DIGITAL CITIZENSHIP EDUCATION PLANNER

PILOTING ACTIVITIES INTERIM REPORT

Türkiye Piloting Process – Phase 1

April 2026

Contents

EXECUTIVE SUMMARY

In today's world, where digital technologies affect every aspect of life, it is crucial for individuals to be not only technology users but also producers, and to develop into digital citizens. The Turkish Century Education Model (TCEM) represents a comprehensive transformation in line with its approach of cultivating competent and virtuous individuals. TCEM presents an approach that considers the development of the age. In this context, digital citizenship is considered not only a field of technology education but also a fundamental competency that shapes how students exist in the digital world.

This report presents the findings of the first phase pilot study, conducted by General Directorate for Innovation and Educational Technologies between 6 and 24 April 2026, to test the compatibility of the Digital Citizenship Education (DCE) Planner (Council of Europe, 2026a), developed by the Council of Europe, with the Turkish education system.

The pilot program was implemented simultaneously in 19 different schools across 16 provinces representing Türkiye's seven geographical regions. Over the three-week period, 769 students, 40 parents, and teachers from multiple disciplines were reached; a total of 33 activities were conducted.

The overall performance score obtained from the teacher evaluation forms was calculated as 4.73/5.0. This result indicates that the DCE Planner is highly compatible with Türkiye's socioeconomic and cultural structure. The detailed findings of the report were examined together with the measurement and evaluation data in Section 5.

1. INTRODUCTION

1.1. Project Objective and Strategic Importance

This pilot study was conducted to ensure the adaptation of the DCE Planner, developed by the Council of Europe, to the Turkish education system. The pilot process, designed within the framework of the DCE Planner, aims to empower students, teachers, and families in the face of the rights, responsibilities, and risks brought about by the digital age.

The main aim of this study is to contribute to the development of children who are not merely consumers of technology, but rather "conscious digital citizens" who possess ethical values, can think critically, and can exist consciously in the digital world.

1.2. Scope and Context

The piloting process was conducted between April 6–24, 2026, and was implemented simultaneously in 19 pilot schools located in 16 different provinces across Türkiye. This study represents a strategic needs analysis that brings together national education dynamics and international standards in line with the Ministry of National Education's (MoNE) digital transformation goals and the virtue-focused vision of the Turkish Century Education Model (TCEM) (Ministry of National Education [MoNE], 2024).

The study was based on a "holistic school approach" encompassing students, teachers, and parents.

1.3. Preparation Process and Implementation Schedule

The activity template and activity evaluation form were prepared by the Project Center Executive Team (Appendix-1, Appendix-2). The piloting process was structured in two main phases to ensure a sustainable learning cycle:

• **Phase 1 (April 6–24, 2026):** In each pilot school, two activities aimed at raising basic awareness were implemented. This phase is a critical period for collecting initial data and monitoring the adaptation process.

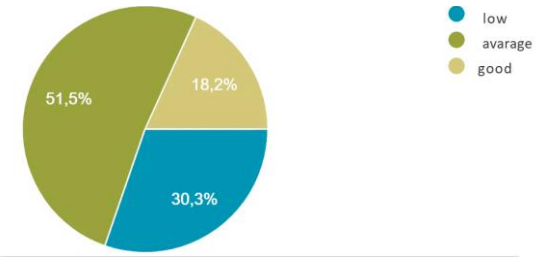
• **Phase 2 (May 1 – June 26, 2026):** Three more activities will be implemented to deepen learning and explore different themes.

Throughout the process, teachers will create unique activities based on the students' developmental levels, class size, and the school's technological resources, in line with the 10 impact areas and related themes included in the DCE Planner. Teachers also benefitted from the Digital Citizenship Trainer Training Participant Handbook prepared by The Ministry of National Education (MoNE, 2025). They prepared and implemented the activities themselves.

2. PILOT SCHOOL AND PARTICIPANT PROFILE

The piloting process is being conducted in 19 pilot schools located in 16 different provinces representing Türkiye's seven geographical regions. This diversity is of strategic importance in measuring the applicability of the DCE Planner at different socioeconomic and academic levels.

Socioeconomic Status of Students and the School

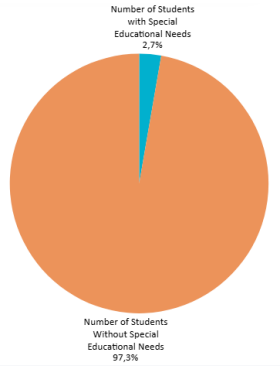


According to the data obtained regarding the socioeconomic status of students and schools, 51.5% of the participants were assessed as having an average socioeconomic status, 30.3% as having a low socioeconomic status, and 18.2% as having a good socioeconomic status. This distribution indicates that the piloting process was predominantly conducted in schools with average and lower socioeconomic levels.

This diversity provides a valuable dataset for evaluating the applicability of the DCE Planner in different socioeconomic contexts and strengthens the study's comprehensiveness.

The pilot program was designed to include individuals from diverse socioeconomic backgrounds, based on the principle of "digital citizenship for all." The heterogeneous structure of the classrooms was maintained, ensuring the full participation of students with special education needs.

The Situation of Special Education Needs Students in Classrooms



An examination of the data regarding special education needs students reveals that 97,3% of the participating classes did not have any special needs students, while 2.7% had at least one special education needs student.

These findings indicate that the piloting process was largely conducted in classrooms without special education needs students. However, the fact that the application was also carried out in classrooms

with special education needs students, albeit limited, allows for the evaluation of the inclusion dimension of the DCE Planner.

