

Digital Footprint Awareness



A European survey to analyse EU citizens' understanding of digital footprint



Digital Skills and
Jobs Coalition



Digital Skills and
Jobs Coalition

A research made by



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Authors

Antonella Tozzi
Gianluca Coppola

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Table of contents

| | |
|-----------|---------------------------------|
| 6 | Foreword |
| 9 | Introduction |
| 10 | Respondents' demographic |
| 12 | Level of understanding |
| 13 | Knowledge |
| 16 | Taking action |
| 19 | Conclusion |
| 21 | Policy recommendation |
| 24 | Annexes |



***Gianluca Coppola,
President of the European
Digital Learning Network***

The concept of 'Digital footprint' is new. It is linked with topics such as digital identity, privacy, online safety, information management. We all live in a hyper-connected world experiencing the online reality.

Through our devices we provide a vast amount of information, information that drives user's choices, activities, preferences, purchases, interests. This paints a picture of who we are.

The data and information users provide online are usually sen-

sitive personal data that remain on the Internet. Our data-portraits are more public than one may think. Companies – i.e. site owners – may use such information for their commercial interests and marketing purposes.

It is evident that every online activity is deeply affected by a plethora of privacy-related threats; for instance, our online identity is at risk of cyberbullying, while our finances and savings are at risk of hacking and fraud. Our private information can also be used for political ends: worldwide scandals have been exploding in the recent times, where users' data and information have been often traded and passed from and to different entities, for their allegedly clear and evident political purposes and consequent advantages.

International politics and national affairs are today heavily affected by the consequences of misuse, exploitation, steal of private data and info-

mation available on the Internet. The risks and threats posed to Internet safety are already real problems in the real world, with direct consequences on politics, economic stability and citizens' rights.

Some steps forward in the direction of assuring and guaranteeing the users safety and the protection of our data has been done with the implementation, in May 2018, of the GDPR -The EU General Data Protection Regulation. Such regulation provides a major level of safety and security for internet users, controlling in a way the digital footprint exploitation and relative possible problems, like cybercrime. Even a EU-wide measure, however, has a limited impact without our own cooperation as final users.

Many people are still not aware of the consequences of their actions online: their digital presence and its trail of information does not seem to concern everyone in a substantial way, as resulted from the survey on Digital footprint awareness promoted and conducted by the European Digital Learning Network.

The survey had the aim of collecting key information and data about the general knowledge, awareness and consequent attitude of European citizens towards their digital footprint and all the information they – more or less consciously – disclose online.

The picture emerging from the research is unfortunately not reassuring: a general lack of awareness and sensitivity on the potential risks and the spheres of influence on major dimensions –political, economic, and societal - permeates the European citizenship. Most of the users does not fully realise what it means to have their data and personal information accessible and usable by third parties once online. The European Institutions keep on promoting the importance of the awareness on digital footprint and online safety but undoubtedly more initiatives, campaigns, activities need to be organised and implemented to better inform users about the embedded risks in the usage of Internet and its services. Our data has a value, but we are not yet fully aware of it. Many institutional parties are already working to develop fairer standards for the contracts we agree to sign – yes, we sign – when downloading an

app or when using any online service or resource.

New actions, initiatives and projects in such a topic are crucial and dramatically required. The road ahead is long and challenging. We, as European Digital Learning Network, hopefully together with our EU partners, wish to be the front-runners of this challenge.

We aim at increasing our efforts in fostering an extensive dialogue with all the parties involved, civil society, EU Institutions, European stakeholders to promote and launch bottom-up initiatives. We need educational and informative actions to spread the knowledge on these delicate issues for all the European people.

Introduction

The digital footprint is the trail of data you leave behind when you do anything online, and nowadays we are constantly connected! There is an enormous quantity of our personal and professional data out there on the internet, but are we aware of that? Do we really understand the meaning of digital footprint and its implications?

