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Documents for Debate

# Social Organizations: Making the Case for Digital Rights

Committing to a Digital World for All



fundación **esplai**  
ciudadanía comprometida

**October 2022**

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# Social Organizations: Making the Case for Digital Rights

Committing to a Digital World for All



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# INTRODUCTION

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Since the last term in 2022 we are presenting the Document for the Debate **The social organizations in defense to the digital rights. Commitment to a digital world for all citizens.** It includes the main ideas and contributions of the work carried out on this topic throughout the year. This publication is part of the Third Sector Debates project, which our organization has been developing since 2005. This will be the tenth in the collection, a milestone that we celebrate with great joy and share with all the people who, over these years, have participated and contributed to make this collection possible.

The main objective of the Debates is to present proposals on topics that have a special interest for the Third sector with the aim of contributing to the improvement of society. Therefore, Fundación Esplai Ciudadanía Comprometida generates spaces for meeting and discussion, whose main results are published in this collection.

In 2019, the COVID-19 pandemic laid the issue of digital divides on the table and how they are an important factor of social exclusion, discrimination and loss of rights. In Fundación Esplai Ciudadanía Comprometida we have developed projects for the digital inclusion of citizens since our inception. In fact, it is part of our mission as an organization, and we are adapting and creating our proposals according to social changes and the needs of citizens, especially vulnerable groups.

We devoted the final months of 2019 and 2020 to analyse the situation of digital gaps and to develop proposals published in the previous issue of this collection, *Reimagining the present to reduce digital divides*.

In 2021 we wanted to take a step towards the recognition of rights, the digital rights of the citizenship, generating and energizing spaces for training, debate and creation of suggestions together with the main networks of organizations that work to overcome these digital gaps.

The issue of digital rights is at the heart of people's lives. We see it every day in our organizations. It is a cross-cutting issue in the digital society in which we live and which the Third Sector organizations also deal with. This publication is a contribution to the subject and the manifestation of our commitment to continue working on overcoming digital gaps and claiming these rights.

We hope this tenth collection is of interest to you. We thank the networks ALL DIGITAL, Somos Digital, Plataforma Red Conecta, also Fundesplai and all the people who participated in the Digital Rights Forum, the event that allowed us to collectively build the contents of this book. We especially thank the experts who gave lectures, presented projects, participated in round tables and generated debates in the work and meeting spaces that we shared. We also thank the partner collaborator institutions and administrations.







# 1. The Digital Rights Forum: A Meeting of Organization Networks

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On May 25, 26 and 27, 2022, we held in El Prat de Llobregat, Barcelona, the Digital Rights Forum, a meeting of networks of organizations that work on the construction of an inclusive digital society. With the aim of creating a space to share knowledge and develop proposals in the field of digital rights, the Forum brought together nearly 300 facilitators from digital inclusion centers, heads of social organizations, political representatives and the business sector. Participants are part of the following organizations:

**ALL DIGITAL**, a pan-European association representing 74 organisations across Europe working with 25,000 digital competence centres.

**Somos Digital**, an organization that gathers regional and local public administrations, as well as non-profit organizations whose objective is to achieve digital citizenship through digital competence centres throughout Spain. It is made up of 15 networks with more than 1,400 digital competence centres.

**Fundesplai**, a non-profit organization that promotes leisure organizations and free time projects and has been working for more than 50 years in the Childhood education and youth values, in the improvement of the environment, promoting social inclusion and strengthening the Third Sector.

**Plataforma Red Conecta Ciudadanía Comprometida**, a network promoted by Fundación Esplai, composed of 38 organizations from all over Spain, with more than 20 years of experience in social inclusion programs through the use of ICT. Its mission is to reduce the current digital divide through networking, participation and political advocacy.

During the Digital Rights Forum, different events of the participating networks converged. Plataforma Red Conecta held the annual assembly; Somos Digital, the third biannual meeting of the network, with the ceremony of its award-giving called **Premios Somos Digital** for “Digital Citizenship”, “Detecting Talent”, “Digital Inclusion” and “Digital Trainer”; and the European network ALL DIGITAL brought together its board of directors, in addition to holding its annual assembly.

The institutional presence was in charge of the presidencies of the networks: **Ángela Caballero**, from Plataforma Red Conecta; **Altheo Valentini**, from ALL DIGITAL; **Antonio Ibáñez**, from Somos Digital; **Josep Gassó**, from Fundesplai, and **Enrique Arnanz**, from Fundación Esplai. Moreover, there were other interventions such as **Carme Artigas**, secretary of State for Digitalization and Artificial Intelligence; the general secretary of Digital Policies in Generalitat of Catalonia, **David Ferrer**, and **David Vicioso**, Mayor of the City Council of El Prat de Llobregat.

**Genís Roca**, an expert in digital transformation, gave an inspiring lecture on the main challenges we face to build a fairer and inclusive digital society. **Clara Centeno**, researcher at the European Commission, analyzed digital gaps and the European Digital Skills Framework giving way to a round table moderated by **Víctor H. Martínez**, deputy director of Fundación Esplai, with the experts **Cristina Colom**, **Núria Salán** y **Núria Valls** in order to discuss the main ideas presented in the Document for the Debate *Reimagining the present to reduce digital divides*, presented at the Forum. The second round table about **strategic alliances to guarantee digital rights** and moderated by **Chus Lago**, patron of Fundación Esplai, was introduced by the conference of **Carlos Grau**, adviser in technology and innovation. Furthermore, the debate counted on other involvements such as **Joana Barbany**, general director of Digital Society in Generalitat de Catalunya; **Gerardo Franco**, director of Microsoft Philantropies in Western Europe; **Alejandra Solla**, executive director of Ibero-American League of Civil Society Organizations, and **Altheo Valentini**, president of ALL DIGITAL.

**12 simultaneous workshops** were developed in which digital rights were worked from the perspective of the gaps and exclusions that occur nowadays and in which people of the participating organizations work. Each workshop had talks given by experts, presentations of good practices and spaces for debate and construction of proposals that were included in the manifesto with which we closed the Forum.

A **Marketplace** was also held, which was a space with stands to show projects and build relationships.

This book collects the main content from the Forum.  
To consult materials, videos, resources, etc,  
please go online to the webpage





## 2. Digital rights. Building a more equitable and inclusive digital society

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Genís Roca

Archaeologist and expert in internet, digital culture  
and business transformation.

In the history of Humanity there have been few moments like the one we are currently witnessing, in which a disruptive technology has appeared, which has caused relevant changes socially, productively and in everything that influences our society. **The digital fact of this technology that is radically altering the social, distribution, work and business models** known so far.

In just thirty years, the world in which we live and our way of relating to information have changed dramatically. In the 80s and 90s technology belonged to the corporate sphere. Companies and institutions had a mainframe, a central computer that had a software that was managed by an expert professional in information technology, and the rest of employees were simple users of that software. As we entered the twenty-first century, the blog phenomenon emerged and individuals began to participate in the digital environment and began to give their opinion in digital spaces such as Twitter. In fact, our relationship with the information changed and the internet became people's in contrast to "company's internet".

In 2020, we are moving from the “people’s internet” to the “things’ internet”, that is, things that can connect to the network and things which can offer direct services. Technology has had an evolution that has led us through different paths in which we have valued the data in real time and its interpretation to design services aimed at the needs of citizens. An example of this is Spotify with music or Netflix with audiovisual content.

The other industries must reinvent themselves to meet the needs of society in a direct and personalized way, taking into account anticipation and prevention through information. In the field of health we will go from “I am not well, I am going to call the doctor” to “the doctor called me, he says that I am not well”. The roadmap that different industries will have to follow is to offer massively personalized proactive services based on real-time data. Therefore, what is transforming our social and productive model is the origin of the data, the transport of the data, the sensor of the data and the algorithm which uses that data when it is offering us services. We are heading towards a dystopian world in which the present and the virtual converge characterized by algorithms, software and databases in real time, which will allow anticipation by interpreting our personal circumstances. This alteration allows us to discuss our relationship with information, claim clauses that are not now drafted in relation to our rights as people who participate and inhabit a digital environment.

We are facing a technology that modifies the social contract, discusses the power relationship and configures a different world, but we don’t know yet if the world will be better or worse.

It is a mistake to assume that we will benefit and end up better off if we do not claim our rights and guarantees. **Our digital transformation is based on being able to manage the permanent change of this technology and learn to live with the constant evolution.**

The absence of control, ignorance and legal vacuums cause citizens to conceive technology as a problem, since there are many clauses to be drafted regarding information, our data, our rights



and guarantees. Whenever a technology capable of altering power appears, we need a social movement to correct abuse. Therefore, technology is our ally, we are not victims of this technology that has allowed our society to advance. The **engine of this digital transformation is the culture**. Now the internet is not a space for content, it is a space for activity and mobilization that allows us to act and allows us to claim our rights and guarantees. **Being connected and connected on the network gives us power and technology is our tool to fight and get our digital rights.**

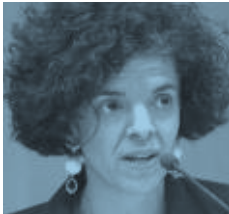
Ensuring citizens' participation in the digital world, privacy, data or censorship are issues to be discussed related to information. Whether the world is shaped taking into account the inclusion and our rights, it will depend on our participation and our mobilization to claim them. **Citizen mobilization is essential** so that technology becomes a service to the community and ensure that digital transformation is a beneficial progress for citizens of the XXI century.



#ForoDerechosDigitales

# 3. Reimagining the present to Narrow the Digital Divide

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**Clara Centeno**

**Researcher at the Joint Research Centre of the European Commission, from where she carries out research on developments in the information society and the role of ICT and digital skills for socio-economic inclusion.**

The digital divide is a multi level structure. We are going to talk about digital skills that are, above all, linked to the protection and usefulness of use. Based on the latest data from Eurostat 2021, what is the challenge we have in Spain? Among individuals aged 25 to 64 we have 32% with insufficient digital skills, 40% with advanced digital skills and 28% with basic digital skills. The first challenge we face in the workplace – although it is not the only one – is that we have 32% of people with insufficient digital skills while 85% of jobs require at least basic digital abilities.

Contained in 32%, we find that 3% have not used the internet in the last three months, 2% have no digital skills, 4% have limited digital skills, 7% have reduced digital skills and 16% have low digital aptitude.

What we can see is that the lower the level of education, the lower the level of basic digital skills, ranging from 70% and 15%. We also know that age is a very important factor and that it ranges between 13% and 80% depending on the age range of individuals with insufficient digital skills. The employment situation is also affected; that is, those self-employed or family workers have better digital skills than those who are unemployed, retired or inactive (for these last ones the level of insufficient digital skills reaches up to 70%). We also know that the place of residence, particularly rural areas and suburbs with lower population density have lower digital skills compared with urban areas.

About the socioeconomic characteristics of those groups that either do not use the internet or have low digital skills, the analyses at European level indicates that: those who are over 55 years old are a priority group, those with low and medium level of education, those who live in rural areas and also inactive people in the labour market and the unemployed. In addition, we have found that young people aged 16-24 with low educational attainment and the NEETs (youngsters not in Education, Employment or Training) are vulnerable groups with a high level of insufficient skills as well as immigrants from outside the EU. And again, we can find these groups of employees, those in low- or medium-skilled jobs or with a low level of education who also have a high percentage of low digital skills. This data indicates at European global level about the priority groups towards whom we must conduct the actions of development of digital competences.

The impact of the pandemic has generated an increase in digitalization in all areas of our lives. These trends mean that, depending on the level of the digital divide with those who are not connected or do not use the internet, a new form of social, labor, educational, access to services and citizen participation exclusion is generated. In parallel, there is a growing increase in disinformation and manipulation campaigns as well as cyberattacks and fraud in different forms. Another phenomenon is data, whereby our data has become a new form of economic value. As a result, those who do use the internet but do not have digital skills are exposed to greater vulnerability due to the increasing risks related to the use of the internet. This makes it increasingly urgent to train all the internet users.

It is necessary to precisely know the profiles of the groups we are targeting as it allows us to develop a flexible and adapted educational package. For this reason, it is required to enhance the role of professionals who already work with these vulnerable groups, both in the public sector and in the Third Sector. They should be trained in digital skills and in their relationship with employability.