2.1. Scope of Application and Institutional Diversity

The project is being carried out in pilot schools in the kindergarten, primary, secondary and high school levels in the provinces of Ankara (2), Balıkesir (2), Manisa (2), Kahramanmaraş, Kayseri, Sinop, Samsun, Van, Batman, Elâzığ, Kütahya, Ordu, Siirt, Trabzon, Antalya and Eskişehir.

Academic spectrum: A wide variety of institutions have been established, ranging from gifted student institutions like Science and Art Centers (BİLSEM) to academically and vocationally oriented secondary schools such as Anatolian High Schools and Vocational and Technical Anatolian High Schools.

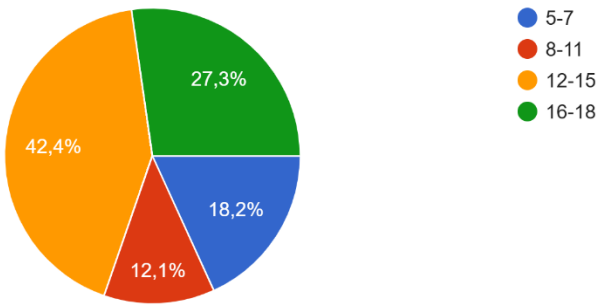
As a result of a total of 33 student activities and 1 comprehensive parent session conducted during the pilot implementation phase, it was determined that participation increased on a weekly basis.

Date Range	Number of Provinces	Number of Schools	Number of Students	Number of Parents	Number of Activities Performed
Week 1 (April 6-10)	8	9	198	0	9
Week 2 (April 13-17)	11	11	213	40	11
Week 3 (April 20-24)	12	13	368	0	13
Grand Total	16	19	769	40	33

2.2. Student Age Groups

- **5-7 years old:** Preschool and first grade level
- **8–11 years old:** Elementary school grades 2-4, middle school grade 5
- **12–15 years old:** Middle school (grades 6-8), Secondary school (high school) level, grade 9.
- **16-18 years old:** Secondary education (high school) level, grades 10-12.

Distribution of Students by Age Groups



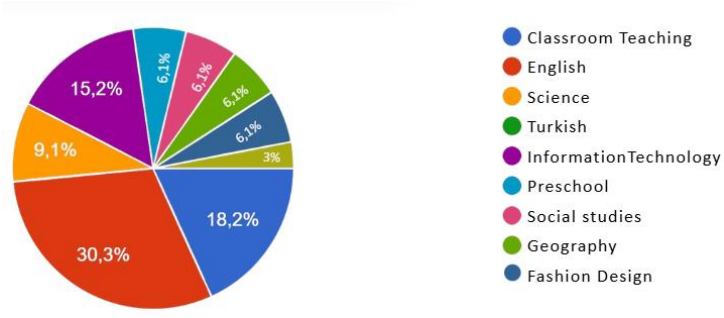
When the data regarding student age groups is examined, it is seen that 42.4% of the participants are in the 12–15 age range, 27.3% are in the 16–18 age range, 18.2% are in the 5–7 age range, and 12.1% are in the 8–11 age range.

This distribution indicates that the piloting process focused primarily on middle and secondary school students. However, participation from preschool and primary school students was also included, allowing for testing the applicability across different age groups.

2.3. Teacher Participation

The pilot program was not limited to the information technology field; it emphasized that digital citizenship is an integral part of all subjects. Preschool, classroom, information technology, English, social studies, science, and geography teachers enriched their curricula with DCE themes. The inclusion of applied fields such as fashion design concretely demonstrated the inclusive nature of digital citizenship, which touches all aspects of life.

Distribution of Teachers by Branch/Subject Area



When the data regarding teacher branches is examined, it is seen that the field with the highest participation is English teaching with 30.3%, followed by classroom teaching with 18.2% and information technology with 15.2%. Participation was also seen from other branches, mainly science

(9.1%); fields such as primary school mathematics, social studies, Turkish language and preschool education were included in the process.

This distribution demonstrates that the DCE Planner is implemented with an interdisciplinary approach and that digital citizenship education can be integrated into different subject areas.

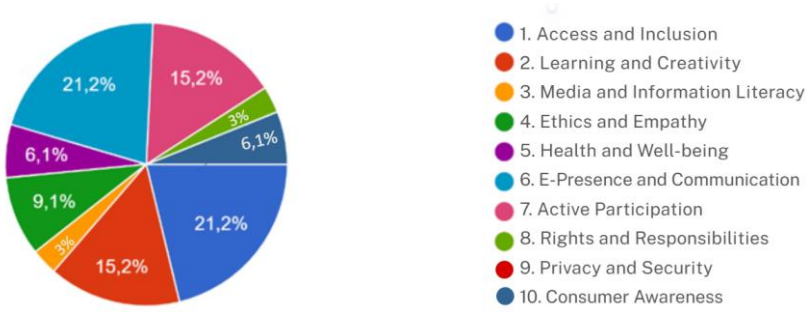
2.4. Parental Involvement – Case Study (Ankara)

During the second week of the pilot program, 40 parents were actively involved in special sessions held at the pilot kindergarten in Ankara. This participation significantly contributed to supporting the digital skills students acquired at school in the home environment and strengthening the "digital parenting" roles of parents.

3. CONTENT AND METHODOLOGY OF THE ACTIVITIES

The activities implemented during the piloting process integrated the theoretical framework developed by the Council of Europe (Council of Europe, 2022) with practical and interactive applications in the field. One of the unique aspects of the process is that teachers transformed the basic resources prepared by the Council of Europe into implementation guides, using them in a way that is consistent with the 10 areas of impact and themes included in the Planner.