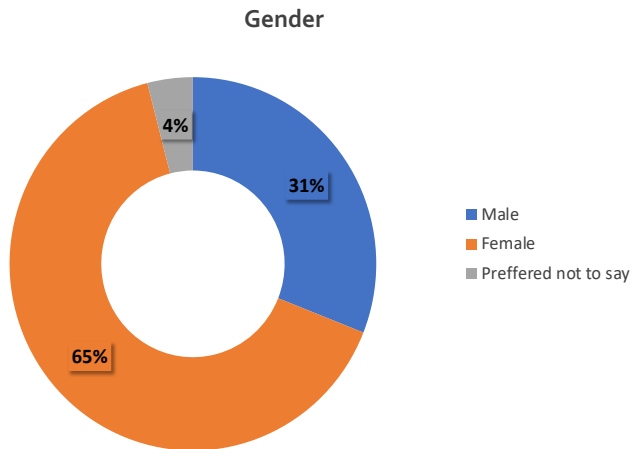
The European Digital Learning Network has already acknowledged, since its establishment four years ago, the importance of raising awareness on this matter. Therefore, in collaboration with Prof. Przemek Sękalski of the Technical University of Lodz and the Lifelong Learning Platform, DLEARN has promoted a self-sustained research to collect data on the issue and get a better understanding on the level of European citizens' awareness of their digital footprint. The research also looked at how much control citizens currently exercise over their digital footprint, and on the level of control they would like to keep.

This initiative has been granted with the Digital Skills and Jobs Coalition pledge both in 2018 and 2019. This report, therefore, will analyse the results of the research and address relevant Institutions as the European Commission, European Parliament and Council of the European Union to stimulate the uptake of new eventual possible measures, especially in the field of education and training.

«Digital Citizenship is an essential 21st century skill..!!» Comment from the survey

Respondents' demographic

The online survey was launched in July 2018 and kept live until August 2019, by the European Digital Learning Network, massively disseminated by the European Digital Learning Network, its members and partners of the initiative. In order to ease the collection process and achieve as much answers as possible among European citizens, the survey was distributed through any possible communication channels not only in English but also in other 12 European languages: Albanian, Bulgarian, Finnish, French, German, Greek, Hungarian, Italian, Polish, Romanian, Slovenian and Spanish.



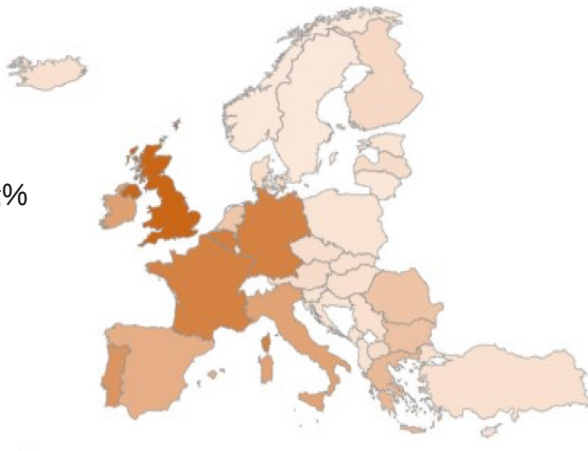
In a year, we collected a total of 19.728 responses, the first set of questions in the survey were dedicated to draw the profile of respondents. 12.769 answers were given from women, while only 31,64%, i.e. 6044 of respondents were men. 718 people preferred not to express their gender.

As for the age range, the 31,54% of respondents (6.222) are aged between 36 and 50 years old, while 9829 answers came from people aged between 16 and 35 years old. Our sample therefore is mainly represented by young and adult people; probably because social media have been used as the main dissemination channel. This is also de-

monstrated by the results to the question related to jobs and occupations. In fact, the 24,19% declared to be a student; while the 69,68%, (i.e. 13.746 people) answered that they are either employed or self-employed.

The question about their country of origin clearly show how we succeeded in having a good representation from many European Member States, such as:

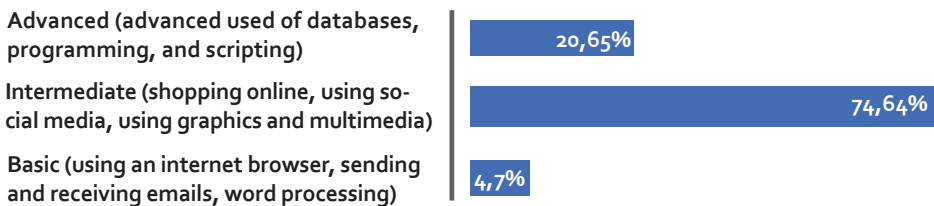
- Belgium 10,14%
- France 9,81%
- Italy 6,70%
- Greece 4,5%
- United Kingdom 12,35%
- Portugal 7,97%
- Germany 9,78%
- Ireland 6,88%
- Romania 3,5%
- Bulgaria 3,7%
- Spain 5,6%



In addition, we also received some answers from Australia, Canada and USA which proves how much interest there is behind the topic and its related issues.

Our respondents have a high level of education: Higher Education - 37,55% and Postgraduate – 41,88%; this is also confirmed by the answers received the question related to the technical skills. In fact, we ask people to self-assess their level of digital skills using the following scale.