Guaranteeing citizens' access to digital public services is essential and the inclusion of a **public digital mediator** would help. Companies, through their own digitalization, can also play a relevant role in the development of the skills of their employees. I would like to mention the **European Digital Skills Framework**, in which we have developed a series of tools and resources for self-reflection and self-assessment available on the Digital Skills and Jobs platform. We have written an implementation guide with everything we have learned **about how to use DigComp for socio-economic inclusion**. We have an open practice community, and we also offer personalized guides. This Framework provides a common language between the different actors that are part of the large ecosystem for the development of digital skills. Finally, it should be noted that we are studying the role that a European digital skills certificate can come to life so that current and future digital competence certificates can be recognised and accepted by governments and employers throughout Europe. Therefore, it would allow European citizens to indicate their level of competence as well as facilitate the cataloguing and reuse of training resources<sup>1</sup>.

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<sup>1</sup> Centeno C. (2021) The digital divide: What is it, who does it affect and how? Possible actions in "Document for Debate no. 9" of Fundación Esplai.

## Round table:

Clara Centeno, researcher at the EC Joint Research Centre

Cristina Colom, Director of Digital Future Society at Mobile World Capital Barcelona

Núria Salán, president of the Catalan Society of Technology

Núria Valls, general director of Fundació Esplai and Red Conecta Platform

**Below is a summary of the main ideas gathered during the debate among the participants at the round table.**

### **Can technological access be considered a right? And how can we guarantee it?**

In 2016, The United Nations Human Rights Council indicated as a recommendation that access to the internet should be a right for all human beings. Shortly after, the European Commission proposed a declaration of principles and digital rights where it is also affirmed that this right must be equal and equitable. The Spanish government has published a Digital Bill of Rights which also includes this right: non-discriminatory and affordable for everyone. In addition, Spain has a data protection law with an article indicating that right.

Apart from this, the Government intends to approve a project with a large investment to ensure that by 2025 there is broadband connectivity for the entire Spanish population.

However, despite having the right to internet accessibility, data from 2022 indicates that around 62% of the world's population is connected, so today there are 37.5% of people who are not part of the digital world. If we analyze that 37.5% according to geographical, social and gender data, it can be affirmed that, in the twenty-first century, connectivity or access to the internet or no access still remains a barrier.

### **Are technologies spaces of transformation for people and their communities?**

Technologies can be spaces for social and community transformation as long as the recognized and protected right that people have to access the internet is guaranteed. The digital world is a tool that must serve for the participation and empowerment of society.

Apart from this, the technology that is already fully integrated into our day to day life must be part of a space where everyone can create, transform and share. Moreover, this space must

be of equality and equity for the whole of society. Despite having the aforementioned laws, many people do not have the access, knowledge, by no means the use and empowerment necessary for technologies to be a factor of equality, but serve as a factor of social exclusion. Therefore, we must transform its use, so that technology ceases to be just a space occupied by a minority.

### **How can we reverse the digital gender divide?**

We need new role models, especially for boys and girls to meet women role models, and for women to be included in textbooks.

The general population should know that Hedy Lamarr, in addition to being a Hollywood actress, invented Wi-Fi, or that Mary Kenneth, a nun, developed the BASIC programming language. However, the two of them and many other women have been censored in textbooks or relegated to the background.

Education professionals are the first reference people we have, but their training is usually scientific, humanistic or social, and in very few cases they receive digital or technological training. To stimulate interest in their students they should have the relatable skills.

Another issue is that one related to image. For example, Marie Curie often appears in black-and-white photographs and with an older look that does not inspire young women. We have to make visible modern, relatable, current on trend girls with a great potential both technologically and scientifically.

In our society and even less in the digital world, no-one should be left behind. But despite this, the technology where more work is done and where more effort is focused, is still biased to a very limited profile where women may think that they do not have much to contribute. The most avant-garde technology is based on getting the best rockets, Formula 1 cars or how to get to Mars, which are topics that may not interest girls and young women today. We also have to change the mindset that if you study engineering or computer science you will earn a lot of money or you can be the “boss” because this is not going to capture the interest a little girl. Therefore, we need to change the message we convey to youth.



Foro  
Derechos  
Digitales

## MESA REDONDA

"Las alianzas estratégicas para garantizar los Derechos Digitales."

- Joana Barbary
- Gerardo Franco
- Alejandra Solla
- Kithes Valent



#ForoDerechosDigitales



# 4. Strategic alliances to Ensure the digital rights

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## Carlos Grau

Counselor in Technology and Innovation<sup>1</sup> and owner of Fundesplai. Industrial Engineer from the Polytechnic University of Catalonia and PDD from IESE. He has a long professional career in the field of communication and information technologies as well as in the development of digital businesses.<sup>2</sup>

Digital rights are on the current agenda because we have realized that technology has grown rapidly and has had an impact resulting in change, especially social changes, that we had not anticipated the velocity that they were going to take place. This has brought to the table the need to lay a foundation and realize that this digitalization cannot forget some basic principles and rights.

The challenges we face are huge and require everyone's collaboration, the public sector, operators, technology manufacturers and society as a whole.

From the Mobile World Capital Foundation we have among our objectives to leave a legacy beyond the world capital status of mobile technologies and the future anticipation of mobile services, helping to improve the quality of people's life. Furthermore, we have to be focused on promoting large public-private partnerships that help impact by promoting a fairer, more ethical and more inclusive society. To do this we are basically working on four pillars: **innovation, digital technology, promoting digital talent and focusing on society.**

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<sup>2</sup> Until September 2022 Carlos Grau held the position of General Manager of the Mobile World Capital Barcelona Foundation.

Specifically, the **Digital Future Society** program, where different organizations collaborate, is helping us to bring technology closer to citizens, which is now the main objective. Several things have happened in the last two years. One of them is that mobility limitations have accelerated digitalization in our lives. The traffic of services on the Internet at the level of videoconferencing tools has increased sevenfold. E-commerce has doubled. But we have realized that this acceleration has not been across the classes; besides, there are sectors of our economy and jobs that are disappearing. On the other hand, a large number of new jobs have appeared in the digital sector and there is a part of the population that right now is not connected, for example our elders, who do not enjoy the rights that so far we thought were relevant and now we understand they are basic rights.

They are basic rights related to the quality of education of the future, to the quality of health-care that offers telecare options, to our mobility possibilities and probably to any quality professional opportunities in the next ten years for those who do not have minimum digital skills.

Technology is an accelerator, but it can also be an inhibitory element if humans don't make a good use of it.

Technology, which has moved very fast, has generated many opportunities. For example, it has had a positive impact – improvement of productivity, improvement of efficiency, experience – but it has also had risks associated with cybersecurity, security in general, the management and the protection of our data. All these aspects have led to a solid foundation not only for the rights we have in the physical world, but also for the rights we have in the digital world, which are, in a cross-cutting manner, in all our organizations, in our companies, in our public administrations and in any type of organization. We have to ensure a series of basic elements of freedom, equity, participation...

The Charter of Digital Rights, which has been launched by the Spanish Government within the initiative of the 2025 Agenda, marks some bases, principles and guidelines in which all these good intentions must be summarized and carried out in reality.

There is no doubt that this action plan must not only be carried out in a regulatory and normative framework, but also in short-term actions such as those being done with the Third

Sector. All parties must be included: the public sector, the European Commission, the Administration at all levels, but corporations must also be there as part of those services used by all of us.

**Forums** such as the one we have set up around technological humanism in Digital Future Society are needed, **uniting the public and private worlds in debate and reflection in order to reach agreements on the issues of basic rules.** Basic rules meaning principles about ethical code in the design of artificial intelligence algorithms, principles about how we are going to work together on digital divide issues. Principles about how we are going to promote a data governance model that empowers citizens and gives them the freedom to decide what is done with our data while services are improving.

We have had plenty of time for reflection but now it is time for action. There is no doubt we are in digital emergence. During the middle of 2022 we have seen that 15%, 20%, 30% of the population is not using information technology and is not connected to the internet. After all, the causes are not only lack of connectivity or lack of devices but in many cases it is lack of training or basic services.

To date, when we looked and analyzed the gap, we looked above all at the degree of connectivity and the number of devices. Now we see that we have to look ahead towards training and what kind of services are key for people.

Therefore, we also should highlight the **challenge of talent** since without training and without minimum digital skills of our citizens there will be no opportunities, neither professionals nor a way of enjoying some basic services.

On this point, we have a great alliance, Barcelona Digital Talent, a public alliance in which the organizations that are part of Mobile World Capital participate, all our patrons —the Government, the Generalitat, the City Council—, the operators —Telefónica Vodafone and Orange—, also many companies —technology companies, large companies, code academies—, and Esplai Foundation. Within the project, we help people to have an opportunity in areas where, so far, without technology they probably had been denied the opportunities.

Lately, we have seen that digitalization in many sectors is increasing the number of jobs which is dependent on platforms that mediate —such as Globo, Cabify ...—, and we are talking about jobs with all kinds of qualifications. Working for platforms basically means artificial intelligence algorithms, robots distributing jobs to humans.

There is a great debate on the subject of how to create a framework of transparency in the algorithms of this type of platform, how to create a protection framework for this type of work.

As a consequence, when we talk about digital rights we talk about inclusion of course, but obviously we are also talking about access opportunities for basic education and health services. What is more, we talk about the future of work in which disintermediation and platforms are going to play a basic role. So somehow, the algorithms, the ethics and the capacity these algorithms have are going to be decisive in many of our organizations.

Along with the inclusion of older people, we have the challenge of inclusion of both children and female talent in the digital sector. Concerning the training for young people, we sometimes make the mistake of thinking that as our young adolescents were already born as digital natives, they are already trained. Of course, they may have been trained or self-trained, however, they have not had training to avoid, for example, situations of bullying, or impersonation and security, or how to discriminate against fake news.

It is very important that society can see that behind technology there are opportunities to change people's lives and there is purpose, too. Many of these initiatives are based on the need for alliances and for all of us to play a role every day so that we leave no one behind and that a large part of our population does not lose any opportunities.

## Round table:

Joana Barbany, general director of Digital Society in Generalitat de Catalunya

Gerardo Franco, director of Microsoft Philantropies in Western Europe

Alejandra Solla, executive director of the Ibero-American League of Civil Society Organizations

Altheo Valentini, president of ALL DIGITAL

**Below, we can see a summary of the main ideas gathered during the debate among the participants of the round table.**

### **What is the role played by each of the players to guarantee the digital rights?**

The ability to share projects is necessary to ensure that initiatives reach the citizenship and it is important to learn how to work differently, taking into account the quadruple helix and the collaborative culture so that technology is useful, safe and fulfills a social function. If we want to do this quickly we must go to companies; but to go much further we must go to the government; and to go deeper the civil society. But if we cooperate among the different players, we can go quicker, further and deeper. It is not an easy route since the conceptions of each one of the sectors are limited and different. However, it is necessary to reflect and agree so that the law is applicable and not an exclusive privilege for only some people.

Therefore, **civil society can act as a bridge between the different players** demanding the quality of services and products and reissuing information to the private and public sectors. Having the feedback of civil society is a privilege for companies and the public administration in order to evaluate the work that is being done.

When projects are carried out so as to guarantee digital rights, companies do not work for an economic purpose but to make a positive impact and empower people who do not have resources. It will allow them to create projects and be able to participate in the digital environment. The public administration has the function of facilitating and not hindering.

### **What principles and processes are necessary to manage strategic alliances among the different areas that guarantee the citizens' digital rights?**

We are at one of those deep crisis moments and we cannot afford to carry on thinking the

same and in the same way. It requires a change of mindset that includes concrete objectives and results to get an inclusive digital transformation.

We must learn to establish and **consolidate social pacts of profound change**, which include institutions and administrations since rights are not guaranteed individually and unilaterally. In these pacts, problems and needs must be shared to establish projects and tasks, where citizens and the most vulnerable groups are placed at the center in order to shape policies which are aimed at meeting their needs.

Digitalization is fastmoving and that entails a change of governance. Now we are all part of a public policy, in the Digital Bill of Rights (Carta de Derechos Digitales) there is a point about how we empower people. To carry out a change of governance, it is very important how we train people, because in the end, all companies, organizations and institutions are made up of people.

In terms of principles, the most important thing for partnerships to be successful is **communication, visibility and transparency**.