Distribution of Activities by Domains



When the distribution of activities across different areas is examined, it is observed that the most intensive activities were carried out in the dimensions of "Access and Inclusion" and "E-Presence and Communication" with 21.2%. These areas are followed by "Learning and Creativity" and "Active Participation" dimensions with 15.2%. In other areas, it is understood that the application was more balanced but at relatively low rates; in particular, the dimensions of "Ethics and Empathy" (9.1%) and "Health and Well-being" (6.1%) were addressed to a limited extent.

The implemented activities have not only theoretically addressed the domains presented by the Council of Europe, but have also reflected them in the field with their ethical, environmental, technical, and inclusive dimensions. Within this framework, teachers aimed to position students not as passive users of the digital world, but as responsible and active individuals, by using an enriched set of learning outcomes.

3.1. Expanded Thematic Applications

Digital Identity and Footprint Management (6th Dimension)

Students have examined how the digital footprints they leave shape their future opportunities.

• **Reputation Protection:** Ways to protect online reputation from both individual mistakes and harmful interference from third parties (6.5.4, 6.3.5) have been discussed.

• **The Right to Be Forgotten:** The concept of the "right to be forgotten" has been discussed in the context of the internet's permanent memory; and evaluations have been made based on concrete scenarios (6.4.7) in which this right could be applied.

Artificial Intelligence Ethics and Environmental Sustainability (The 10th Dimension)

The topic of artificial intelligence has been addressed not only from a production perspective but also in terms of its global impact.

• **Ecological Cost:** The energy consumption required for training and operating artificial intelligence systems and the associated environmental costs (10.4.6) have been examined.

• **Copyright and Ethics:** Studies have been conducted on copyright issues arising from content production with artificial intelligence (2.4.5) and on the ethical citation of the produced content in the bibliography (2.3.4).

Information Literacy and Active Participation (3rd and 7th Dimensions)

Practices related to verifying the accuracy of information and democratic participation processes have been implemented in the digital world.

• **Combating Disinformation:** The differences between disinformation and reliable information (3.3.5, 3.3.6) were revealed by applying information verification methods.

• **Active Citizenship:** The contribution of digital tools to democratic participation was experienced through processes such as researching civil society organizations (7.3.1), writing emails to elected representatives (7.3.5), and planning digital community projects addressing local issues (7.4.1).

Inclusion, Accessibility, and Digital Rights (Dimensions 1 and 4)

The understanding that technology should be accessible to everyone has been concretely demonstrated through practical applications.

• **Accessibility Testing (NVDA):** In order to understand how visually impaired individuals experience the digital world; NVDA screen reader software was used; the presence of alternative text (alt text) in documents was tested and the effects of digital exclusion (1.4.6) were evaluated.

• **Digital Courtesy and Empathy:** The legal consequences of online harassment and cyberbullying (4.3.5) have been addressed; and digital outputs that respect the rights of individuals and the principles of digital decency have been produced.

3.2. Innovative Methods and Depth of Application

The methods used are varied in order to activate both the cognitive and affective skills of the students:

• **Comparative Analysis and Discussion:** The balance between video games and face-to-face games; reading books and doing sports (5.2.7) was examined using the “Plus-Minus Board” technique.

• **Digital Manufacturing (Multimedia):** Audio broadcasting (podcast) and video production (2.3.2) were carried out to advocate for ideas and inform civil society.

• **Collaboration and Sharing Technologies:** The practical application of how technology facilitates collaboration (1.2.1) and the sharing of ideas and materials on common platforms (2.1.3) has been learned.

• **Cultural Integration:** Lifestyle elements from another culture were incorporated into a story involving technology (1.2.5) to create global awareness in the digital environment (Digi-Nauts Video 1).

This multi-faceted curriculum implementation has contributed to the development of students' technical skills as well as their ethical evaluation, environmental awareness, and empathy skills. The adoption of these diverse learning outcomes across various disciplines, from science to fashion

design, and from Turkish language to information technology, has been a decisive factor in the success of the pilot program.

Health and Well-being

The “Digi-Nauts” video series and activity books developed by the Council of Europe (Council of Europe, 2024, 2026) have been used as a primary resource, particularly for the 5–7 and 8–11 age groups.

• **Application Details:** Through the adventures of the "Digi-Nauts" characters, students explored the physical effects of technology; they learned concrete habits such as the "20-20-20 rule" and applied them to their daily lives.

Learning and Creativity

The theme of "Responsible Innovation and Artificial Intelligence Ethics" is linked to the "Learning and Creativity" dimension in the Planner, as seen in the data from Kütahya Science and Arts Center (12-15 years old).

• **Productive Use of Artificial Intelligence:** The situations in which tools like ChatGPT, Gemini, and Copilot (General Directorate of Innovation and Educational Technologies, Ministry of National Education, 2026) would be considered a "creative assistant" and in which situations they would be considered a "violation of academic integrity" (copying/plagiarism) in an assignment process were discussed through real-world scenarios.

• **Citing Sources Culture:** Practical exercises were conducted on how to cite artificial intelligence outputs in the bibliography, and ethical usage principles were conveyed to the students.

Digital Footprint and Reputation: Gardeners of the Future

The "Digital Gardeners" metaphor is linked to the "Existence and Identity" dimension in the Planner; students are made aware that not all content uploaded to the internet (photos, comments, location information, etc.) is completely deleted, but often only becomes "invisible."

The concept of the "right to be forgotten" has been examined within the context of passive digital footprints, through concrete examples.

