instituto Nacional de Tecnologías Educativas y de Formación del Profesorado), an office from the Spanish Ministry of Education, Culture and Sport, promoted "Escuela 2.0": a program which aimed to the integration of ICTs inside schools by the technological update of digital rooms.

The program[7] was set on five axes of interventions:

- *Digital rooms*: provide ICTs resources to students and to schools. The goal was to have each student and teacher provided with a laptop, and every digital room equipped with up-to dated tools and trained staff;

- *Fast internet connection*: provide every school and every classroom with a stable, fast and secure internet connection;

- *Teacher training*: promote teacher training initiatives concerning technological, methodological and social aspects related to the integration of ICTs in everyday teaching;

- *Create and facilitate the access to educational materials*: adaptation of training materials designed for different targets (students of different grades, teachers, families) to make them available and accessible from digital devices;

- *Involvement of students and families*: involving these actors actively to the maintenance and the correct use of the resources.

This action was focused mainly on providing schools and students with the technical equipment and teacher training initiatives related to the technical uses, and the policies that have been implemented in the following years focused mainly on

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[7] http://www.ite.educacion.es/escuela-20

the integration of IDPs inside classrooms by equipping students with tablets instead of notebooks, policies which promoted a substitution of paper textbooks in favour of digital platforms, and to create portals for cloud resources. In synthesis, after Escuela 2.0, we can identify a general absence of educational programs or policies at national level concerning ICTs (Moreira et al., 2014).

3.2 – Germany

In 2018, the German Ministry for Education and Research started the implementation of a federal-scale project called DigitalPakt Schule[8]. The goal is address the issue of the spread of technologies in society by promoting Digital Literacy, intended as a fundamental in order to guarantee everyone better opportunities in the labor market and to preserve democracy and prosperity in the 21th century.
According to the German authorities, schools need to be able to access fast Internet everywhere and have appropriate display devices such as smartboards and teachers need to be well qualified to use digital media and communicate digital skills. It's following these directions that the actions of the program are based: the program will be funding equally (5 billion euros in the next five years) initiatives of renewal or update of schools' infrastructures and teachers training which promote innovative pedagogical approaches to the use of technology.
A prerequisite for applying for DigitalPakt Schule's funding is the presentation of a media development plan for each individual school. The Ministry is specifying that the guiding principle is "no equipment without a plan": in its vision, the investments will be rewarding only if the construction of digital learning infrastructures is accompanied by sense-making pedagogical plans and well-trained teachers. Similarly to the Spanish experience, the DigitalPakt Schule seems to invest the majorities of the attentions on the digitalization of the schools as infrastructures, even if, at least in the intentions, it's acknowledged the importance of promoting and preserve democracy.

3.3 – United Kingdom

In 2018, in UK, the ministry for Digital, Culture, Media and Sport planned a national *Internet Safety Strategy*, which proposes a set of general actions:
- A new social media code of practice to see a joined-up approach to remove or address bullying, intimidating or humiliating online content;

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[8] https://www.bmbf.de/de/wissenswertes-zum-digitalpakt-schule-6496.html

- An industry-wide levy so social media companies and communication service providers contribute to raise awareness and counter internet harms;
- An annual internet safety transparency report to show progress on addressing abusive and harmful content and conduct;
- A support for tech and digital start-ups to think safety first - ensuring that necessary safety features are built into apps and products from the very start.[9]

And outlines also the importance that the role of education can play to promote online safety awareness, by proposing other actions:

- New compulsory school subjects – Relationship Education at primary and Relationship & Sex Education at secondary to provide online safety education;
- Social media safety advice – Government will encourage social media companies to offer safety advice and tools to parents and safety messages will be built into online platforms;
- Safety features highlighted – Government will work to raise awareness around the safety products and features that are available for parents.[10]

In order to implement a change in the formal education system, the UK Council for Child Internet Safety developed a document, the *Education for a Connected World. A Framework to equip children and young people for digital life*, that describes the skills and the knowledges that children and youngsters should acquire to live in today's society. The framework "enables the development of teaching and learning as well as guidance to support children and young people to live knowledgeably, responsibly and safely in a digital world." (UKCCIS, 2018, p. 2)

It focuses on eight different aspects of online education: "Self-image and Identity", "Online relationships", "Online reputation", "Online bullying", "Managing online information", "Health, wellbeing and lifestyle", "Privacy and security" and "Copyright and ownership".

The project is extremely interesting because, first of all, it's a national strategy promoted both on the policy makers side and the schools' side. This can allow a real change, supported from funding and attentions from the decision makers and, at the same time, a real implementation in the schools.