### **What actions and contents should be introduced in digital training processes in the most vulnerable groups?**

The first step is to explain why it is necessary. There are groups that are not aware that if you are not digitally trained, you do not exist. For example: if you are not able to register in a municipality, you cannot vote. Therefore, nowadays, not being digitally trained can affect other rights. Digital training has gone from being a preference for some people to being a necessity for everyone. However, this is not an obvious message: 20% of people who are not connected still believe that it is not necessary.

Beyond using the mobile and the computer, we are experiencing a change in the types of jobs due to the use, advance and progress of technology. It is true that we do not know what many jobs will be like in the future. Besides, if there is a part of the citizenship who is not convinced of being digitally trained, it will be more difficult to work on their own training.

In terms of content, digital literacy, social skills and emotional intelligence are currently fundamental. If we do not understand technologies and do not have access to them, the feeling of helplessness turns into frustration. During the COVID-19 pandemic we realized that teachers and education professionals were not prepared to leave the conventional discipline in which they teach and adapt to the digital environment.

Teaching and accompanying teachers and young people in this digital change are complete contents of digital training. That is why we **talk about transversal competences and soft skills** such as learning to communicate, teamwork, critical thinking... Soft skills enable you to enter any sector and prepare you for the change. Learning to be a problem solver working on the resilience and the flexibility to be able to do anything varied and have the ability to learn continuously are necessary skills for this constant change. That is why we do not know how technology will evolve, and that is why we must be able to evolve personally and professionally.

It is also important to study the feedback on how we put the skills we develop into practice in relation to the different problems we face. In this sense, the role of public administrations is to facilitate this process of change as much as possible and, in addition, to be part of the change. Regarding the citizens, we know that role models work very well and, therefore, if the authorities took part in the change, participation would be extended in a greater way.

**We are often concerned about the durability of alliances. What do you think it needs to happen in the future to ensure that partnerships last and a collaborative culture is established?**

Unfortunately, we tend to stick together out of necessity when adversity arises. An example was the covid-19 pandemic, which made all players work hand in hand for a common goal and was an opportunity to react faster. Digitalization is an emergence as well. If we do not collaborate and operate together, we will fall. It must be borne in mind that collectivity occurs per se with technology. As we can appreciate with social networks, young people have their own learning communities. Nevertheless, the way of communicating nowadays is different and so is the social organization with the consequences that this entails.

As a result, by nature and by necessity, the culture of collaboration will become something structural. In fact, it has been observed that social innovation and collaboration models (e.g. quadruple helix) where business, education, public administration and civil society intervene to develop coordinated actions work very well.

In order to create new processes, languages and narratives, it is essential that the players who operate can recognize themselves as part of the change. This will make more sustainable and durable partnerships.



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# 5. Interviews

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In this chapter we summarise of ten interviews with people who participated in the Digital Rights Forum. They represent different profiles of participants and all of them provide knowledge and opinions from their experience in some area related to the digital rights of citizens and the digital divides overcoming<sup>3</sup>.

- Enrique Arnanz
- Lidia Arroyo
- Irene Bonome
- Ángela Caballero
- Lucía Chaves
- Claudia Matera
- Carmen Morillas
- Ismael Peña-López
- Alejandra Solla
- Núria Valls

The videos of the complete interviews are available on Youtube channel of Fundación Esplai, where you can also see other interviews recorded in the framework of the Forum:



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<sup>3</sup>Biographical information and interview charges are current as of May 2022.



**Enrique Arnanz**, president of Fundación Esplai Ciudadanía Comprometida. Sociologist, philosopher and graduate in Law. Much of his professional life has been developed in projects and organizations that work in the field of integral community development and in the field of educational justice.

### **What does a forum like this bring to the participating organizations?**

Firstly, it is a communication space to share methodologies, projects, difficulties and intelligent solutions, and now even so after the pandemic. We really wanted to meet each other and share. Secondly, at this very tough and difficult time when society is so polarized, when poverty is increasing and there is a kind of collective discouragement, it is an injection of encouragement to see that other people with limited resources but with an impressive will, continue to work in the right direction. This is a space for communication, strengthening projects and joint searches for future challenges, a place where a very intelligent vision of foresight is given. We do not place ourselves before the day after tomorrow in a dark way or without references, we socialize and add efforts and projects.

In conclusion, just the fact of getting together is an important step in itself that gives us a lot of momentum.

**What main challenges lie ahead for Fundación Esplai to contribute to the construction of a more inclusive digital society?**

There is a cross-cutting challenge to everything we do, which is to maintain the balance between the ideological cohesion of our projects and the economic viability. We are always very aware of our mission, and we do not deviate from that channel. We are a non-profit foundation, but from which more than two hundred and sixty thousand families live. Therefore, we must combine ideological coherence and economic viability. Right now, the most important challenges are to continue working with quality on the different fronts and territories. We are working with immigrant women, in prisons under the scope of educational justice, with older people, with children in robotics and artificial intelligence, and guided by interculturality and digitalization as transversal elements. Maintaining the coherence and quality of our projects is the only way to ensure teaching, learning and community development.

**How do you think the Third Sector contributes to guaranteeing the digital rights of vulnerable people?**

Well, I would say that right now the Third Sector is the most important political subject in the field of digitalization. The market is betting heavily on this, but the objective of the companies is incorporating technologies to earn as much as possible in the shortest time. The State, with the European Next Generation funds, is in an important process of overcoming the digital divide, but it is always quite complex due to the variations among the different administrations. Accordingly, I believe that those who have a more direct relationship with vulnerable groups are the organizations of the Third Sector, who touch and feel the users. So, right now, if the Third Sector, which is working for digital rights, were to disappear here, it would be an apocalypse from the point of view of community development. The Third Sector provides proximity, motivation and digital accessibility to the most marginalized groups and therefore its role is absolutely essential.

**What alliances can you see as necessary to promote an inclusive digital transformation, which does not leave out vulnerable groups?**

The first alliance we must achieve is the union of the many different organizations of the Third Sector. We cannot function as a guerrilla war; we must come together as one and not go our own ways as this makes us profoundly weak. Consequently, the first fundamental alliance is to have

the aptitude to establish coordination structures in the Third Sector at the service of the social and digital transformation of our communities. A strategic alliance with public administrations is also necessary, which have to allocate resources to social organizations to carry out these digital democracy policies. There should also be an alliance with the market, because the market also has a social responsibility in building democracy. In general, greater efforts would be desirable for the number of strategies, shared methodologies and socialized resources.

In short, the most important alliance is that the Third Sector facilitates greater information coordination, the joint elaboration of programs and the socialization of shared resources to be able to analyze with knowledge the impact of digital transformation in our societies and especially in the most needy groups.



**Lidia Arroyo**, sociologist. Professor at Universitat Oberta de Catalunya and researcher of the Gender and ICT Research Group. Associate Professor at Universidad Autònoma in Barcelona.

### **How does the digital divide affect women?**

The digital divide has had different phases. It impacted public policies and, therefore, also on women. From the gender perspective, the first digital divide occurred when the internet began and men used it more than women. A large investment was made in public policies to include them digitally, which reduced that first digital gender gap, but digital inclusion policies began to be questioned.

Then we saw a second digital gender divide, which is still very pronounced, related to the type of internet use and the impact that internet use has on life as well as the advanced digital skills. According to statistical data, women use the internet a lot, in general about care and training. Men use it more to look for work. In uses linked to social participation, such as reading the press, the gender gap is much larger and men use the internet to inform themselves and that gives them greater information to then participate in public debates.

The third digital divide has to do with the design of technologies, and that is that technologies are designed from an androcentric point of view excluding women.

Ultimately, it is essential to invest in forms of digital inclusion, not just work on technical skills. From a gender perspective it is very important that women use the internet to improve their position and social participation in different areas of life.

### **What are the main barriers women face in the digital environment?**

The main barrier that women face to access technologies is that they are not designed for them as they do not take into account their needs. Women do not have the same reality as men in the issue of care, of jobs...

In the pandemic we have seen that there is gender inequality, for example, in the use of time. Everything has been digitized equally as if everyone had the same opportunities in terms of use of technologies and time to devote to digital skills and to digital innovation.

### **How should equality and non-discrimination be promoted in the digital environment?**

The answer is working on those three digital gaps. In the first digital divide, ensuring quality internet access. In the second digital divide, it is very important that at the level of the digital programs on the types of internet use, this empowerment of women is taken care so that they can improve their employment, participatory, position, etc.

In the third digital divide it is very important that technologies are also designed by women or men who can take into account a gender perspective, the needs, interests and subjectivities of women and that they can project their vision in technologies.

### **What are the main challenges we face in moving towards a more inclusive digital society?**

After covid-19, with the intensification of digitalization in all areas of life, one of the challenges is to reinvest in digitalization policies to overcome all the gaps and the inequalities that may occur.

It is very important not to repeat the mistakes of the early 2000s, when investment in digital policies began and it was considered that equality was reached only with the technological tool, the technical digital competitions or the technological innovation.



**Irene Bonome**, head of the Department of Society and Digital Talent of the Agency for the Technological Modernization of Galicia (Amtega), in la Xunta de Galicia.  
Secretary of the association Somos Digital.

### **What are the key points for digital rights compliance?**

Firstly, the firm commitment of public administrations to promote these digital rights, which are a relatively recent challenge. Its implementation is being accompanied by the efforts of the different public administrations so that digital rights inclusion and digital training reach all citizens. Also, the extension of this digital education and capacity to all layers of society is key, regardless of age, training or living environment whether you live in a rural or urban environment.

Another key point is to ensure the legal system and legislation, adapt to the new digital challenges we face and thus ensure and preserve the rights of the citizens. In the digital case, it is essential to take into account the relevant and current issues related to digital identity, data protection and cybersecurity.

### **What do older people need to avoid being left out of the digital society?**

Here I have to refer to a manifesto, the Manifiesto Mayores Digitales<sup>4</sup>, promoted by the Committee for the Promotion of Internet Day and in which the Somos Digital association has collaborated and participated. This manifesto proposes ten measures to design and develop digital technologies that consider the interests and needs of older people. We advocate respect for these needs, those interests and, in addition, respect for accessibility obligations in the development of these products.

Another very important point is training. We must influence it and always train in security to encourage and give confidence to the elderly to use technologies. Somos Digital association is doing a very important job so that the elderly, or of any age, can go to their centres and be able to use technologies. In addition, they lose those fears and trust is generated.

### **What do older people contribute to the digital society?**

The digital society is everyone, so no one can be left behind. Older people are part of the digital society and with their multiple and diverse characteristics bring diversity. That diversity enriches. Attending to the differential characteristics, regardless of age, does not limit us, but quite the opposite, gives us a more enriching vision and presents us with new challenges. Older people improve the digital society. How? Forcing us to take into account their needs, their vision and also understanding those who design strategies, develop algorithms, and develop applications. It is enriching. We could also ask ourselves what young people contribute to the digital society. And the answer is the same. We all bring our diversity, our interests, our way of seeing things. We must design an inclusive society in which we are all represented, in which we feel identified. And technology has to be a means.

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<sup>4</sup> #ManifiestoMayoresDigitales - MANIFIESTO TO FACILITATE ACCESS AND USE OF DIGITAL TECHNOLOGIES FOR OLDER PEOPLE

[https://diadeinternet.org/manifiesto/ddi2022\\_manifiesto\\_mayores.pdf](https://diadeinternet.org/manifiesto/ddi2022_manifiesto_mayores.pdf)



## **What measures should we implement so that digital transformations do not violate the rights of older people?**

Training is a key issue, and it is being seen in all public, regional, state and European administrations. I am mentioning here the European Framework for Digital Competences<sup>5</sup>, because Galicia, in particular, has been the first autonomous community that has adapted it to its territory and has also approved the Galician Framework of Digital Competences. A package of measures has also been approved in Galicia until 2025 to influence the training and accompaniment of the elderly, through the digital competence centers of CEMIT network. It has also been opted to provide classrooms with digital skills and cutting-edge technology.

In short, guaranteeing digital rights and designing strategies that includes the diversity of each and every person of society as a whole. Here we must highlight the good work done by organizations such as Somos Digital association, Plataforma Red Conecta and Fundación Esplai.