3.3. Rights and Responsibilities: Digital Empathy Against Cyberbullying

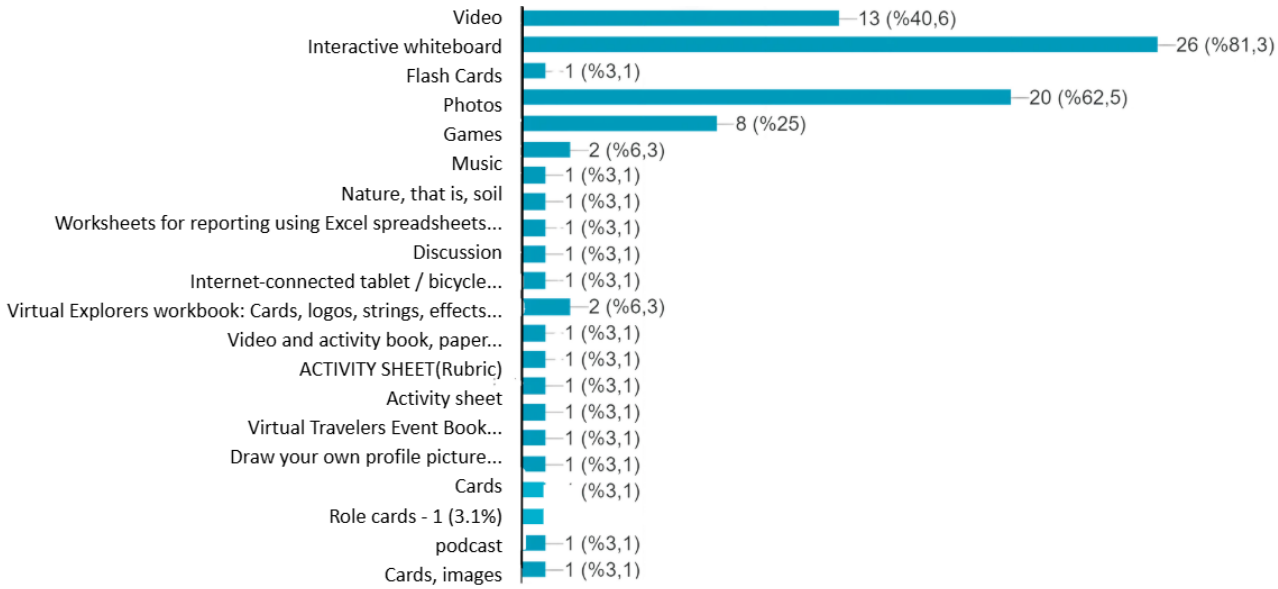
Under the title "Defining the Impacts of Cyberbullying?", the invisible but lasting emotional effects of cyberbullying are discussed. The aim is to improve students' skills in evaluating the impact of their digital expressions on the other party.

4. MATERIALS AND TOOLS USED

During the pilot phase, traditional teaching methods were transcended; a highly participatory methodology was adopted, aiming to transform students from digital consumers into conscious content creators.

The materials used in the pilot program were selected with the aim of creating a learning environment where information is not only transmitted but also directly experienced. The combination of low-tech tools like paper and string with high-tech tools like artificial intelligence and audio broadcasting enhanced the inclusiveness of the training.

Materials Used in the Activities



An analysis of the data regarding the materials used in the activities reveals that the most commonly used tools are interactive whiteboards at 81.3%, presentation materials at 62.5%, and video content at 40.6%. This indicates that digital tools are effectively integrated into the teaching process.

However, it is understood that supportive materials that increase interaction, such as games (25%) and music (6.3%), are also used; and the learning environment is enriched with various tools such as flashcards, work cards, visual materials, role-playing cards, and podcasts.

This distribution reveals that both high-tech (interactive whiteboard, video, presentations) and low-tech (cards, paper-based materials) tools were used together during the piloting process, thereby creating inclusive, multi-faceted learning experiences.

4.1. Material Inventory

Category	Materials and Tools Used
Digital and Technological	Interactive whiteboard, presentation tools, internet-connected tablet/computer, video content, podcast tools, Excel spreadsheets (for reporting)
Council of Europe Resources	Digi-Nauts workbook (1 and 2), Digi-Nauts video series, activity books
Visual and Print	Flash cards, picture cards, logos, activity sheets, work cards, role cards
Physical and Natural	Materials: string, colored paper (origami), elements of nature (ants, micro-ecosystem observation)
Method Supported	Debate setups, game designs, music

4.2. The Contribution of Material Selection to the Learning Process

- **Concretization and Visualization:** Abstract concepts such as digital footprint and data security have been made concrete using physical materials like rope, visual cards, and logos. For example, visualizing digital networks and connections using rope has made it easier for students to integrate these concepts in their minds.

- **Digi-Nauts Series:** The “Digi-Nauts” activity books and video content developed by the Council of Europe (Council of Europe, 2024, 2026) were used in the pilot program. These materials played a crucial role in the internalization of affective skills such as “digital empathy” and “ethics” by allowing students to connect with the characters.

- **Multidisciplinary Approach (Synthesis of Nature and Technology):** The activities were not limited to screen-based tools; offline elements, such as observing ants in the schoolyard, were also incorporated. This approach reinforced the idea that ethics and respect are not confined to the digital environment.

- **Manufacturing Through Technology:** The use of tablets, computers, and podcasts has shifted students from passive consumers to active content creators. The use of Excel spreadsheets for reporting purposes has also contributed to the acquisition of fundamental digital skills in data organization and management.