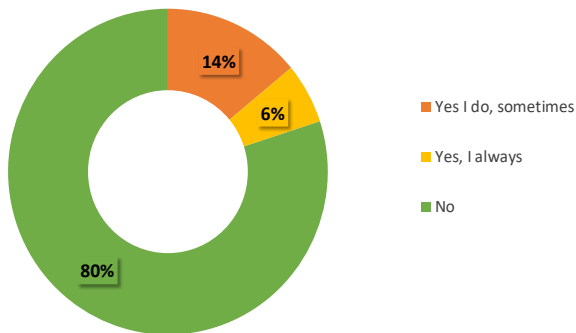
Level of digital skills



Level of understanding

In the section above we have learned that our average respondent is an educated woman, aged between 36 and 50 years old. She works and lives in continental Europe and sees herself as a digitally skilled user of various online services, such as social media, online shopping platforms etc.

Have you ever read a privacy policy in full before agreeing to it?



Nevertheless, when asked if respondents read privacy policy in full before agreeing, at the moment of signing in new accounts or subscribing to a web portal, most of the answers is no – 80%, while the 14,3% answered “Yes, I do sometimes”. This is also strengthened by the results of the next question. In fact, when asked if they give permission to third parties for the use of personal data 60,09% answered positively.

Moreover, respondents seem to be not fully aware about who owns their trail of data produced when navigating online. In fact, the 50,36%, i.e. 9935 people affirmed that the data are owned just by companies to whom they have given unequivocal permission; while just the 39,49% said that these data are owned by private companies like Facebook, Instagram etc.

However, the majority of people affirmed to have searched for their name on google – 86,55%, i.e. 17.057 respondents.

Knowledge

The third group of questions of the survey have been created to analyse the current level of knowledge of citizens with relation to digital footprint, digital identity and online reputation. First, we have asked to assess some statement with true or false.

From the table below we can learn that most of respondents think they are not in full control of their digital identity, being also worried for other people that are unaware of the implication of digital footprint. Moreover, they are conscious that other people can influence their online reputation through fake information and harmful behaviours. Finally, respondents understood that online reputation is not only linked to social media but also to their activities through emails and navigation online.

| | True | | False | |
|---|--------|--------|--------|--------|
| I am in full control and I can manage my digital identity | 29,56% | 5.832 | 70,44% | 13.896 |
| Me, I am fine, but I know many people who are completely unaware | 68,61% | 13.535 | 31,39% | 6.193 |
| Someone could easily influence my online reputation by posting fake information under my name | 73,65% | 14.529 | 26,35% | 5.199 |
| If you just send emails and visit websites, without using social media, you don't have to worry about your online reputation. | 9,09% | 1.794 | 90,91% | 17.934 |

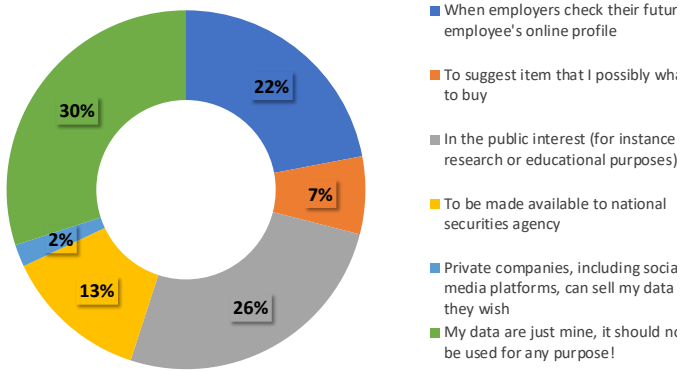
From these answers we can see how respondents slowly started to reflect on the use of their data. They also started to understand that they can exercise power over their personal details when navigating online.

«I believe that privacy settings should be as tight as can be when creating a new profile. It is the user who may change those setting back to less private (like sharing your location), if they wish to do so.» Comment from the survey

In fact, when asked about how they think their profile should be used, most of their answers – 50,45% were for “My data are just mine, it should not be used for any purpose”.

Moreover the 45,65% of respondents affirmed that their data can be used “in the public interest (for research, educational purpose etc.) and the 38,04% “when employers check their future employees’ online profiles”.

How do you think your profile should be used?



As for what concerns the promotion of self-reputation online, respondents agreed that they should be more careful when posting online – 80,36% and that they can self-promote their positive reputation - 38,91%. But they are fully aware that online personal data can be subject to breach – 70,91%.