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<sup>5</sup> Digital European Competence Framework DIGCOMP <https://epale.ec.europa.eu/es/content/marco-europeo-de-competencias-digitales-digcomp>

About the Galician Framework of Digital Competences

[https://www.xunta.gal/hemeroteca/-/nova/132070/novo-marco-galego-competencias-dixitais-fortalecera-capacitacion-persoal-empregado?langId=es\\_ES](https://www.xunta.gal/hemeroteca/-/nova/132070/novo-marco-galego-competencias-dixitais-fortalecera-capacitacion-persoal-empregado?langId=es_ES) The public debates.



Ángela Caballero, president of Plataforma Red Conecta Ciudadanía Comprometida. She works as coordinator of professional qualifications at Down Syndrome Foundation in Madrid.

### **What are the main challenges faced by Plataforma Red Conecta in its work against digital divides?**

Digital divides remain as a matter of great interest and have been highlighted by the pandemic. One of our great challenges is to continue fighting so that these gaps become smaller and smaller. Above all, make every effort to get that the right to digitalization does not continue to be a reason for exclusion and inequality. Another main challenge is to be able to be a reference point for Third Sector organizations, both at the state and even European level. In the end, when someone is told about our platform, they can think directly of an association which works on breaking digital gaps.

### **What can Plataforma Red Conecta contribute to the construction of a more inclusive digital society?**

One of the most interesting things about Plataforma Red Conecta Ciudadanía Comprometida is its diversity in every way. It has a great territorial capillarity right now and it is present in eight autonomous communities.

Moreover, the organizations in the platform are very diverse organizations that work in favor of migrants, who work in the rural world, other organizations that fight for the rights of women, others related to the care of the elderly, vulnerable children, their families, young people in search of employment. All this diversity means that we can cover a wide variety of aspects related to the digital rights of the most vulnerable. The visibility we have in the different territories allows us to assist from diversity and in a specific way as well as become a reference.

### **What do we need to do so that the benefits of the digital society reach all people?**

We think that, by having internet, by having a device, we all have access to the internet. But this is not the case at all. Digital rights are much more. They should be included within human rights. People who do not have training, who do not know how to do online management or who do not know how to access the digital certificate are being excluded from many processes. You exclude them from information, you exclude them from communication with their peers, you exclude them from management processes that can sometimes even pose a risk, to lose a scholarship, to lose access to a public nursery school. These are very serious things. For example, this reality has become evident with the elderly and digital access to banking and financial institutions. We cannot leave anyone behind in this process.

### **What is the value of partnerships among social partners in fulfilling digital rights?**

The organizations that can be part of the platform are very important. We work with the specific knowledge of the groups and territories in which we are present, but being supported and accompanied by the Public Administration is fundamental. Not only at the level of financing, but also at the level of resources, access and even at the level of being able to launch a campaign in which they can give you visibility. It is also important being accompanied by a private company which can offer access to internet and access to free vouchers. If there is a commitment to break digital divides, it must unite private companies, public administrations and organizations, such as schools. We have to think small and think big. We must be there, where vulnerable people receive access to social service, where they have access to education and giving them our support.



**Lucía Chaves**, social educator at Centro de Desarrollo Cultural Portas Abertas (Orense, Galicia), where she works on integral and sustainable development processes to improve the living conditions of the population in rural areas.

### **What is the situation of digital rights in the rural world?**

In the rural world there is still a deep gap compared to urban areas. Many people still don't have access to the internet, an ATM or even, sometimes, telephone coverage.

### **What do you think the key points for the fulfillment of digital rights in rural areas are?**

We need an increasing investment in infrastructure, which obviously does not necessarily mean creating new structures but renewing the existing ones in order to improve access to all services. It would also be very necessary to offset the use gap because people also have a training deficit in terms of the usability of technologies.

### **What are the needs in the rural world to break digital divides?**

We need people to come to live in rural areas but also companies that employ these people, especially to attract the young population that right now needs technology and digital tools to be

able to work and live. Teleworking became evident during the pandemic as an alternative for the rural world, but if we do not have good connections and good access to the internet, this will be very problematic.

**What do telecentres contribute in the rural world and how do they contribute to reducing the digital divide in this environment?**

Telecentres bring technology closer to people who do not have a computer at home. Thus, these people can have a computer with internet access, but it is true that in the end these telecentres are also located in places with less population and with a deficit of public transport between two localities. Besides, there may be people in this telecentre who can continuously provide coverage, carry out training, manage the space and deliver people living in rural areas the best way to use it and to take advantage of it.



**Claudia Matera**, deputy director at ALL DIGITAL. Researcher, Project manager and lecturer at universities in the UK and Italy and for public and network organizations in the Netherlands.

### **What risks do digital gaps pose in employment?**

The digital divide can entail a risk to any type of worker at any age, and it can occur in many sectors, depending on how digital and technology are used within that specific environment. However, if it is part of the main competition, the digital divide can be huge. If it is the Third Sector, the digital divide can also be an additional difficulty for job providers to make a difference in terms of their position, their role in interpreting the digital transition and the role they cover for the future.

### **What are the strategies at European level to address the digital divide in employment?**

There are many activities underway at European level. The most significant, without a doubt, is the digital education action plan, which is basically the main tool focused on education. And digital is, of course, at its core. Not only in the policy area but also at the financial level. For instance, our members are going over to the digital matters by strengthening educational activities. In this case, to be able to use funds granted to carry out additional activities and support them in scaling up or rescaling in some cases. Indeed, for jobs to increase their opportunities. At the same time, to search for new types of jobs and roles. Again, this is thanks to the digital education action plan.

### **What role does digital training play today in achieving greater labour inclusion?**

I would say it is nuclear, because it is not just about knowledge but about mentality. Within education, educators and trainers can support the audience, the target, the students, not only in the knowledge of digital, or technology, software, protocols, infrastructure but also in the way of thinking in a digital way. Learn to look at how technology can be innovated, how processes can be changed, and be closer to the way that is more or less human. So basically, education is really at the core of that. This is important for the younger generations because they are joining this territory. By the same token, also for adults, for whom the challenge is constant because the digital is changing all the time.

### **How do strategic alliances contribute to improving employability in the digital environment?**

Employment is a topic that is constant in our lives. Young generations think about their future, what they are going to be with all the energy that younger people always have, and what kind of contribution they are going to make to society. On the other hand, the adult population is already on the inside of this value and wants to share it with the youngest one and continue in the future to achieve new goals. Therefore, partnerships are crucial for this to happen. It's not just about different generations, but rather about social change. And this also means that there is an exchange among nationalities and cultures and different ways of working or thinking. Again, always bearing in mind that we try to make it work also in terms of employability and that everyone enjoys this right.



**Carmen Morillas**, technician in a Public Internet Access Centre in Málaga. Member of the social organization called Prodiversa Progreso y Diversidad.

### **What do migrants need to avoid being left out of the digital society?**

The first thing they need is access to the language, which is fundamental. In the neighborhood where I work, for example, there is a large Moroccan population, many women who cannot speak Spanish because they come from rural areas of northern Morocco. The first thing they need is to learn our language. In addition, many of those people do not have access to devices either, so they are not able to get on the network.

### **What role does digital training play today to achieve greater social inclusion of these migrants?**

It has a fundamental function because there may be people who can have the devices or tools but then they do not know how to use them. There are people who know certain tools or applications, even very young people, who do not know how to send an email, for example. It is essential to train them in digital skills.



**What do migrants contribute to the digital society?**

This perspective is interesting because, coming from other countries, they bring different points of view and can make us see other needs that perhaps we had not seen or even realized.

**What measures do you think we should implement so that digital transformations do not violate the rights of migrants?**

It is important to provide digital sovereignty. That is to say, the entire population has access to technology, devices and applications and technology training. This was very clear during the pandemic, when the digital divide became visible in many places where it apparently did not exist. I believe that we must continue working to eliminate this digital divide that still exists and, above all, to influence the most vulnerable groups, among which are migrants.



**Ismael Peña-López**, director at Public Administration School in Catalonia.  
Professor at Universitat Oberta de Catalunya. Editor at ICTlogy.

**What are the main challenges you think we must face to achieve a more inclusive and democratic digital society?**

All challenges are open, because all aspects are being redefined. What we call “digital” permeates everything. From the very concept of identity — who I am, who recognizes me, how I recognize the others, how I socialize myself— to the affective level with the family, at work... All issues have been digitized and all institutions are in a process of transformation.

The greatest challenge is who is the protagonist of this redefinition, which right now is not the collective or the individual but the economic and factual powers that have time to forge and redefine it.

**What role does digital training play today in achieving greater social inclusion?**

All social and individual issues are in process right now because of or thanks to digitalization. Training is fundamental. Everything we are today, the social, the cultural, the production relations, etc. are mediated by technology. Consequently, all training is essential: learning to connectivity and physical access to devices, learning digital literacy to understand all what you are doing,

and learning to empower yourself, meaning to know what is happening and how I place myself in this new world. All of this will allow everyone not to live a little better but to be, to socialize and inhabit a world that will already be only digital.

### **How can we guarantee citizen participation in the digital society?**

Since institutions are in the process of transformation and are mediated by technology, at least two issues should be kept in mind. On the one hand, how institutions are transformed by technology, by digitalization, where democracy is going and how all of this challenges me as a full citizen. On the other hand, be aware of not becoming focused on technology but on democracy, on participation, on all the rights that I have, and check if technology plays in my favor or against me. It is important not to make the mistake of putting technology in the center.

### **What ethical issues should we take into account in the advances of artificial intelligence and massive data processing?**

On issues about where technology is going and how ethics is going forwards or backwards, we have two complementary approaches, which are not so different.

The first is, again, that there is no internet right. In fact, there are no rights that I have acquired because the internet exists but I have them because I am a person. What we have to see is how internet makes them manifest, reinforces them or violates them.

The second issue is more operational, but we have to face it as a society: the rights. They can be recognized later but the most important thing is to be able to exercise them in such a changing world. The best way to do that is to lead that change. That is, we are late if we let a seemingly neutral technology develop and then, when we have already implemented or designed it, we say “well now we are going to pass the test of rights or the test of ethics”.

As a collective, speaking in terms of state, government, society, community, it is much more interesting to get ahead of ourselves, meaning that the collective is the one who designs these technologies or who has a determining role in the design of what will later be a standard. Let the community lead the change, lead the standards by putting ethics first, instead of passing the test behind. We have to ask governments, or pressure groups, not to evaluate technology as if it advances but to take a step forward and invest resources to collectively lead the development of the internet or technology and then companies to help us to implement it. Nevertheless, companies don't have to design them, of course.



**Alejandra Solla**, executive director of La Liga Iberoamericana de Organizaciones de la Sociedad Civil (Ibero-American League of Civil Society Organizations) and director of Foundation SES.

### **How do you see the situation of digital rights in Latin America?**

Before talking about digital rights, I would pay attention to basic rights. And this has to do with the consequences of the pandemic and the current unrest in Europe; that is, with a world that, effectively, is in a moment of crisis.

We are going to have to face the permanent change as a consequence of undying neoliberalism. The pandemic has exposed the strong inequalities in our region and it is no longer just about digital rights but about basic rights. This is something that has had a profound impact in Latin America, for example, with respect to the right to education. More than three and a half million adolescents and young people have left school since the pandemic. We have to admit we were not prepared for what happened, we did not have an advanced digital culture. Besides, access to technology has been, and continues to be, a huge problem in almost all countries in the region. We are facing huge challenges. They are not only about literacy but about knowing what technological tools are used, for example, to train or look for work. These are important challenges, especially since full employment is unlikely to return and new ways of working must be sought. This is having a very strong impact on Latin America.

### **What is being done to prevent the exclusion of vulnerable groups from the digital society?**

A lot depends on each country. For example, in Argentina a new ministry has been created that includes all innovation issues. More than 700 digital points have been established across the country, where people can go to access computers and the internet. A great deal of importance has also been given to this issue in Mexico, as well as in Ecuador and Colombia. Central America is one of the most affected places by digital exclusion and, in this sense, it is important to highlight the effort made by women's groups. During the pandemic, they were the ones who accompanied their children so they could take advantage of hybrid education opportunities. There has been a very strong movement of the service of digitalization, especially of the elderly, who are the ones who have also suffered closely from the change.