4.3. Inventory of Methods and Techniques Used

The following active learning techniques were used in the implementation phase of the activities:

• **Inquiry and Analysis:** Debate, brainstorming, discussion, and research tasks.

• **Experiential and Kinesthetic Learning:** Creative drama, nature observation (micro-ecosystem analysis), and active learning techniques (Fishbone diagram, etc.).

• **Digital and Gamification-Based Applications:** Online games (such as Information Hunters), gamification concepts, and story-building activities.

• **Collaborative Learning:** Group work and seminars.

4.4. Data-Based Evaluation and Analytical Interpretation

The following findings stand out from the analysis of the activity evaluation form responses and application data:

- **Multidimensional Pedagogy:** Instead of a single method, a blended approach was adopted. For example, in one activity, prior knowledge was first activated through brainstorming, then ethical dilemmas were dramatized through creative drama, and the process was completed with a debate. This spiral structure increased the retention of learning outcomes.
- **Transition from Digital to Physical Environment (Nature Observation):** One notable finding is the integration of digital citizenship education with nature observations conducted in the schoolyard. This approach demonstrates that technology can be understood not only through screens but also through real-life ethical responsibilities.

- **The Impact of Gamification on Participation:** Online games like "Knowledge Hunters" and story-building techniques resulted in a student engagement level measured at 4.9 out of 5. The data indicates that activities incorporating gamification...**"positive contribution to school culture"** This indicates that it received the highest score in terms of accuracy.
- **Critical Thinking and Ethical Awareness:** Debate and discussion techniques have focused particularly on the themes of artificial intelligence ethics and cyberbullying. Through these

methods, students have developed the ability to move beyond simply distinguishing between right and wrong, defending their own views and evaluating opposing viewpoints using ethical language.

Teacher feedback: The statement "The activities were appropriate for the students' level and therefore achieved their purpose," found among the responses to the activity evaluation form, confirms that the chosen methods were adapted appropriately for the age groups.

5. MEASUREMENT AND EVALUATION PROCESS

The DCE pilot study adopted a multidimensional and results-oriented measurement and evaluation approach encompassing the entire process. This process was conducted along three main axes: student achievements, teacher observations, and the overall effectiveness of the pilot application.

5.1. Measurement and Evaluation Methods Used

The following tools were used to determine whether the activities achieved their objectives:

- **Process-Oriented Observation (Formative Assessment):** Teachers directly observed the ethical attitudes and decision-making skills exhibited by students during active learning techniques such as "Traffic Light," "Debate," and "Scenario Detective Game."
- **Student Self-Assessment and Product Analysis:** The empathy journals, NGO posters, Canva designs, and podcast scripts produced via NotebookLM, all created by the students, were considered key evidence demonstrating the level of practical application of the learned information.
- **Interactive Assessment Tools:** At the end of the process, students' technical knowledge levels (disinformation analysis, account security, etc.) were measured through online games such as "Information Hunters" and short quizzes.
- **Official Reporting and Feedback Forms:** Activity Evaluation Forms, completed by teachers at the end of each activity, constituted the primary data source regarding the quality of the implementation.

5.2. Performance Indicators

The data obtained from the evaluation forms summarize the success of the piloting process in the table below:

Performance Indicator	Points (/5,0)	Success Rate	Detailed Analysis
1. Level of Achievement of Objectives	4,8	%96	It was reported that the 33 selected core learning outcomes (AI ethics, cyberbullying, etc.) were translated into targeted skills; and that the materials used were directly focused on achieving these results.
2. Activities proceeding as planned.	4,7	%94	The implementation steps proceeded according to schedule. The difference in scores is attributed to time management difficulties resulting from exceeding the 40-minute time limit due to discussions.
3. Student Skill Development	4,6	%92	Through the "Crisis Management Team" and "Detective" roles, concrete improvements were observed in students' empathy, critical thinking, and problem-solving skills.
4. Expected Development (Learning Outcomes)	4,7	%94	It has been confirmed that the learning outcomes are fully aligned with the age groups and that there are no deviations in the results.
5. Effect of Increasing Participation Level	4,9	%98	This is the highest-scoring category. Gamification, creative drama, and video content have been shown to maintain high levels of interaction, even in crowded classrooms.
6. Positive Contribution to School Culture	4,7	%94	It was emphasized that awareness of digital courtesy and safety has spread beyond the classroom and become widespread throughout the school.

6. CONCLUSION AND RECOMMENDATIONS

6.1. General Evaluation of the Pilot Application

The DCE pilot program, conducted simultaneously across 16 provinces and 19 schools in Türkiye, went beyond a curriculum trial; it presented a concrete model of how ethical and social skills required by the digital age can be integrated into the school environment. The pilot program was successfully completed on a large sample of 769 students.

The overall performance score of 4.73/5.0 achieved throughout the process demonstrates that the DCE Planner developed by the Council of Europe is highly compatible with Türkiye's socioeconomic and cultural structure. In particular, the fact that students, ranging from the 5-7 age group to secondary education, have begun to position technology not merely as a means of entertainment, but as a tool that produces social benefits and is used within ethical principles, is considered one of the key success indicators of the process.

6.2. Pedagogical Outcomes and Inclusion

Teacher feedback reveals that one of the project's strongest aspects is its inclusive education approach. The fact that 9.7% of the students in the pilot group were students with special needs, and that these students were able to participate in the process at the same level as their peers (4.8/5.0 participation score) through drama, gamification, and visual materials, concretizes the project's vision of equal opportunity.