You cannot, once something is published online it cannot be removed

34,55%

I can be more mindful of what I publish online

80,36%

I can promote a positive reputation

38,91%

I can always delete something I have published

22,91%

It is interesting to notice that still the 4% of respondents, i.e. 789 people, think that is impossible to steal data online.

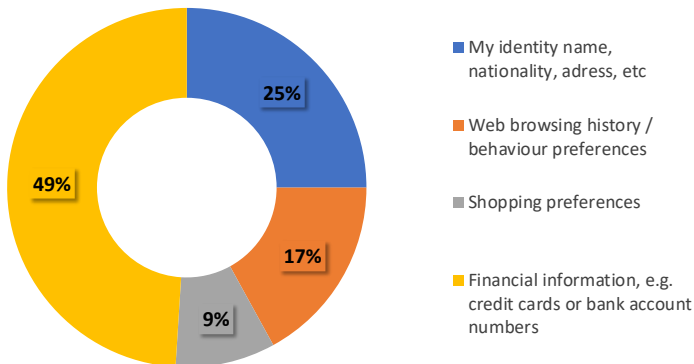
Taking action

Lastly, we asked citizens how do they take action for the protection of their personal data and how they will take action toward a safe use of the internet.

Most of respondents - 92,65% - declared to pay particular attention with the disclosure of financial information; while the 47,06% affirmed to protect their identity name, nationality and address.

Only few of them protect web browsing history and shopping preferences. This is also confirmed by the results related to the question asking if citizens have recently made any adjustment to the settings of their devices.

Which of the following personal data do you keep protected?

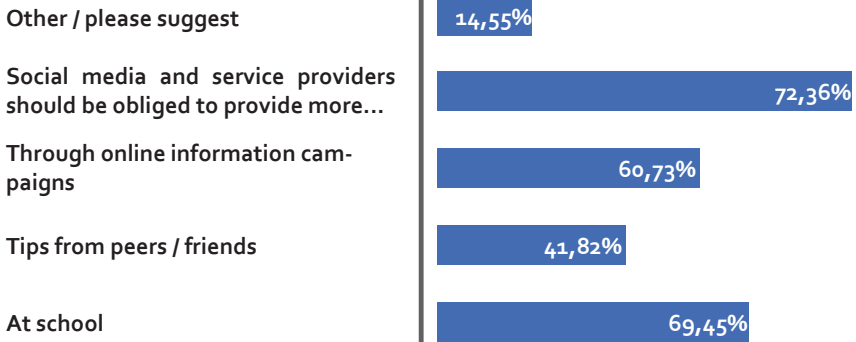


As we can see, most of citizens adjusted location tracking, privacy settings, changed username and password, but very few use ads block or anti-tracking tools.

| | Yes | | No | |
|--|--------|--------|--------|--------|
| Location tracking | 72,63% | 14.328 | 27,37% | 5.399 |
| Privacy settings on social media | 78,10% | 15.407 | 21,90% | 4.320 |
| Change username/password or delete your old media accounts | 70,22% | 13.853 | 29,78% | 5.874 |
| Private mode in your browser | 64,93% | 12.809 | 35,07% | 6.918 |
| Anti-tracking tools | 35,38% | 6.981 | 64,62% | 12.748 |
| Ads block software | 58,87% | 11.613 | 41,13% | 8.114 |
| None of the above | 11,03% | 2.175 | 88,97% | 17552 |

In order to understand the best way to take action for a mindful use of the internet respondents are willing to learn more and wishes to acquire the right skills.

Where should I learn the right skills to manage my online reputation?



Most of them would like to learn more of those skills through social media – 72,36%, stating that social media companies should be obliged to provide this opportunity; at the same time, indicated other channels to learn more are online information campaigns 60,73% and at school 69,45%.

Finally, the table below shows what respondents think about social media behaviours and possible actions they can take to improve security and positive behaviour.

| | Responses | |
|---|-----------|--------|
| Social media platforms and service providers should comply with stricter regulations | 78,75% | 15.535 |
| It would be enough if they would adhere to a code of conduct and regulate themselves | 24,54% | 4.841 |
| Users are the sole responsible of their behaviour online, no regulations at all | 10,26% | 2.024 |
| Users should be given more control over their data, including the option to delete it | 84,98% | 16.764 |

Most of respondents think that, first of all, users should be given more control on their data, while social media also should comply with stricter regulations.

Conclusion

Thanks to this survey we can draw an interesting profile of the European average internet user. People from our sample claim to be definitively sensitive about a safe and mindful use of the internet. The results show, however, that there is still misunderstanding on the issues related to digital footprint. In fact, while analysing the results of each questions we can notice some contradictions.