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[9] https://www.gov.uk/government/news/making-britain-the-safest-place-in-the-world-to-be-online
[10] https://www.gov.uk/government/news/making-britain-the-safest-place-in-the-world-to-be-online

Secondly, because it contains a particular and an explicit attention to soft-related internet competences like for instance "online relationships" that is described as the exploration of how ICTs are shaping our communication styles and how it's possible to identify strategies for online positive relationships.

3.4 – France

The Plan Numérique pour l'Éducation Française[11] (PNEF) was launched by the President of the French Republic in 2015 as part of a broader national concertation plan on digital technologies for education. The purpose of this wide-ranging plan is to allow teachers and students to take advantage of all the opportunities offered by ICTs. According to the French vision it is necessary to prepare the students to be the protagonists of a future society through the development of innovative learning methods that favour the scholastic achievement and develop forms of personal autonomy. It therefore becomes important to train citizens of the digital age who are responsible, autonomous and ready for the professional and work challenges that will face during life.

The implementation of the PNEF is based on four main elements: training, resources, tools and innovation.

The first deals with teacher training as a necessary and essential condition for the transformation of digital technology in schools. Concretely it translates into a training program that involves both initial training and update courses, aimed at working on three axes: the mastery of digital tools for a better awareness of their use; the use of ICTs across all disciplines to create new teaching methods; a training towards the digital culture and towards MIL in order raise teachers' awareness to the basics and the essential tools needed to get the most of internet and social networks. This axis of intervention is very interesting because it recognizes, as a first element, the need for a continuous training of the teaching body not only in terms of technical skills towards digital media, not only in terms of methodologies, but also in terms of "culture numérique", digital culture, understood as knowledge of the context in which young students move everyday.

The second axis is embodied in the development of new pedagogical resources that are coherent and suitable for a scholastic context increasingly characterized by the presence of digital. The practical implementation of this axis of work will contemplate the realization and the availability of digital didactic resources for all school cycles until the end of the college on 5 fundamental disciplines: French, mathematics, science, history-geography and foreign languages.

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[11] http://ecolenumerique.education.gouv.fr/plan-numerique-pour-l-education/

The third axis foresees the acquisition, by the beginning of the 2018-19 school year, of a personal mobile device for every student enrolled in the college: It's estimated that, each year, around 200,000 French students will receive a personal device that they'll can use in classroom.

The fourth and last axis aims to support teaching practices that propose an innovative use of digital technology through forms of funding and partnerships between schools, research groups and private companies in order to evaluate, develop and disseminate innovative methods of using ICT for the teaching.

In august 2018, the French Ministry for Education moved towards a direction of implementation of DC with a law modification (Loi n° 2018-698 of the 3rd of August 2018 – Art. 3[12]) of the French Code of Education. In particular it is stated the importance of a continuous training in the responsible use of digital tools and digital resources as key element for the development of critical thinking and digital citizenship attitudes. It is also indicated that schools and other educational institutions, including agricultural, medical and ones, as well as social institutions and services and health facilities need to provide this training, which includes an education in rights and responsibilities related to the use of the Internet, including the e-safety, privacy, data protection and respect for intellectual property, freedom of opinion and dignity of the person.

3.5 – Italy

The National Plan for a Digital School (PNSD) is a guiding-principles document drafted by MIUR in 2015 that aimed to launch the 2015-2020 strategy for the innovation of the Italian school in relation to the needs implicated by the digital age. This document represents one of the operational implementations of Law 107/2015, the so-called "Good School". It is placed in a broader context of actions that include interventions on several levels: provisions regarding school autonomy and autonomy of educational proposals (paragraphs 5-27); reform of the students' educational paths (paragraphs 28-32); provisions on school-work alternation (paragraphs 33-44); plans for the adoption of the national school digital plan (paragraphs 56-62); recruitment of new teachers; teacher training plan revised and extended also to the staff in service which provides, in the items 121-125 also an annual amount of money (500 euros every year for each teacher) for the purchase of materials and tools useful for professional development (courses, books, cultur-

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[12]https://www.legifrance.gouv.fr/affichCodeArticle.do;jsessionid=C2CB8BA26621286FFB8A970F027111D7.tplgfr26s_3?idArticle=LEGIARTI000037286642&cidTexte=LEGITEXT000006071191&categorieLien=id&dateTexte=20180805

al events, but also digital instruments). The PSND does not simply have the tone of a manifesto or a collection of guidelines, but also has the function of identifying funds and other types of resources to be used for the digital innovation of Italian schools.

The structure of the document is divided into seven sections:

- "What this document represents", a description of the document itself;
- "From where we start", a report of the actions carried out in terms of digital innovation before the plan;
- "Where we want to arrive and why", where the main objectives of the project and its motivations are explained;
- "How to get there: the areas", where four main areas of intervention are proposed, structured in turn in concrete and measurable actions: *Tools*, *Skills and Contents*, *Teachers and staff training* and *Support to the innovation challenge of schools*;
- "Resources", where the economic plan of the project is detailed;
- "When it happens", where the temporal plan of the project is illustrated;
- "List of actions", containing a summary of all 39 actions grouped into each different area.