At the primary school level, empathy skills developed through "Digi-Nauts" videos (Council of Europe, 2024, 2026) have transformed into a resilient attitude against cyberbullying at the secondary school level through "Crisis Management Team" and "Digital Detective" activities. At the high school level, examining the environmental costs of artificial intelligence has enabled students to gain responsible consumer awareness; the concept of digital citizenship has been integrated with the dimension of ecological responsibility.

By moving beyond direct instruction and adopting methods such as question-and-answer sessions, debates, and brainstorming, students were able to construct information by asking their own questions, rather than passively receiving it. Interactive whiteboards, provided to schools within the scope of the Ministry of National Education's FATİH (Movement to Increase Opportunities and Technology Improvement) Project, were used effectively during the piloting process.

6.3. Challenges During the Implementation Process and Field Feedback

While the overall results of the implementation present a positive picture, data obtained from the field indicate a need for improvement in "time management" for future dissemination efforts. The vast majority of teachers stated that the planned 40-minute duration was insufficient due to the depth of the activities and the high level of student participation; in many cases, 80 to 120 minutes were needed.

However, teachers noted that the demanding curriculum and workload were significantly offset by the tangible products created through student engagement (Canva posters, audio broadcast scripts, court simulations).

These findings suggest that digital citizenship education should not be treated as a condensed topic within the curriculum, but rather integrated into a spiral structure with other subjects (social studies, life skills, science, etc.) and positioned as content with an independent time slot.

6.4. Strategic Recommendations and Future Projections

In order to transform the success of the pilot program into a sustainable standard on a national scale, the following strategic recommendations are presented:

- **Curriculum Alignment and Independent Time Slot**

It is recommended that DCE learning outcomes be more closely integrated with the existing courses in the Ministry of National Education curriculum and the virtue and value-oriented vision of the Maarif Model (New Turkish century education modal), and that they be assessed, where possible, within an independent club or project hour.

- **Developing Thematic Balance**

Guidance materials should be provided to teachers for underrepresented Digital Citizenship themes.

- **Developmentally Appropriate Content Design**

Tangible, fun, and game-based Digital Citizenship materials should be developed for all age groups.

- **Disseminating Best Practices**

Examples of successful learning outcomes based on the theme of Digital Citizenship should be adapted to other courses and expanded through interdisciplinary applications.

6.5. Cognitive and Social Adjustment by Age Groups

Teacher feedback indicates that learning outcomes are accurately identified at all levels, from preschool to secondary school.

• **Preschool and Primary School (5–10 years old):** The “Digi-Nauts” series and gamified methods (Learning Detectives, Emotion Cards, etc.) have played a decisive role in concretizing abstract concepts. In particular, establishing a balance between technology use and physical activity in younger age groups demonstrates the successful internalization of the “health and well-being” dimension.

• **Middle school (ages 11–15):** In this era of intense peer approval and the pursuit of digital reputation, students, through activities such as "Crisis Desk" and "Digital Square," have addressed cyberbullying not merely as a phenomenon limited to messaging, but also in its various dimensions, including exposure, exclusion, and identity theft, and have developed solutions.

• **Secondary education (ages 16–18):** In this group, where abstract thinking and technical analysis skills are well-developed, addressing current issues such as the environmental costs and ethical limitations of artificial intelligence with technical data aligns with consumer awareness and responsible digital citizenship goals.

6.6. Methodological Success: From Lecture to Active Learning

Feedback indicates that the project has successfully implemented a student-centered, discovery-based learning model instead of a teacher-centered, information-transmitting approach.

• **Question and Answer and Debate:** By moving beyond didactic explanation, a framework was created where students shaped their own learning processes; this approach strengthened critical thinking skills.

• **Applied Empathy:** Practical tasks such as emailing elected representatives or researching civil society organizations have concretely demonstrated how digital tools can be used for the benefit of society.

• **Sensitivity to Local Issues:** In some pilot schools, linking learning outcomes to local issues (e.g., the environmental impact of mining activities) and transforming them into posters using tools like Canva has significantly increased student motivation.

7. METHODOLOGY NOTE

The data used in the preparation of this report were obtained using mixed research methods (quantitative and qualitative) and subjected to a rigorous analysis process. The methodological framework consists of the following basic components:

- **Data Collection Tools:** During the piloting process, a structured "Activity Evaluation Form" prepared for teachers was used as the main data source. In addition, student feedback and classroom observation notes were included in the analysis to support qualitative data.
- **Sample Selection:** The pilot study was conducted in 19 pilot schools across 16 different provinces representing Türkiye's seven geographical regions. The sample was selected to include teachers from various disciplines (33.3% Classroom Teaching, 20.8% Information Technology, 12.5% Preschool Education, etc.) and students from diverse socioeconomic backgrounds.
- **Analysis Method:** Quantitative data were analyzed using descriptive statistical methods (mean, percentage, and frequency analysis); the overall performance score (4.73/5.0) was calculated using Likert-type data obtained from teacher forms.
- **Validity and Reliability:** Data collection tools were structured in accordance with expert opinion, in line with the standards of the Council of Europe DCE Planner and the competencies of the Turkish Century of Education Model. To ensure uniformity in implementation, all teachers were informed simultaneously before the piloting began.

8. LIMITATIONS

When evaluating the findings of this report, the following limitations stemming from the nature of the piloting process should be considered:

- **Sampling and Representation:** Although the pilot program was conducted in 16 provinces representing seven regions of Türkiye, the 19 schools and 769 students reached may not fully reflect the full socioeconomic and technical diversity of the general student population in Türkiye.
- **Time Constraint:** The first phase of the studies was compressed into a narrow three-week period between April 6–24, 2026. This limited the measurement of the long-term retention of the training content and its effects on behavioral change.