«Social Media is playing too much of a role in our lives. Not with standing the risks of misuse of our data, its relevance needs to be downplayed and overuse needs to become a HEALTH issue. It is simply not healthy for people to immerse themselves in these platforms.»
Comment from the survey

The respondents are mostly adults and present a high level of education and most of them seems not to pay much attention to same issues as they do not read privacy policy in full. This attitude, one may think, is mostly common among young people as they might do not know the implications behind privacy regulations and its rules. And respondents affirmed to possess at least intermediate digital skills. However, these skills seem to be not applied in real life, especially for the aspect related to the sharing of personal data. In fact, they affirmed that their data are possessed by companies receiving unequivocal permission, without considering that they might share their data with partners or have a breach in their database.

On the contrary other answers shows that they know they are not in full control of their data or be a victim of fake news. Probably latest events like Cambridge Analytica or big hackers attack have been impressive for them. Likewise, they show interest in learning more about how to protect themselves and exercise more power over their personal data. As well as they understood the importance of act positively online and

with a mindful approach.

But there is still a need of deeper action and specific training on the subject. This is demonstrated by the fact that citizens affirmed to strictly protect their financial information, while they do not commit at the same level for other aspects of their life. Results shows that they do not possess the right competences to use some tricks and tools, such as the Ads block or anti-tracking tools and the private mode navigation.


To conclude the issues related to digital footprint are numerous and pervade citizens life in many aspects. What is sure now is that there are still gaps that needs to be filled especially in explaining easy measures that can be used and highlighting the importance of a code of conduct online that can make our personal reputation and activities less in danger. As a matter of fact, the suggestion on how to address this, ultimately, can be found in the voice of citizens themselves: there should be more support directly through social media on how to manage our own digital footprint, while receiving more information through campaigns and education sector.

Our citizens are asking for to enhance their awareness, give them more tools to control their data and higher control over companies which should comply with stricter regulations.

Policy recommendation

The results of the report have been presented during the European Digital Footprint Conference held in Brussels last 24th of October 2019. The main question that speakers and attendees were asked to answer was "What role for education in teaching safe and responsible behaviour online?". During the conference, co-organised by the European Digital Learning Network and Lifelong Learning Platform, we have collected outstanding contributions and feedbacks which allowed us to formulate the following strategy.

The European Digital Learning Network, having in mind the results of the survey described above and the feedbacks from the conference **wants to call for:**



**More training
opportunities for any
person at any age**

Education must trigger the sense of responsibility for personal data shared online. People are the first responsible entity of their data, but they need to understand all the implications. A lot has been done in the last two years through policies such as, Digital Education Action Plan; the ET2020 Thematic Working Group on Digital Education: Learning, Teaching and Assessment (DELTA) and the Digital Competence Framework.

Therefore, we propose to improve training opportunities in the field of personal data since primary school, raising awareness of children, parents, teachers with the aim to create a positive culture on their digital identity and the level of personal data shared online.

Citizens need to protect themselves and their families when navigating online but tools should be simple to be used and applied especially with children. The Cybersecurity Act (September 2017) which revamps and strengthens the EU Agency for cybersecurity (ENISA) and establishes an EU-wide cybersecurity certification framework for digital products, services and processes, should be closer to citizens' understanding.

In this regard we propose that the certification framework for digital products will be accountable and understandable also for all European citizens, making it a reference when choosing a digital product or service, like other European certifications, i.e. EU Ecolabel or Organic certification.



Make easier solutions to implement cybersecurity



Spread a culture of positive behaviour online

When navigating online people are still acting as citizens the same way when they are offline. The Steering Committee for Educational Policy and Practice (CDPPE) of the Council of Europe launched a new intergovernmental project entitled "Digital Citizenship Education" in 2016.

Therefore, we propose to stimulate EU citizens' critical thinking when reading or posting something online through easy learning pills that they can have available online at any time and space.

To establish a system of feedback loops and assistance on how to protect themselves from harmful behaviours as well as avoid misinformation. In the EU (Eurostat 29/06/2019), 56% of people aged 16-74 participated in social networks in 2018. EU's social network participation rate has steadily increased since the beginning of the data collection (38% in 2011). That is why EU puts a lot of efforts in Media Literacy policies, such as Tackling online disinformation campaign, the Media literacy expert group and the Directive on Audio-visual Media Service. Institutions need to be accountable for their citizens in the dialogue between people and social media companies.