From our association La Liga we think that technology is not the end in itself but that it is a privileged tool to generate high levels of participation. However, this does not mean that we do not have to work on the accompaniment so that it really allows autonomy, development and growth in the community.

### **What would you say the main challenges Latin America are facing to achieve a more inclusive and democratic digital society?**

The first of those goes beyond technology, but it is the key to be able to have fairer societies. I am referring to regionalisation because it is difficult for a country to move forward alone. In fact, a Union-based model would greatly facilitate technology-sharing relations. A second issue is the issue of accessibility, especially in rural areas. A third challenge, for me, would be the exchange between adults and young people with a vision of co-creation. A fourth challenge has to do with achieving real participation based on the right of universal access.

### **What role do alliances play between organizations and citizens and between organizations and the public or private sectors?**

We have to continue placing people at the centre and here is where partnerships are needed. It is very difficult to change a society if it is not empowered from the bottom up, if it does not work with the conception of the public. Obviously, it is not the same as the State or the public Administration in a specific time. You have to be able to transmit and listen to the voices of the community and

make resolutions that are collective, have inter-institutional channels in which the State participates. Besides, this participation has to be with its rights and obligations and as a guardian of control and the exercise of rights, but also it has to be counting on us as a as civil society.

Our role is key in order to achieve that political dialogue that allows certain issues, such as digital inclusion, to be on the political agenda. Finally, for me, the great challenge is that companies are also part of these groups. It is not enough for companies to have an area of social responsibility, we need them to fulfill their social role, which has nothing to do with profit. I would also put the union sector at stake, because it seems to me that with those four branches (company, civil society, State and unions) we will be able to mobilize our people and make a change to society and become more digital.



**Núria Valls**, general director of *Fundación Esplai Ciudanía Comprometida* and the association *Plataforma Red Conecta*. Vicepresident of EAPN-ES and president of *La Liga Iberoamericana de Organizaciones de la Sociedad Civil* ((Ibero-American League of Civil Society Organizations).

### **How do you see the situation of digital rights today?**

From social organizations, the question of digital rights worries us because it is an issue that is not yet sufficiently recognized and must put on the table. We are in an everchanging environment in which digital subject exists and it is part of our lives, both at work and at home. However, not everyone has the same possibility to access this knowledge. Therefore, digital rights have to be part of Human Rights because otherwise we are going to see a wider divide of a first and second class society. It is essential that forums, such as this one, be heard to give relevance to this topic.

### **What are the key elements to overcome digital divides in vulnerable groups?**

All the work we do on digital gaps has to be for the most vulnerable groups and taking into account what their needs are. We are working a lot from a community and rights point of view, where the key is being alongside people, the accompaniment and the resources. And undoubtedly,

doing it directly from where these vulnerable groups are. We are very clear that making a digital skill plan is not useful if the training is only online, because we will be leaving out many groups: by territory, rural areas; by age, the elderly; by economic access, by access to data and devices, etc... In short, the key is working with the people in their community.

### **What are the main issues that we must face as a society so that digital transformation does not lead to new exclusions?**

At the moment, there are many factors that mean exclusion, not only in the digital issue but also economic, training, territorial scope, age ... For example, there are many people who are working although they do not use digitalization in their daily working environment, so they are missing out on that knowledge.

We need to know what the real needs of all groups are. Do not assume that the existence of digital natives is something only relating to the elderly, because it is not true. We have found children who do not have access although they still know how to use the mobile, but not a computer. Similarly, we have met young people who are unable to work because they do not have enough digital skills. Consequently, there is an important governance issue here. Digitalization does not only go through the business issue as people are an important part of that digital society. If we do not take into account that digitalization has to be a means to an end, we will leave many people out of this digital society, which we want to be fully inclusive and democratic.

### **How do events like the Forum contribute to promote the digital rights for the most vulnerable groups?**

When we organized the Forum, many people told us what a mess we were getting into. The truth is that it is not obvious to society that this is a right or that the focus is on rights. But we are convinced that organizations and platforms need to take a more political stance so that there are public policies that guarantee digital rights. If we recognize them as such, we need public policies that guarantee them. That is why we promote forums like this to be put on the public agenda and in the debate that digital rights must be enforced and guaranteed.

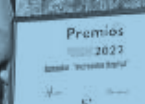
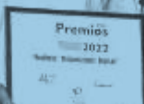
If they are not recognized, we will not have those public policies. That is why it is important that we meet organizations, platforms and administrations and show relevance in the public agenda the issue of digital rights.





# Premios SOMOS DIGITAL 2022

adapto digital



SOMOS DIGITAL

# 6. Digital Rights: A Way Forward

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In this chapter we present a summary of the work carried out in workshops, looking at the 12 relevant points and debates developed during the Digital Rights Forum. All the workshops applied a methodology with the same structure in which an expert began the debate with a lecture, several good practices were presented by organizations and institutions, and finally all the participants in small groups worked on concrete proposals.

With all the proposals collected, we are elaborating the Manifesto included in the next chapter.

- Protection of children and young people
- Elderly people and health protection
- Equality and non-discrimination: gender
- Equality and non-discrimination: migrants
- Universal accessibility: people with disabilities
- Access gaps: ruralities
- Employment and digitalization
- Digital skills for employability
- Digital education for social inclusion
- Internet governance and citizen participation
- Environmental impact and sustainability
- Artificial intelligence

# Protection of children and young people

## TALK: Marc Alcaraz, Fundesplai

- What can we do so that children and young people can receive adequate training and information adapted to their needs in digital environments?
- What can we do so that they can obtain protection of their rights against harmful or unlawful actions or behaviours? How do we protect them from manipulation?
- How do we ensure that minors can freely express their opinions and ideas through the means of technology?

On 20th November 1989, when very few children and young people had access to a computer, the Convention on the Child Rights was adopted. As we can assume, digital rights are not mentioned in this document. Let us take a tour of the rights that should be updated based on the current reality:

### Article 13 FREEDOM OF EXPRESSION

Internet and social networks reached the citizens as guarantors of freedom of expression because they are means through which you can communicate quickly, immediately and they are available to anyone. However, the way how the network has evolved tells us that this has been far from reality.

Where is the childhood and youth freedom of expression collected in these spaces? In general, little work has been done on this right. In addition, not even the digital field has accommodated this right, which could be a perfect amplifier.

It is also necessary to consider at this point the responsibility involved in the exercise of a right that entails not undermining people. Bullying and cyberbullying would be relevant topics to be addressed in this right.

### Article 15 FREEDOM OF ASSOCIATION

The pandemic has perhaps been a catalyst for this right. It started with the virtual classes in which we moved the schools to the digital world. It would be interesting to know whether, from that experience, if children have continued to have the right to use technology to connect with their friends and establish bonds and relationships.

It is a complicated issue that is put before us; the safety of minors in the digital world. It also opens up the debate on whether physical relationships could be replaced by virtual ones. The new trends that bring us closer to the metaverse or virtual reality will further increase these dilemmas.

#### **Article 17 ACCESS TO ADEQUATE INFORMATION**

The key is: “adequate.” How many hours do they spend in front of screens? During those hours, is this right guaranteed related to receive information according to their age, evolutionary moment and context? How do we apply the idea of children’s schedules on television when today access to information is found on so many more devices? We have different strategies such as parental control, giving access or not to devices, doing it individually or with adults, etc. Digital education can be the most effective way in the short and long term.

#### **Article 28 EDUCATION**

On April 26th, 2018, the European Commission published the document “The fight against online misinformation: a European approach”. Section 3.3, dedicated to “promoting education and media literacy” states that the development of media and digital skills are essential to strengthen our societies against misinformation, especially among young people. If we approach the school world in our country, we can affirm that this media education is far from being on the agenda and that education professionals require specific training to be able to guarantee it.

#### **Article 31 LEISURE, RECREATION AND CULTURAL ACTIVITIES**

The positively is that nowadays a device can offer access to a huge amount of cultural, artistic, scientific resources in order to cultivate the mind and enjoy free time. It also gives access to games and to be able to connect with peers.

In contrast, negatively: In leisure courses, we have always talked about a concept that for a long time how do we guarantee a break from devices for minors. However, we know that networks are designed to generate that need for continuous connection, and then, how do we get rest, repair and cultivate the mind?

## QUESTIONS FOR REFLECTION AND DEBATE ON EMERGING

- Should receiving adequate training in the use of technologies be a right?
- In relation to the right to privacy: Should minors be able to control the information and images that adults post on networks about them?
- Should it be a right of children and young people to be able to have a mobile device at certain ages?
- Taking into account that today social networks are even used for children and youth education, should they be in the hands of large technology companies with private capital?

## GOOD PRACTICES

**EDUCLIPS - EDUFILMS. Marc Solà.** Federació Catalana de l'Esplai (Catalan Federation)  
**Regional scope:** Catalonia. **Beneficiary collective:** Youngsters

The experience consists of the creation of various musical and cinematographic audiovisual products through the methodology of service learning.

**The main achievements have been:** The empowerment of young people as an active part of society; the fact of changing one's view about youth; the use of audiovisual resources as a means to broadcast their ideas and reflections since it is possible to denounce topics of interest and sensitize society about them.

 **Further information:** [Edufilms - Fedesplai \(fundesplai.org\)](http://edufilms-fedesplai.org)

**CIBERADICCIONES. Carmen Morillas.** Prodiversa - Progreso y Diversidad (Progress and Diversity)  
**Regional scope:** Andalusia. **Beneficiary collective:** Minors and families

Workshops to work on cyberaddictions with minors and their families. The workshops provide tools to prevent this addiction and educate to its proper use.

Addictive behavior is caused by easy access to technologies, anonymity, the infinity of resources offered and relative independence from parents and adults, although it is not a cataloged addiction yet.

 **Futher information:** <http://prodiversa.eu>

**MI PRIMER VOTO. Alejandro Kemp.** Asociación Mi Primer Voto (My first vote)  
**Regional scope:** Catalonia. **Beneficiary collective:** Teenagers

Model of participation and digital activism that aims to accompany the voice of children so that they are taken into account in the public through digital media commonly used among them. Connecting young people with the public.

In Catalonia, in 2022, the First Citizen Consultation of Adolescents was held with 600 votes. It is still in the process of systematization.

 **Futher information:** [miprimervoto.org](https://miprimervoto.org)

## DEBATE IDEAS AND PROPOSALS

### What can we do and propose from our center or organization?

- Training for participants.
- Support in online procedures.
- Homogenize access to technologies that facilitate education.
- Visibility and awareness regarding security.
- Make proposals for alternative software uses.
- Establish a culture of participation in the organization itself, which includes an objective of participation as the organization's own aim.

### What can we do and propose from our network or platform?

- Exchange and promotion of good practices.
- Promote synergies that allow interaction to the different projects that are developed.
- Foster critical security awareness and promote alternative uses of software.
- Avoid isolation and enhance collaboration and participation of the different networks.
- Perform effective maintenance of networks.

## What can we do/propose to the public administration and companies?

### **To administrations:**

- Support to organizations and training with availability of free and safe access and a public loan system.
- Promote a public, universal and free education with values and providing sufficient means and human resources.
- Place security issues on the political agenda and guarantee digital rights.
- Influence so that participation is reflected in politics and facilitate the access to issues that interest citizens in the political agenda.

### **To companies:**

- Facilitate finance or funding for projects and support with equipment.
- Create a digital social bonus.
- Social and ethical responsibility.
- Transparency and mechanisms so that citizens can comment on consumption and make decisions with criteria.

## KEY CONCEPTS

Education, participation, security, universal connectivity, digital sovereignty, training, responsible use, empowerment, respect, privacy, freedom, accessibility, infoxication, protection and security.



# Older people and health protection

## TALK: Irene Bonome, CeMIT Galicia

The elderly have been the most affected group by the consequences of the virus and the pandemic context. In the existing generational gaps, a new gap has been accelerated: the digital one. It is necessary to take steps to build a path that allows the inclusion of older people in this new context of normality marked by digitalization.

Older people are not a heterogeneous group, not all have the same level of understanding, the same accessibility to new technologies or the same support.

However, there are common aspects. There are many studies that show that while age is advancing, people are decreasing in digital skills. So the elderly are, to a greater or lesser extent, more disoriented and feel more unable to understand and manage in the new technological scenarios.