- **Subjective Data Source:** The data underlying the analyses are largely based on teachers' self-assessment forms. This may have introduced a subjective perspective to the findings due to participants' perceptions of social approval or personal motivations.

9. REFERENCES

Council of Europe. (2022). Handbook on Digital Citizenship Education. Council of Europe Publications.

Council of Europe. (2024). Digi-Nauts: Teacher's Guide and Activity Books. Council of Europe Publications.

Council of Europe. (2026a). Digital citizenship education (DCE) planner. Council of Europe Publications.

Council of Europe. (2026b). Digi-Nauts: Teacher's Guide and Activity Books. Council of Europe Publications.

Ministry of National Education. (2024a). The Turkish Century Education Model: Curriculum Framework Program. Republic of Türkiye Ministry of National Education.

Ministry of National Education [MoNE]. (2024b). Examination of the Turkish Century Education Model curricula within the framework of the Council of Europe Digital Citizenship Education (DCE) planner. Presidency of the Board of Education and Training.

Ministry of National Education, General Directorate of Innovation and Educational Technologies (2025). Digital Citizenship Trainer Training Participant Handbook.

Ministry of National Education. (2026). Artificial intelligence tools used in education: Teacher's handbook. General Directorate of Innovation and Educational Technologies.

APPENDICES

Appendix 1: Activity Template

Activity Title *Choose a title that reflects the activity.*		
Overview *The activity **purpose and scope** Write a short description about it.*		
Activity Duration		
Class Information *Write down the information about the class where the activity was designed.*	**Age group**	
	Grade Level	
Course Information	**Course Name**	
	Scope of Influence	
	Theme	
	Learning Outcomes *Selected for the activity to be developed **learning outcomes** Please specify.*	
Activity Guide *Please describe in detail, step-by-step, how the planned activity will be implemented with the students using the specified tools. You can use the steps shown on the side. If a different arrangement is*	**Preparation** *If there is any necessary preparation before the activity begins, please write it down.*	
	APPLICATION *Write down the steps for implementing the activity.* **... dk.**	

required for your activity, you can use your own arrangement. **... dk.**	**End of Activity** *After completing the activity, conclude by summarizing/reviewing/ reflecting on it.* **... dk.**	
Measurement and Evaluation *How can you tell if your student has achieved their activity goals?* *The assessment can be formative or summative.* **... dk.**		
Appendices *Please attach any assessment scales, forms, materials, etc. that will be used in the activity.*		

Appendix 2: Activity Evaluation Form

Digital Citizenship Education Planner Pilot Study - Activity Evaluation Form - Section A

This form The Digital Citizenship Education planner was created by the General Directorate of Innovation and Educational Technologies of the Ministry of National Education to collect data on and evaluate the activities carried out in the pilot study.

* Indicates the mandatory question.

1. **According to the "Law on the Protection of Personal Data" numbered 6698, personal and private data...** *
   I approve and consent to the processing of my data in the manner specified and to the attached consent form.

MUVAFAKATNAME

Dijital Vatandaşlık Eğitimi Planlayıcısı Pilot Uygulaması

T.C.
MİLLÎ EĞİTİM BAKANLIĞI
YENİLİK VE EĞİTİM TEKNOLOJİLERİ GENEL MÜDÜRLÜĞÜNE

Ben, aşağıda bilgileri bulunan öğretmen; Millî Eğitim Bakanlığı Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü tarafından yürütülen *Dijital Vatandaşlık Eğitimi Planlayıcısı Pilot Uygulaması* kapsamında gerçekleştirilecek etkinliklere gönüllü olarak katılmayı kabul ve muvafakat ediyorum.

Dijital Vatandaşlık Eğitimi Planlayıcısı çerçevesinde ürettiğim veya katkı sunduğum ders planı, materyal ve içeriklerin Millî Eğitim Bakanlığı tarafından dijital ve basılı ortamlarda kullanılmasına, işlenerek farklı materyaller oluşturulmasına ve süresiz olarak eğitim amaçlı paylaşılmasına izin veriyorum. Bu içeriklerin telif haklarının tarafıma ait olduğunu, üçüncü kişilere karşı doğabilecek her türlü hukuki ve cezai sorumluluğun tarafıma ait olduğunu kabul ve taahhüt ediyorum.

Pilot uygulama sürecinde gerçekleştirilecek etkinliklerin fotoğraf ve video ile kayıt altına alınmasına, bu kayıtların yalnızca eğitim, raporlama ve değerlendirme amaçlı kullanılmasına muvafakat ediyorum.

Bu muvafakatname çerçevesinde ders planlarımın Millî Eğitim Bakanlığınca sayı, yer ve süreyle sınırlandırılmaksızın Türkiye içinde veya dışında, her türlü ortam ve materyal içeriğinde kullanılabileceğini ve Bakanlığın dâhil olduğu projelerde ticari olmayan amaçlarla üçüncü kişilere kullandırılabileceğini; bu hususta Bakanlığın hiçbir biçimde ve nedenle tekrar onayımı almak zorunda olmayacağını kabul ediyorum.

DVE ders planlarının hak sahibi olarak ismimin belirtilip belirtilmeyeceğinin ve belirtilecekse hangi şekil ve yöntemle belirtileceğinin takdirinin Millî Eğitim Bakanlığında olduğunu bildiğimi; ders planlarının Millî Eğitim Bakanlığınca kullanımına ya da üçüncü kişi ve kurumlara kullandırılmasına ilişkin olarak herhangi bir ücret ödenmeyeceğini ve daha sonra her ne nam altında olursa olsun bu hususta herhangi bir hak ve alacak talebinde bulunmayacağımı kabul ediyorum.