Based on this ground we suggest creating a platform in which European institutions, citizens and companies which should stimulate citizens' sense of responsibility toward online abuse and misinformation.



**Shorten the distance
between social
media and citizens**

Agenda of the European Conference on Digital Footprint



**European Conference
on Digital Footprint**

Co-organised by the Lifelong Learning Platform,
the European Digital Learning Network
and DIGIT project partners

REGISTER NOW!

24/10/2019

DIGITYSER
Boulevard d'Anvers 40, 1000 Brussels

What role for education in teaching safe and responsible behaviour online?

- 9:00 - 9:30 Registrations and coffee ☕
- 9:30 - 9:45 **Welcoming words**
Opening by the Master of ceremony (*Mia Forbes Piries*)

Introduction to the topic of digital footprint



- 9:45 - 10:15 **Keynote: From identity and footprints to reputation and ethics**
Liliana Carrillo, Serial entrepreneur and researcher
- 10:15 - 10:30 **Findings of the survey on digital footprint**
Gianluca Coppola, President, European Digital Learning Network (DLearn)
- 10:30 - 11:00 **Highlights of DIGIT ("Digital Identity") project**
Guidelines and training for adult educators
Recommendations for policy makers

Brikena Xhomaqi, Director, Lifelong Learning Platform
Katarzyna Pydzińska Azevedo, Project Coordinator
- 11:00 - 11:30 Coffee break ☕

Policy talk



- 11:30 - 12:30 **Successful European and national initiatives on digital footprint**
Bernadett Petri, Policy Assistant to the Commissioner (Cabinet of Commissioner Navracsics), European Commission
Andy Demeulenaere, General Coordinator, Mediawijs (BE)
Elizabeth Waters, CEO of An Cosán Virtual Community College (IE)
Luisa Crisigiovanni, Secretary General and Fundraising Manager, Altroconsumo

- 12:30 - 14:00 **Walking lunch - Project Exhibition**



Workshop rounds



Each workshop will take place twice. Participants can decide to attend two workshops of their choice among the four suggested.

- 1 Cyber volunteers for digital citizenship!**
Angel Sola Lopez, Cibervoluntarios (ES)
- 2 Ethical implications of data management**
Brendan Tierney and Damian Gordon, Technological University Dublin (IE)
- 3 Game-Based Learning co-creation for Responsible Online Identity**
Ilias Batzogiannis, Platon School of Katerini (GR)
- 4 Intellectual property and identity: it's about digital rights!**
Gerhard Seiler, 21st Century Competence Centre (DE)

- 14:00 - 15:00 **Workshop round 1**

- 15:00 - 16:00 **Workshop round 2**

- 16:00 - 16:15 **Small coffee break** 

- 16:15 - 16:45 **Plenary - Wrap-up and Closing words**

- 16:45 - 18:30 **Networking reception** 

Speaker's biography of the European Conference on Digital Footprint



European Conference on Digital Footprint Speakers - Biography

Introduction to the topic of digital footprint



Master of ceremony



Mia Pirie Forbes is an international mediator, facilitator and coach. Mia has had careers in law and science. In addition to her corporate clients and former career as a solicitor in a top City of London law firm; Mia has worked with governments, religious organisations and Members of Parliament. She has advised the US Department of Energy on using facilitated negotiation to develop controversial legislation. Mia is trilingual. Educated in the UK, France and Belgium, she holds both a Masters of Law and Science. She has spoken at Chatham House on Conflict Resolution and hosted the European Commission's Business Awards for the Environment. Recognised by We Are the City as an Inspirational Woman, Mia works with leaders on some of the most challenging issues of our time.

Keynote



Liliana Carrillo is an international public speaker, TEDx speaker, computer science engineer with a background in artificial intelligence, distributed systems, education and business. Ambassador of several post-block chain and artificial intelligence projects related to tech for social good and impact. Advocating for GDPR-complaint systems by design, agent/user/human-centric, and working in the creation of more resilient systems. Passionate about the decentralization of power, and how to better decide collectively, collective decision making. Her personal mission is the awareness creation of methodologies and technologies that can enable our collective intelligence, the sense of co-responsibility in our communities, and upgrading our society for more peace. To build a better future with prosperity for all Liliana has chosen to work/play with/for kids, and work/play with/for high tech.