The use of technology, more as a result of the pandemic, has been accelerated among older people. The truth is the data we have indicates that 32% of older people use the internet. The most frequent use of these technologies has been instant messaging because the need to communicate during confinement was of great importance in our lives and everyone had to tackle loneliness, fears and uncertainties. The other most prominent uses have been the search for information online, the use of banking or applications to make appointments with doctors.

### **OLDER AND FEMALE: ONE MORE FACTOR OF DIGITAL EXCLUSION**

If ageism is a factor of exclusion, as indicated above, there is also a manifestation of unequal use of technology in relation to gender. In general, women make less use of technologies at all ages and that means being more isolated. What's more, women live longer so in the period of widowhood they find themselves with the need to have to enter a completely unknown world. For this reason, they are unable to handle or understand when they have to take steps to negotiate with the Administration, medical appointments or banking procedures.

## TRANSFORMING BARRIERS INTO OPPORTUNITIES

The accelerated pace with which our society advances implies barriers have been erected to the access and use of technology by older people. Technology becomes, if not remedied, a space of exclusion. However, looking at these barriers also opens a space for meeting, coexistence and bidirectional training. Addressing the digital deficiencies and barriers builds an opportunity to address other factors that exclude or limit the quality of life of the elderly.

- **Low digital skills:** They limit and compromise the ability to manage any type of online procedure, to communicate with other people, to enjoy leisure, etc. Nevertheless, working with them, the digital training not only implies a better development in the digital world but also reinforces their self-esteem, develops new skills that makes them feel safe and more confident. Furthermore, these skills can create links which make people feel less alone.
- **Scarce training but aimed at needs:** It is important that older people learn what they need, everything that can be useful and can grab their attention. It is important that there is motivation for learning be meaningful. Actually, if the learning is positive and long-lasting, it will mean it really answers their expectations and resources.
- **Age and gender discrimination:** It is important to create an egalitarian society, where people, regardless of their gender and age, can access the use of technologies.
- **Problems related to accessibility on devices and apps:** It is important to think about creating apps that have an adaptive vision to make it easier for people to understand and use them. This will help their autonomy and consequently their self-esteem. In addition, the accessible design even if aimed at older people, has a beneficial effect on the entire population since visual or other limitations, although more frequent among older people, are not exclusive to these age groups.
- **Dependency on third parties:** The fact of not having enough skills or abilities to use technologies means that older people do not feel safe and have to depend on other people. Training would allow them to have more independence and at the same time allow different generations to be more connected.
- **Little appreciation of their knowledge:** As they are not sure what they are doing, they do not have any self worth, a feeling that is reinforced in the ways we sometimes try to support them. Therefore, it is important to recognize their knowledge and experience,

encourage them in their progress and accompany them in their autonomy. All of that to reinforce their value and increase their motivation.

### **WEAVING NETWORKS FOR DIGITAL INCLUSION**

There are currently many projects that help older people to enter the world of technologies. In Somos Digital there are 2150 digital competence centers throughout Spain with more than 1500 facilitators that offer access to technologies, inform, train and accompany the elderly and vulnerable groups.

### **ELDERLY PEOPLE IN THE CENTRE**

It is important to continue moving forward so as not to leave anyone behind. A digital and inclusive society must be created because people are important. It is essential that people are placed at the center of the use of ICTs, simplifying them so that they know how to use them better.

In short, what older people need is accompaniment, security and time. Furthermore, we always have to respect all their individual needs and times of each one.

## **GOOD PRACTICES**

**CAMINA EN DIGITAL. Esperanza Rey.** CeMIT Galicia, Somos Digital's Project  
**Regional scope:** State. **Beneficiary collective:** Elderly

Camina en Digital is an initiative that has brought together older people and agents from different territories with the aim of encouraging physical activity, in this case walking. As a matter of fact, they use their mobile as a tool to measure their steps and under the same challenge: Go to the Camino de Santiago (Way of St James). Moreover, other actions derived from that one: escape rooms, webinars, awards...

The co-ordinators also guided the ludic and formative activity, teaching the participants to use a step app, to take photos and to upload photos on Facebook, and helping them to publish their steps on the platform created.

The final assessment was very positive because apart from creating healthy habits, people felt connected by a common activity and challenge – they already used to go for a walk – and the creation of synergies was favoured.

 **Further information:** <https://caminaendigital.com/>

### **LA VIDA CON ALEXA (LIFE WITH ALEXA).** Javier López. Cruz Roja (Red Cross)

**Regional scope:** Galicia. **Beneficiary collective:** Elderly

The objective of this project is to improve the quality of life of the elderly using Alexa and developing a specific program that would allow volunteers to be closer to the elderly while this technology would help them in their day to day life.

The project, in addition to facilitating the device, guaranteed connectivity and trained older people so that they could program and use it from the use of physical activity, medical reminders, or help them with their food shopping list. All of that, accompanied by volunteers who came periodically to follow up and help them with any issues that arose.

 **Further information:** <https://www2.cruzroja.es/web/ahora/-/la-vida-con-alexa>

### **ICT FOR THE WELL-BEING OF THE ELDERLY.** Paula Tajuelo.

Fundación Esplai **Regional scope:** State. **Beneficiary collective:** Elderly

It is a basic literacy project for older people oriented to their pace and need. Practical workshops with special emphasis on personalized goals and based on active listening that allows learning to their needs (health applications, network security, information search, use of WhatsApp or guidance with Google Maps). Furthermore, this project is adapted to the different levels and situations of the participants.

The plan also includes training for trainers. This is to ensure better care and accompaniment to the elderly.

The result is not only about improving their digital skills but also acquiring greater confidence and a positive attitude towards technology.

 **Further information:** [lct for the well-being of the elderly](#)

# DEBATE IDEAS AND PROPOSALS

## What can we do and put forward from our center or organization?

- Focus on the real needs of the elderly. Adapt technology to their needs, not the other way round.
- Accompaniment, support and closeness so that the elderly feel safe and can achieve their own autonomy in the use of technology.
- Continuous training of facilitators and trainers. The more training there is within the organizations and with the trainers and facilitators, the better the accompaniment, support and orientation of technology will be.

## What can we do and propose from our network or platform?

- Exchange opinions, lessons and good practices. It is really important to share and build together.
- Provoke synergies and collaborations between organizations.
- Create common strategies aimed at building trust in the users.
- Include older people already trained also as volunteers to make learning more relevant.

## What can we do/propose to the public administration and companies?

### **To the Administrations:**

- Development of specific public policies aimed at covering the real needs and difficulties faced by older people in their daily lives and in the digital world.
- Increase funding and grants to create projects that cover the entire territory.
- Give support to civil servants to guide and accompany the elderly in public procedures.
- Provide resources and means to promote digital training.

**To the companies:**

- Facilitate the financing of projects and support with resources and means to promote digital training.
- Social and ethical responsibility.

## KEY CONCEPTS

Support, understandable language, easy and accessible, necessary and useful, motivation, diversity, trust, inclusion, training, adapted to the times, privacy and security and human.

# | Equality and non-discrimination: gender

TALK: Lidia Arroyo, Antropologist and researcher at the Internet Interdisciplinary Institute (I3) in GENTIC group at UOC University

## FIRST DIGITAL DIVIDE: ACCESS

The digital access gap has different components: access conditions, quality, restrictions, information poverty, etc. At this first level, we highlight the importance of women being part of digital innovation so as not to create institutional inequality that is reproduced in a generational way. The access to digitalization structures and the enhancement to the support from public institutions allows women to have more opportunities for digital inclusion and, thus, reduce the “women’s access gap”.

## SECOND DIGITAL DIVIDE: TYPE OF DIGITAL USES AND SKILLS

It is based on the use of the internet and the impact it has in reference to the data analyzed and the interests of individuals differentiated by sex. It is necessary to put different indicators to have data on participation, that is, to use indicators that reflect the reality of internet use between men and women. With the current indicators the reproduction of gender roles can be observed in relation to the searches carried out between men and women. Because of the gender gap we observe how women use the internet more to be trained and less to find work.

## THIRD DIGITAL DIVIDE: TECHNOLOGY DESIGN

Technology is basically built by men so the values of the people who build it will reproduce the interests of those people. In this sense, it is necessary to promote that there has to be more women in the design processes incorporating the gender perspective.

We must demand **digital inclusion policies for the inclusion of women in the technology sector.**

### **We are going to mention some challenges:**

- There are investments in digitalization but in a very deterministic way and with a lack of perspective and cohesion. It is necessary to empathize more with users.

- Enhancing the meaningful learning with a gender perspective since stereotypes are not reproduced and inequality increases.
- It is necessary to make digital inclusion policies taking into account the group of women as a heterogeneous nucleus with different needs and interests.

## GOOD PRACTICES

### **CHICASINTECH Y BITAMINADAS.** Júlia Gassó. Fundación Esplai

**Regional scope:** State. **Beneficiary collective:** Girls and young girls

These are two initiatives that aim to promote scientific-technological vocations in girls, in addition to training them digitally and empowering them in these areas. The activities carried out are the creation of materials and resources, workshops, talks by women leaders in these fields and awareness actions. It collaborates with educational, leisure and free time centres and other social organizations. A video game has been developed: *3ChicasInTech*.

### **TECHONOVATION GIRLS.** Esther Subias. Technovation Girls.

**Regional scope:** Worldwide. **Beneficiary collective:** 8 and 12-year-old girls

This project tries to evoke the interest of girls towards engineering since there is a total lack of participation within these sectors. It tries to address the vision of women as protagonists on the inside of the scientific-technological sector through references in this sector. Participants detect problems and create a solution with the help of mentors.

### **MUJERES Y TIC (WOMEN AND ICT).** Susana Castellanos. Fundación Balia.

**Regional scope:** Madrid. **Beneficiary collective:** Single-parent families

The project aims to contribute to the employability of single-parent women through technological education. A training itinerary of 70 hours is carried out with 20 hours of work experience and accompaniment. The project incorporates the gender perspective and is visited by about 70 women a year.



# DEBATE IDEAS AND PROPOSALS

## What can we do and propose from our center or organization?

- We need more female representation in organizations, more voices, more votes. There has to be more sisterhood among women. Safe spaces are needed in organizations even in non-mixed spaces.
- Make changes at the local level in our organizations to promote a large-scale transformation.
- In relation to empowerment, it is necessary to create spaces to create a fabric and promote the union of all workers.
- Promoting transformation requires continuous training and gender-responsive leadership.

## What can we do and propose from our network or platform?

- Highlight the importance of feminism as a support network to be able to work in a transversal way, carrying out continuous work in an inclusive way and taking into account all perspectives and needs.
- Develop collaborative alliances in order to be able to have the ability to spread our voice and share resources.

## What can we do/propose to the public administration and companies?

### **To the Administration:**

- Establish real feminist supports and policies that have a significant impact so as to promote the changes. More investment, commitment and educational policies.
- Create a common goal to facilitate the real transformation.
- Empowerment has to transcend from big cities to more remote places and rural areas to get real change and empowerment.
- Allocate more portions of the grants to create projects in order to reduce gender inequality in digital environments.

### **To companies:**

- Safe spaces.

- Recycling and continuous training in gender perspective to promote transformation within these economic sectors.
- The visibility and empathy of companies is needed to create awareness and a real feeling that they are fighting to implement real gender policies in work environments.

## KEY CONCEPTS

Sorority, feminism, transformation and empowerment.

# Equality and non-discrimination: migrants

## TALK: Antonio Fernández, Cepaim Foundation

Nowadays, practically every aspect of everyday life requires not only access to digital resources but also digital skills, such as work, education, social relations, consumption, leisure and even administrative procedures and access to public services.

- Does living in society and feeling included and integrated require digital skills?
- Do the most vulnerable groups in our society suffer from a digital divide that increases previous social inequalities?
- Given the speed and scope of today's widespread digitalization, can the exercise of fundamental rights, social cohesion and the very democracy of our societies be at risk?

### Human Rights Articles

#### Article 6 RECOGNITION OF LEGAL PERSONALITY

There are new social groups that so far were not considered vulnerable, but now they also begin to be at risk of exclusion because they “do not get”, because digitalization advances too fast.

#### Article 7 EQUALITY BEFORE THE LAW AND EQUAL ACCESS

There are new social groups that so far were not considered vulnerable, but now they also begin to be at risk of exclusion because they “do not get”, because digitalization advances too fast.