The PNSD, therefore, is not "a simple deployment of technology: no educational transition can in fact leave out an intensive teacher-student interaction and technology cannot be distracted from this fundamental 'human relationship'" (MIUR, 2015, p. 5).

In these lines, although the importance of the relationship in educational processes is recognized, particular reference is made to the teacher-student relationship: in the whole document, the importance of peer interactions and the social-relational implications of ICTs in schools are mentioned only when it comes to collaborative learning: in the whole document, all the references to the importance of the role of digital tools in the changing of relational processes are little traced if not absents. The impression is that the global angle of the document is oriented mainly on logistic processes (linked for example to access technologies or the need to create and curate digital identity for each pupil and teacher) or cognitive ones, and less on social-relational aspects. It is however interesting to remark how it are mentioned the "participatory implications" understood as stimuli to the development of skills that go towards forms of digital citizenship. In this sense, DC and the transversal characteristics of digital skills are observable, for example, in some passages of the document like, action 14, which foresees the definition of a common framework for students' digital competences based on the World Economic Fo-

rum 21st Century Skills for Learners (Soffel, 2016) or action 22 where it's formalized the possibility for institutions to make use of officially recognized digital workspaces, within which many interactions are possible and need to be managed properly.

Future developments

The research areas which open in front such perspectives are many. First of all, in terms of completeness: we are well aware that those presented so far, are only few examples of the policies run in few countries in Europe. Second, as Frau-Meigs et al. point out (Frau-Meigs, Velez, & Michel, 2017), there's an evident difficulty in measuring these kind of dynamics. This difficulty, according to the pages of the report just mentioned, are due mainly to two reasons: the first is called by the researchers "disconnect effect", a disconnection between the means put in place by governments and the modalities of implementation which too often weak in terms of funding, evaluation and dissemination-reporting. The other reason is called the "tromp d'oeil effect", a term to identify the overlapping between governs and non-governmental MIL actors.
For a complete overview of the perspective of the MIL policies in the whole Europe we'd like to redirect the reader to the Frau-Meigs et al.'s report for its completeness and clarity, but, regarding the situation of the implementation of Digital Citizenship policies in European countries' school system there's still more that could be done, and this contribution has the intention to be one small step in this direction.

Conclusions

After reviewing the history of media education, and carrying out an operation of disambiguation the concepts of Media Education and Digital and Media Literacy, we have come to the concept of Media and Information Literacy whose aim is "achieve sustainable human development, build participatory civic societies, contributing to the consolidation of sustainable world peace, freedom, democracy, good governance and the fostering of constructive intercultural knowledge, dialogue and mutual understanding"(UNESCO, 2011). These objectives have been collected by some governmental and non-governmental international bodies to produce a series of reflections, translated then into actions to be undertaken in formal education contexts, about the concept of digital citizenship education. The projects here presented are the one proposed by the Digital Citizenship Institute, the European Commission, eSafety, Common Sense, Netsafe and the Council of

Europe. A common idea of Digital Citizenship that comes up from the different perspectives analysed is that the mere technological competences of being able to access and use properly ICTs are not enough, a digital citizen is someone who knows how to use technologies but also engages actively with pro-social attitudes and democratic values in lines with human rights, inclusion and equal participation. There is a shared attention towards the human-soft kind of competences connected to the use of ICTs in the digital era: those illustrated in these pages are initiatives dictated by the need to overcome the previous approaches to the topic, which have mainly focused on the technocratic dimension, and trace a path that moves towards approaches more related to social-relational and participatory dimension of the education to the use of technologies. In this process, school plays a primary role.

That's the reason why the strategies implemented by some European countries – particularly in Spain, Germany, UK, France and Italy - have been analysed: highlight the elements of continuity and the ones of separation with the concepts of MIL and Digital Citizenship Education.

In most of the cases, the national actions seem to stop to a level of providing schools, teachers and students with the tools needed and organize and fund teacher training initiatives, but if the aim of the school is to educate future citizens of a digital age society, it won't be enough to address the topic of ICTs only from a perspective whose only objective is providing youngsters with tools and skills to use them. These elements, among other things, are absolutely necessary, but it's essential to work also for an education to their use which is responsible, which does not forget ethical, socio-relational and political-participatory reflections.

The need is to train digital citizens who are able to access to and use ICTs in an appropriate and creative way, but also citizens who are empathetic, able to respect each other, who are not afraid to express and defend their human rights – even in digital contexts – and who fight to defend those of others.

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