Ders planlarımda suç teşkil eden veya herhangi bir şahıs ya da kuruluşa hakaret içeren unsurlar bulunmadığını beyan ederim.

Kişisel verilerimin 6698 sayılı Kişisel Verilerin Korunması Kanunu ve ilgili mevzuat çerçevesinde korunacağını biliyor ve kabul ediyorum. Dijital Vatandaşlık Eğitimi Planlayıcısı kapsamında elde edilen bilgi, belge ve içeriklerin gizlilik esasına göre değerlendirileceğini, Millî Eğitim Bakanlığı'nın yazılı izni olmaksızın herhangi bir mecrada paylaşmayacağımı taahhüt ediyorum.

Yukarıda belirtilen hususları kabul ettiğimi, pilot uygulamaya gönüllü olarak katıldığımı ve gerekli izinleri verdiğimi beyan ederim.

Check all the options that apply.

☐ I allow it.

2. **Responsible teacher***

_____

3. **Teacher's subject***

Select only one option.

◯ Classroom Teaching

◯ English

◯ Science

◯ Elementary Mathematics

◯ Information Technologies

◯ Preschool

◯ Social studies

◯ Turkish

◯ Mathematics

◯ Fashion Design

◯ Turkish Language and Literature

◯ Councelling

◯ Geography

◯ Other:

4. **Socioeconomic status of students and the school***

Select only one option.

◯ Low

◯ Avarage

◯ Good

5. **Is there stakeholder involvement (NGOs, municipalities, etc.)?**

6. **Were there any special education needs students, and if so, how many?**

Select only one option.

- ◯ 0
- ◯ 1
- ◯ 2
- ◯ 3
- ◯ 4
- ◯ 5
- ◯ 6
- ◯ 7
- ◯ 8

7. **Age group***

Select only one option.

- ◯ 5-7
- ◯ 8-11
- ◯ 12-15
- ◯ 16-18

City

School name*

---

8. **Domains***

   Select only one option.

   - ◯ 1. Access and Inclusion
   - ◯ 2. Learning and Creativity
   - ◯ 3. Media and Information Literacy
   - ◯ 4. Ethics and Empathy
   - ◯ 5. Health and Well-being
   - ◯ 6. E-Presence and Communication
   - ◯ 7. Active Participation
   - ◯ 8. Rights and Responsibilities
   - ◯ 9. Privacy and Security
   - ◯ 10. Consumer Awareness

9. **Theme***

---

10. **Learning outcome(s)***

11. **Activity duration***

Number of participating students*

12. **Short activity description (Click here for the overview section in the activity template)** *

(You can copy and paste.)

13. **Please list the materials used in the activity (if any).**

Check all the options that apply.

☐ Video

☐ Interactive whiteboard

☐ Flash Cards

☐ Presentation

☐ Games

☐ Music

Other:

14. **Methods and techniques used in the implementation process of the activity (you can select more than one)**

Check all the options that apply.

☐ Debate

☐ Research

☐ Creative Drama

☐ Seminar

☐ Online games (Knowledge Hunters, Kahoot, Quizzes, etc.)

☐ Brainstorming

☐ Active Learning Methods (fishbone diagram, concept map, split-and-combine, etc.)

☐ Group Work

☐ Debate

☐ Story Creation

☐ Gamification

☐ Other:

15. **How was the activity measured and evaluated?** *

Check all the options that apply.

☐ Quiz

☐ Self-Assessment Form

☐ Peer Assessment

☐ Formative Assessment

☐ Observation Form

☐ Question and answer

☐ Other:

16. **Is a tangible product created at the end of the activity?**

Check all the options that apply.

☐ Video

☐ Picture

☐ Poster

☐ Brochure

☐ Game

☐ Story

☐ Presentation

☐ Podcast

☐ Magazine/bulletin/newspaper/wall newspaper

☐ Other:

17. **If a product is created, describe that product.**

_____

The level of achievement of the objective of the activity

A. Please indicate the extent to which you agree with the following statements.
1 means "strongly disagree" and 5 means "strongly agree".

18. *

Select only one option per line.

	1	2	3	4	5
The objectives outlined in the activity plan have been achieved.					
The activities specified in the activity plan were carried out as planned.					
The expected level of development has been achieved in students in line with the selected skills.					
In line with the defined learning outcomes, the expected level of development has been achieved in the students.					
The activities were effective in increasing the level of student participation.					
These activities have made a positive contribution to the school culture.					

19. **B. Learning outcomes according to age group and the objectives of the DCE project**

*

Please provide your opinions and suggestions regarding its suitability.

20. **C. Please specify any other important points you would like to add.**

Appendix 3: Parental Consent Form

PARENTAL CONSENT FORM

(Digital Citizenship Education Pilot Program – Permission to Take Photos and Videos)

Dear Parent/Guardian,

During the activities to be carried out within the scope of the Council of Europe Digital Citizenship Education (DCE) Curriculum Framework Piloting Process conducted at our school, photographs and videos will be taken of the students. These recordings will only be used for the purpose of documenting and reporting on the educational activities, sharing news on the project website, and will be processed in accordance with the legislation on the protection of personal data.

Accordingly, we kindly request that you indicate whether or not you allow your child to appear in photographs and videos taken at the events.

Student's Name and Surname: .....

Class: .....

☐ I allow it.

☐ I won't allow it.

Parent's Name and Surname: .....

Signature: .....

History: .....

Note: The footage will only be used for educational reporting, project promotion, and sharing with relevant institutions; it will not be shared with third parties without permission.