Presentations - DIGIT/Dlearn



Gianluca Coppola is an entrepreneur, partner and general manager at Eurocrea Merchant, chartered accountant and chartered auditor specialized in education and training policies, funds and actions at European level by 20 years now. He is also founder and president of the "European Digital Learning Network" *Dlearn* www.dlearn.eu an EU network made of organizations from all over Europe aiming at fostering the opportunities brought by the digital means in the educational processes. Moreover, Gianluca is external evaluator for the European Commission, several agencies of it as well as for several Erasmus+ National Agencies. He is researcher expert in entrepreneurial education and personal skills development. He is a former member of the Board at EBN (European Business Incubator Network) the international network of more than 150 quality-certified EU | BICs (business and innovation centres) and actually member and/or senior consultant of many EU's organizations.



Ms. Pydzińska is the Vice-President of INnCREASE and manages its participation in European projects. Katarzyna oversees all international initiatives of the company and collaborates directly in various transnational projects and studies. She is the Coordinator of the DIGIT Project. Her areas of specialization include management of cross-national projects in education and research, entrepreneurship support, innovation policies and innovation support measures, promotion of science & research, public engagement and stakeholder consultation. Ms. Pydzińska holds a master's

degree in Management and Marketing from Warsaw School of Economics, with part of her studies completed at Aarhus School of Business, Denmark. Additionally, she is a certified Project Management Professional (PMP®) and a certified trainer. Besides her position at INnCREASE she has been collaborating as a consultant and project manager with various organisations.



Brikena Xhomaqi is the Director of the Lifelong Learning Platform since 2016 and member of the Civil Society Europe Steering Committee and Advisory Board member of Association Hub Belgium. She is the former Head of Office of the European Students' Union (ESU) and Director of the Erasmus Student Network (ESN), in charge of overall management and responsible for EU funded

project in particular focusing on the dissemination, impact and sustainability. She graduated in Innovative Project Management at the Polytechnic University of Nice Sophia Antipolis and holds a professional Master Degree in Corporate Strategy and International Development and bachelor in Political Sciences. She has been the research team member and manager of multiple EU funded projects for LLLP, ESN, ESU and EUA related to learning mobility, higher education financing among others. She has an experience of more than 10 years in education and non-profit sector at local, national and international level from a volunteer to a management perspective.



Bernadett Petri is the policy assistant to Commissioner Tibor Navracsics responsible for Education, Youth and Sport. Among another tasks she is in charge of Erasmus, DiscoverEU and policy coordination related to the Digital Single Market. She is lawyer by profession and has a degree in economics and European studies as well. Before she joined the cabinet of the Commissioner she was working in the European Parliament. Currently also lecturer at the

Pazmany Peter Catholic University in Budapest.



Andy Demeulenaere is the coordinator of Mediawijs, the Flemish Knowledge Centre for Digital and Media Literacy. He has coordinated the vision and educational policy of the largest youth movement in Belgium and the main Flemish organisation on digital youth work and presided over the board of the Flemish umbrella organisation for youth work. As a long time professional and volunteer youth worker empowering people is at the core of his work, as an experienced organisation manager achieving

societal impact with reasonable resources is an essential focus, as a historian critical thinking and connecting the current trend to historical evolutions is in his nature.



Liz Waters has been actively involved in community education for over twenty-five years providing community-based adult education, educational childcare and enterprise to the community of Tallaght West. Liz managed An Cosán's community education centre, and was appointed CEO in 2001. Liz's particular area of expertise is in leadership studies, community development and community counselling. Liz's passion for education sparked an interest in exploring how new digital technology could bring

An Cosán's social innovation in education to everyone who needs it in Ireland. Under her leadership, An Cosán embarked on a path to bring its curricula online – from basic education to degree level – to share the knowledge

created in Tallaght West with similar communities across Ireland. In 2015, Liz stepped aside from her role as CEO to develop An Cosán's Virtual Community College after winning a Social Entrepreneurs Ireland Impact Award in 2014. Having proved the success of the model, the Board of An Cosán invited her to resume her position as CEO in September 2017. Liz has embedded technology at the heart of all An Cosán's education, it might be a STEM programme for pre-schoolers or a programme in Digital Skills and Business Administration for the 21st Century for women who parent alone. Liz is ex-president of AONTAS and has just stepped down from the board of the European Association for the Education of Adults (EAEA) in 2019.



Luisa Crisigiovanni is Born in the Alps but grown up in Milan. Since July 2014 Secretary General of Altroconsumo, the most representative independent consumers' association in Italy with more than 359.000 members in 2018. BEUC – The European Consumers organization - executive board member and Treasurer since 2015 and AC representative at the National consumer council of the Ministry of Development. Member of Public affairs and communication professionals' network FERPI since 2000. She deals with consumers' law for more than 25 years and advocates for consumers

rights at national and international level. After a degree in Political Sciences about European and International law in 1992 at Milan University, she specialized in Communication and EU Fundraising at SDA Bocconi. In 2019 she achieved a Master in Eu Project funding by Sole24ore Business School to keep on working as a fundraiser manager for Euroconsumers, network of consumers organizations from Italy, Spain, Belgium, Portugal and Brazil, whose aims is consumers empowerment.