#### Article 25 RIGHT TO HAVE THE NECESSARY SOCIAL SERVICES

True digital empowerment includes critical, thoughtful and intentional use of information, and also citizen engagement, collaboration through digital technologies and its safe use. Moreover, it includes the fact of being able to identify needs, possible technological solutions and solve problems.

## QUESTIONS FOR REFLECTION

- Has the acceleration in the digital transition process precipitated by the COVID-19 pandemic increased inequalities? Is it an example of multiple vulnerability?
- Should it be a fundamental right to have the option of receiving care from the public administration in person?
- Has the digitalization of administrative procedures produced a decline in attention?

## GOOD PRACTICES

### **DÉJATE LLEVAR: SÍGUEME (LET YOURSELF GO. FOLLOW ME).** Boleka Masa.

Women amongst worlds. **Regional scope:** Sevilla. **Beneficiary collective:** Migrants

Sensitization of the receiving society about the situation of immigrant women, the promotion of a space for meeting and communication between immigrant and native women, social and cultural promotion from a gender perspective, as well as advising both men and women in the different areas (legal, psychological, work, health, education). It develops awareness programs and workshops aimed at the Andalusian society in general and aimed at the development of a society in values and equality.

 **Further information:** <https://www.mujeresentremundos.es/>

### **TRÁMITES ELECTRÓNICOS Y MUJERES MIGRANTES (ELECTRONIC PROCEDURES AND MIGRANT WOMEN).** Maribel Merino. Rondilla Foundation.

**Regional scope:** Valladolid. **Beneficiary collective:** Migrants

The objective of the Foundation is to carry out the educational and socio-labour insertion programs that La Asociación Vecinal Rondilla (Rondilla Neighborhood Association) had been developing until then through the Círculo de Cultura Popular (Popular Culture Circle). The Neighborhood Association has since its inception had the concern to program popular culture activities on a permanent basis, aimed mainly at young people and adults in the neighborhood who could not access an elementary cultural training due to the socio-environmental and cultural characteristics in which they grew up and lived.

 **Further information:** <https://rondilla.org/fundacion-rondilla.html>

**#SINPREJUICIOSRCM. Diego Taboada.** Fundación Esplai

**Regional scope:** State. **Beneficiary collective:** Migrants

Fundación Esplai Ciudadanía Comprometida is a non-profit organization that develops projects and programs to promote citizen empowerment from the perspective of rights, inclusion and social transformation through networking, socio-educational action and inclusion in the field of ICT.

Digital literacy and raising awareness. That is a project of social and educational intervention in which from processes of reception, accompaniment, training and awareness, they intend to empower the group of immigrants contributing to better integration, coexistence and cohesion.

 **Further information:** <https://fundacionesplai.org>

## DEBATE IDEAS AND PROPOSALS

### **What can we do and propose from our center or organization?**

- Active listening to adapt training to real needs.
- Training for professionals to ensure quality.
- Several languages in training in order to respond to needs. Tutorials on the use of the tools.
- Analyze in more detail the needs and current situation of each person using personalized information. Take into account the real impact of our updates. Interdisciplinarity of both teams.

### **What can we do and propose from our network or platform?**

- Compilation of good training practices. Exchange of experiences, coordination, contact.
- Resource banks to share, share information, pool data for policy advocacy.
- Share good practices for individualized training, support to adapt programs by territories, support to adapt objectives to each territory, platform based on participations through active listening.

## What can we do/propose to the public administration and companies?

### **To the Administrations:**

- Recognition, support, adaptation, training for workers, empathy, training responsibility, facilitate companies' involvement.
- Clarification and accessibility of procedures. Make the public administration stop promoting competition and bet on the social concert.

### **To the companies:**

- Support to organizations, corporate social responsibility. Training for workers, detection of needs, collaboration among players (public administration and organizations), visibility.
- The impact on the environment involves return.
- Overcome the concept of CSR and bet on action.

## KEY CONCEPTS

Participation, empowerment, appropriation, digital divides, polarization, precipitous digital transition, integration, intoxication, awareness, trust, adaptability, universality, public responsibility and guarantee of learning.

# Universal accessibility for people with disabilities

## TALK: Chele Esteve, Politechnic University (UPC) in Valencia

At the UPC, together with Manuel Martínez Torán, we have carried out the study **“Digital divide and disability: a vision from the organizations”**<sup>6</sup>, in which we address the needs of people with different disabilities and their relationship with technology.

We highlight difficulties such as using public transport, carrying out telematic procedures with public administrations, buying online, the absence of a digital signature or email or bank account.

In addition, we highlight the **economic barriers** that people with disabilities encounter, as well as the **lack of adapted digital devices or resources**. All of this causes difficulties of access and digital use in people with disabilities that are issues that must be solved in the short-medium term. Therefore, in order to break the digital divide and highlight the need for digital transformation, technological solutions are addressed. In fact, they will cover the current needs of digital accessibility, adapting existing devices, as well as, for example supporting and promoting employment opportunities.

As a concrete measure, it is proposed to make a hackaton (marathon of programming and web development) to have a collection of inclusive and accessible video games for the different existing abilities.

It is expected that these improvements will provide greater autonomy in people with disabilities and will achieve a real social inclusion.

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<sup>6</sup> <https://biblioteca.fundaciononce.es/publicaciones/otras-editoriales/brecha-digital-y-discapacidad-una-vision-des-de-las-entidades>.

# GOOD PRACTICES

## **GAMIFICANDO JUNTOS/AS (GAMIFICATING TOGETHER).** M<sup>a</sup> del Pino Gómez.

CyL Digital in Ávila

**Regional scope:** Ávila. **Beneficiary collective:** Disabled people, unemployed, elderly and others

They are gamification workshops to enjoy and learn, adapting to the preferences and needs of the participants to enhance their full development. The activities revolve around topics such as keyboard and mouse management, relationship of concepts, typing, etc.

It highlights, in addition to the learning of technological skills, happiness, satisfaction and recovery of self-esteem once the workshops are finished.

## **ROBÓTICA EDUCATIVA (EDUCATIONAL ROBOTICS).** Ángel Martín. CyL Digital in Ávila

**Regional scope:** Ávila. **Beneficiary collective:** School-aged children with disabilities

The experience consists of carrying out activities that revolve around the interpretation of texts, assembly of robots, computer executions, etc. They use apps and pages like Auto-draw or Scroobly.

The feeling of security and self-esteem that is developed with these activities in people with disabilities is highlighted.

## **ICT TRAINING FOR THE ACQUISITION OF DIGITAL SKILLS.**

**María Muñoz.** Generalitat of Valencia in collaboration with the CERMI CV

**Regional scope:** Community of Valencia. **Beneficiary collective:** Disabled people

There are online and face-to-face courses about information and digital literacy, problem solving in basic digital skills, use of digital tools for communication and collaboration, etc.

The objective is that people with disabilities can use technology for basic everyday tasks such as procedures with the Administration and consequently, feel fully integrated with society.

The work of looking for adapted resources is highlighted since they are still scarce, and also the importance of creating an associative fabric is remarkable.



**TRAINING FOR PROFESSIONALS OF ASSOCIATIONS.** Lucía Mosquera. ONCE  
**Regional scope:** Barcelona. **Beneficiary collective:** Visually impaired people

Training of professionals such as workshop teachers, tutors, etc. about the tools that are needed and their correct use to guarantee the digital rights of people with visual disabilities.

Three cases are presented in which the importance of using special software, such as magnifiers or screen readers, is revealed: audio books, voice commands, annotators, 6 and 8-point keyboards ... The main problem is that these materials are not implemented in a general way. That is why typhotechnical tools are completely necessary to be made available to society in order to take into account all people's visual features and needs.

## DEBATE IDEAS AND PROPOSALS

### **What can we do and propose from our center or organization?**

- Weaving with other associations and organizations. The organization is the centre and the union is amongst people with disabilities and the public administration and companies.
- Necessary cooperation with companies and public organizations.
- Be on the front line using knowledge and accompaniment of real needs.
- ICT tools to visualize this group.

### **What can we do/propose from our network/platform?**

- Improve sharing knowledge and resources.
- Work together and in group cooperation in order to carry out the objectives set.
- Detect and transmit the different needs throughout the territory.

### **What can we do/propose to the Public Administration / companies?**

- Invest in economic resources, legislation and implement it in a real way (including the existing one). There needs to be education and awareness among the entire population, specially since childhood. It is important to highlight the reflection: If it really is universal, why do you have to adapt so much?

- Companies must get involved and get included to this group.
- They must listen to organizations and associations since they are the ones who know the reality and needs.

In this exchange of ideas, **questions and debate** arise with the following topics:

- Correct use and differentiation of the words *inclusion* and *standardization*.
- Education given to the general population because everyone can develop a disability.
- How to truly implement the rights of the people with disabilities in the educational and professional terms. About the lack of involvement of public services.

It is proposed as a conclusion to the workshop that the inclusion of this group in terms of new technologies is to recognize and advocate for developing their dignity, autonomy and self-esteem. Although it seems impossible or crazy, we have to implement the tools and look forward. Actually, only then we will get extraordinary answers.

## KEY CONCEPTS

Inclusion, standardization, autonomy, support, adaptation, ethics, equality, visibility and closeness.

# | Access gaps: ruralities

## TALK: Juan Luis Cruz, Consortium for the Development of the Information and Knowledge Society “Fernando de los Ríos”

The Internet has changed everything so we need a new vision also in the rural world to overcome digital gaps and address the demographic challenges, not only seeing it from the point of view of depopulation.

The main digital divides we deal with are the access and the knowledge. For this reason, we benefit 100 MB in all centres that is installed in each town of Andalusia, in which there is a point with a connection. Our vision is that Andalusia is a region in Europe that can be considered in the top 5 in digitalization.

### **THE OBJECTIVES SUMMARIZED IN SOME IDEAS:**

- SMEs and companies all appear in GMaps.
- All children learn programming as these days it needs to be the main focus, as English was years ago.
- Link the demographic challenge with digitalization. Through the five revolutions:
  - Revolution of spaces. The way we work, we study. Like the initiative called Telefonica Escuela 42.
  - We will also install wifi in each Guadalinfo centre. And take into account the virtual bank office.
  - Revolution of content. All documentation in PDF. Create apps for booking management.
  - Revolution of the user experience.
  - Revolution of alliances.
  - Revolution of the Image. Rebranding Guadalinfo and designing the spaces.

# GOOD PRACTICES

## **IMPROVEMENT IN THE DIGITAL SKILLS OF CITIZENS.**

**Andrés Leonardo.** Vuela Guadalinfo

**Regional scope:** Pilas and others (Sevilla). **Beneficiary collective:** Citizenship

Collect information related to the training needs of the people of the municipality through surveys and consultations. Once the needs have been identified, we plan & design courses and workshops to respond to them taking into account the objective of each person and their level of knowledge: from people who need to be able to carry out their daily procedures to unemployed people who can use digital tools to look for work or to improve their chances in employment.

## **INTEGRATED ITINERARIES AGAINST DEPOPULATION PROGRAMME.**

**Lucía Aparicio.** CDR Portas Abertas

**Regional scope:** Ourense, in Verín region. **Beneficiary collective:** Unemployed people from rural areas

This program improves employability and the autonomous management of digital tools. Digitalization is addressed in a transversal way with women, migrants, the elderly and children. Personalized itineraries are developed, especially for people in vulnerable situations and always with training and accompaniment.

**DIGITAL LABORATORIES. Pablo Jesús Delgado.** Digital Social Laboratory – NCC Extremadura

**Regional scope:** Extremadura. **Beneficiary collective:** Youngsters and entrepreneurs

They are born with the purpose of developing the digital capacity of young people and entrepreneurs who want to have a different future in the work place: Robotics, 3D printing as new sources of employment. The goals are empowering the people who participate, valuing soft skills and involve institutions and organizations that are committed to the territories.

**DIGITAL FABRICATION LABORATORY.** Juan Carlos Cano. Fablab Xtreme  
**Regional scope:** Extremadura. **Beneficiary collective:** All citizens

Through a crowdfunding campaign, a 3D printing space is generated where you learn autonomously. There are already 6 classrooms and along with a planned digital garden. The objective is to technify the rural environment. This experience is taken to other locations with the ICT Van, a vehicle equipped to take these workshops to other locations in order to organize digital manufacturing spaces.