Workshop 1: Cyber volunteers for digital citizenship!



Angel Sola is head of Communication and Social Media Strategy at Cibervoluntarios Foundation, a non-profit promoting the social use of technology to foster citizen's rights, opportunities and participation. Coordinating the communication area of H2020 European projects and managing branding and creative concept of projects from the point of view of social action, NGOs and Digital Social Innovation. Working actively in the creation of several projects at National and European level always focusing on how technology can

change people's lives for good through Digital Skills Training. Angel Sola give talks at international conferences as Social Innovation expert and participate actively as communication coordinator in several European projects related to citizen participation, Next Generation Internet, the impact of technology in our society, inclusion, volunteering and citizenship participation. He has participated as speaker in events such as 4YFN at the Mobile World Congress (MWC).

Workshop 2: Ethical implications of data management



Brendan Tierney is a lecturer with Technological University Dublin (TU Dublin) and focuses on Data Management and Machine Learning. He is very active in end-user communities being director of the Data Management Ireland (DAMA Ireland) and with various Oracle User Groups around the world. He is on the board of several user groups including Oracle User Group Ireland, UKOUG, Analytics and Data Summit Europe and USA. He is a regular presenter at user group events around

the world. Brendan has published four books with McGraw-Hill and MIT Press on Machine Learning and Data Science. Some of these have been translated into multiple languages. These books include Essentials of Data Science with MIT Press and Predictive Analytics Using Oracle Data Miner, Oracle R Enterprise: Harnessing the Power of R in Oracle Database, and Real World SQL and PL/SQL: Advice from the Experts, with McGraw-Hill. Brendan is a regular blogger

on Machine Learning, Data Science, Data Management and Ethics. You can also find him on Twitter at @brendantierney



Damian Gordon is a lecturer in Computer Science at the Technological University of Dublin for over twenty years. As a researcher he has authored over 50 research papers, 40 of which are focused on my work as an educational researcher (looking at accessibility, universal design, ethics and eLearning). He is also the co-editor of a book on developing an industrially-orientated

approach to computer science education in China. He has been Educational Advisor on a number of large international research projects, and has worked with a wide range of disability organisations (including the Central Remedial Clinic, Arthritis Ireland, Arthritis Research UK, National Council for the Blind of Ireland, the Ageing Well Network, the Irish Wheelchair Association, St. John of Gods, Pieta House, and Enable Ireland). He led the design and development of a fully accessible third-level module on Universal Design that is nationally available. He sits on the board of the Irish National Disability Authority where he advises the Irish government on education and ethics in technology.

Workshop 3: How can Digital Game-Based Learning co-creation (DGBLcc) enhance the Responsible Online Identity (ROI)



Ilias Batzogiannis was born and raised in Katerini, Greece. He had his degree in Physics (University of Crete, Physics Department) and it was then that he realized that teaching was something that fascinated him. In order to learn more about it, he had a master in "New technologies and research in didactic of Physics" (University of Ioannina, Physics Department). He returned in Katerini and started teaching in "Platon School of Katerini" (private school). Some years later, he started a Phd in 2014 (Aristotele University of Thessaloniki) in finding new tools for teaching STEAM. Since then, he had been using Lego

Mindstorms EV3 and Kodu Game Lab in order to see if student's attitude towards STEM change by using these two tools. He have been also working on co creating an "escape room", with 15 years' old children, by using STEM riddles and participated in many Erasmus+ projects.

Workshop 4: Intellectual property and identity: it's about digital rights!



Gerhard Seiler has been working on educational media in schools, social work and family, eLearning and digital inclusion. He is responsible for strategy and innovation at Helliwood's 21st Century Competence Center, a part of the German Non-Profit Association for Youth and Social Work". With his experience in all aspects of learning in

the context of digitization, the media pedagogue has played a key role in the development and implementation of nationwide online qualification programs for pedagogical specialists and teachers. He is also a member of the executive board of the Seitenstark-Association, where he is also involved in voluntary work for pedagogically demanding and high-quality children's media. *"Digital educational offers for all promote digital sovereignty and civil commitment. These are important prerequisites for the self-determined and democratic shaping of a digital and inclusive society."*



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