## DEBATE IDEAS AND PROPOSALS

### What can we do and propose from our center or organization?

- CONNECTIVITY

Interlocutors with companies and Administration.

Unification of criteria.

Some organizations offer connectivity and devices to the rest of the population, beyond the offer of companies and the Administration.

- INCLUSION

Training workshops and capture the needs so that reality is inclusive.

Information campaigns.

- DIGITAL LITERACY

Energizing people, patience, empathy and personalization.

Resources, distribution and recruitment. Being the gateway to other actions.

- DIGITAL SKILLS

Agile training with innovative learning spaces.

Collaborative projects promoting the European Framework application.

### What can we do and propose from our network or platform?

- CONECTIVITY

Collaboration.

Facilitate technical and hardware dynamization.

- INCLUSION

Offer training, advisory services, interconnectivity.

Provision of technological material.

Intergenerational collaboration.

- DIGITAL LITERACY

Connect, synergies, ideas. Networking.

Contact and distribute good practices. Share resources and content.

- DIGITAL SKILLS

Horizontal collaboration sharing good practices and resources. Strengthen the regions.

### What can we do/propose to the public administration and companies?

- CONECTIVITY

**To the Administration:**

Public aid and companies. Digital bonds. Connectivity and devices (with their periodic renewal, not just a one-off investment)

Innovation, telecentre, financing.

Public Telecommunications Service.

**To the enterprises:**

Microcredits, innovation and diversification deploying infrastructures.

- INCLUSION

Corporate Social Responsibility.

Connectivity, accessibility and commitment to guarantee with policies to dedicate resources and infrastructures.

- DIGITAL LITERACY

**To the Administration:**

Resources and funding.

Awareness among citizens.

Standardization and streamlining in processes and regulation.

**To the Enterprises:**

Technological innovation and entrepreneurship.

Platforms, contents and tools.

- DIGITAL SKILLS

**Financing:**

Betting on a digital and green future and for humanist projects.

Foster exchange forums and make strategic alliances.

## KEY CONCEPTS

Parental control, prevention, dangers on the internet and social networks, employability, personal branding and digital transformation.

# Employment and digitalisation

## TALK: Antonio Llorente, La Rueda Association

Hablamos de empleabilidad como la aptitud de las personas para encontrar y conservar un trabajo. We talk about employability and the ability of people to find and keep a job, to progress in it and adapt to changes throughout their professional life. It is common that in the world of employment we have looked more at what is “missing” than to the person who is looking for work. However, what we should pay attention to is the potentialities it has. There is a tendency to develop projects that enhance the soft skills of people in vulnerable situations. Consequently, what I also propose is looking for their **real potential** in all areas and in this way support and accompany them in their search for employment.

2022 began with more than three million unemployed people. Furthermore, the youth unemployment rate is 29.6% and youngsters don't stay at one place for long. It means they work for many companies at the same time and their instability is enormous. The work context is changing rapidly due to the technological revolution that puts us in a VUCAH context (Volatility, Uncertainty, Complexity, Ambiguity, HyperConnected).

### HOW DO WE APPROACH THIS NEW AND TOTALLY TECHNOLOGICAL ENVIRONMENT?

We start from the fact that in the world of work people have evolved. Nowadays, what is sought are flexible schedules, a variable workspace, use of any equipment, a work focused on results, create a ladder of progress, personal work, share information, develop leadership, rely on collaborative technology with adaptability and democratic learning.

Therefore, we have to change the conditions offered and thus improve employability. The concepts have changed:

- The new result will be called **process**.
- The new workplace will be called **“from anywhere”**.
- The new skill will be called **adaptation**.



- The proposal will no longer be to retain, but to **fall in love**.
- The new service or product will be called **experience**.

In relation to the Charter of Digital Rights we have a route to go, looking at it from the perspective of the world of work and employability. Some topics to be addressed would be:

- The digital rights of employees in the field of working relations.
- The right to privacy in relation to business mobile devices.
- The right to privacy with regard to the use of video surveillance or sound recording devices in the workplace.
- The right to privacy of employees against the control of the employer through the use of geolocation devices.
- The right to digital disconnection and rest.
- The right to reconcile, not only familiar, with personal life.
- The correct use of algorithms and artificial intelligence in work profiling and access to jobs.
- Gender perspective and equality.

We must ask ourselves whether these and other digital rights are being respected in companies. It means where we are moving to, and from our position what we can do to guarantee digital rights in this area.

## GOOD PRACTICES

**TRABAJA-TIC. René Diaz.** La Rueca Association

**Regional scope:** Madrid. **Beneficiary collective:** Young people at risk of social exclusion

The objective is to promote the social and work integration of young people through personalized itineraries, reinforcing basic and technical skills, with educational and recreational activities. The truth is that it could improve their future prospects and their participation in society. The greatest achievement is that 45% of participants are able to find work 6 months after the development of the programme.

## EMOTIONAL INTELLIGENCE AND DIGITAL SKILLS FOR EMPLOYMENT

**Javier Poleo.** Incide

**Regional scope:** Andalusia. **Beneficiary collective:** Young people

A comprehensive employment service that goes through guidance (work, educational, technical, digital, street counselor), training (individual or group itineraries who use gamification) and practices. In fact, it always takes into account emotional intelligence, that is, managing frustration, the organization itself, etc. In the end, the main accomplishment is to achieve positive impacts on self-knowledge and emotional regulation of young people, applicable to their employability.

**ENFOCAT. Eva Cros.** Fundación Esplai

**Regional scope:** Catalonia. **Beneficiary collective:** Unemployed young people

It is a project for youth employability in the ICT sector. Unemployed young people with basic technological knowledge are selected and go through a training process in programming and soft skills with individualized accompaniment and subsequent job orientation. We act as a bridge between companies that need technological profiles and young people. More than 1200 young people have already succeeded with 67% of labour insertion.

## DEBATE IDEAS AND PROPOSALS

### What can we do/propose from our center or organization?

- Training, recognition of rights, support in digital skills.
- Internal training for permanent staff.
- Training in digital skills and elimination of barriers (disability and equality).

### What can we do/propose from our network or platform?

- Exchange of resources and experiences, promote digital rights, support of the platform with digital resources and tools.

- Create a decalogue, training to companies and carry out studies about reality.
- Training, support in methodologies and resources, connection with technological organizations, teamwork to eliminate barriers, political advocacy.

#### **What can we do and propose to the public administration and companies?**

- Involvement and common projects, legislation to guarantee digital rights and the recognition of competences through certificates.
- Influence politically to implement the measures, awareness, present the decalogue and contribution of material.
- Donations for equipment, consulting, greater inclusion, connectivity in rural areas, removing barriers for people with disabilities and a digital rights law.

## KEY CONCEPTS

Connectivity, skills, knowledge, training, attitude, accessibility, aptitude, resources, equality and non-discrimination.

# Digital skills for employability

## TALK: Claudia Matera, ALL DIGITAL

There are differences between the knowledge of technology and the digital world of new generations and older people. Even so, both require digital skills. As a matter of fact, the most basic are required in 90% of jobs in Europe, according to Europass data. However, only 54% of Europeans between 17 and 64 years old have such skills and **40% of employers in Europe declare that they can not find suitable candidates to fill the positions offered**. As we can appreciate, this is a figure that contrasts with the high rate of youth unemployment (15.4% in April 2020 according to data from the European Commission), which doubles the unemployment rate in adults.

Organizations which work with young people observe that they are versed in the use of digital applications and tools, although they lack digital skills that would contribute to increasing their employability. It is, therefore, essential to know the requirements of the job market and the way in which technologies and young people themselves change.

Supporting older workers is a challenge since resistance to change can sometimes be perceived. However, it is equally necessary to support.

On the other hand, while the need for the use of digital tools is similar for men and women, the digital gender gap in employment remains notable.

**80% of those employees in the management of the technology sector in Europe are still men. Similarly**, the total number of self-employed women working in technical professions is 24%. In the field of start-ups, women constitute 30% of all entrepreneurs, although only 15% of start-ups have been founded by them. Moreover, 93% of investments in European companies in 2019 were by male-led start-ups. Finally, concerning studies, one out of three graduates in STEAM careers in Europe (technology, science, engineering, mathematics and art and design) are women, who represent only 22% of all ICT graduates.

# GOOD PRACTICES

## **PROJECT 3D-PRINT. Elitsa Hadzhieva.** ALL DIGITAL

**Regional scope:** European Union. **Beneficiary collective:** Adults

The ongoing project provides basic and accessible training in 3D printing for adults and their trainers in order to transfer the acquired knowledge to the work environment.

Among the results of the project, the development of an introductory guide to 3D printing in adult education and learning materials for the courses is highlighted. Furthermore, there is a training plan for trainers and a pedagogical guide that allows them to develop a teaching programme on 3D printing aimed at adult education.

 **Further information:** [3D-PRINT-TRAINING \(3dprint-training.com\)](http://3dprint-training.com)

## **DIGITAL PROJECT SKILLSHIFT. Nenja Wolbers.** Stiftung Digitale-Chancen

**Regional scope:** France, Germany and Italy. **Beneficiary collective:** Unemployed people

The aim of the project is to empower unemployed people with digital skills with a view to facilitate their reorientation and improvement of their employability. The sectors affected by this digital transformation (excluding the ICT sector) are stores, services, healthcare, etc. and also the new created “digital jobs”, such as digital assistant and project assistant.

The method followed by the project is to “learn by doing” in groups and through the use of collaborative and project management tools. It includes face-to-face and digital training along with practical group exercises and simulations (example: brand creation of a company and its website and social networks, etc.).

Achievements include the development of new skills and attitudes needed in today’s job market and the promotion of new ways of conceiving employment and recruitment by employers.

 **Further information:** <https://all-digital.org/digital-skillshift-launched/>

**TAACTIC. Virginia Pareja.** Fundación Esplai

**Regional scope:** European Union (France, Belgium, Italy and Spain)

**Beneficiary collective:** Low-skilled employees and educators

The project intends to identify and develop basic digital skills aimed at low-skilled employees and vulnerable adults, ensuring their recognition and facilitating the access of these groups to stable and quality jobs.

The main achievement of the project has been the identification of the jobs that required digital skills and their subsequent link with the desired recipients. Next, the project allocates the existing resources to improve the technical and transversal competences of the beneficiaries so that they can develop the specific necessary tasks.

Another distinctive element is the provision of experts to the project on each topic.

 **Further information:** <https://taactic.eu/en/home-3/>

## DEBATE IDEAS AND PROPOSALS

### What can we do and propose from our center or organization?

- Facilitate security and access control, and take into account/manage the different types of existing connections (human, resources, hardware, etc.).
- Train in basic digital skills through creative methodologies that include skills aimed at employability.
- Encourage peer training, team spirit and the work of “learning by doing”.
- Raise awareness about the risks in the digital environment and in the different employment platforms in terms of manipulation and fraudulent use of private data.
- Propose greater transparency in the handling of employee data.
- Propose investment in digital training also during secondary education.

### What can we do and propose from our network or platform?

- Improve accessibility and encourage European platforms such as Europass and Heura to facilitate it as well, in the creation of CVs.

- Increase adaptability and provide equal opportunities.
- Create a creative ecosystem with public administrations and companies to promote digital literacy.
- Share good practices and advocate to improve digital rights.

### What can we propose to the public administration and companies?

#### **To the Administrations:**

- Alternative uses of common resources to improve accessibility, improve the different types of connections according to the human factor, resources, hardware, etc.
- Serve people who do not know how to approach the job search in digital environments.
- Promote the learning of digital skills in secondary schools . In fact, it is required in the job market together with e-governance and security issues.
- Offer training in e-government and analog alternatives to it.
- Increase connectivity, especially in rural areas which suffer from difficulties in accessing bank tellers, for example.

#### **To the companies:**

- Train the employees in new digital tools.
- Ensure the privacy and security of employees' data.
- Do not require employees to have a connection 24 hours a day.
- Improve the rules/regulations on the processing of user data.
- Be transparent with employees before signing employment contracts:
- know where and how their data will be stored, and inform about current regulations on the protection of personal data.

## KEY CONCEPTS

Accessibility, literacy, security, knowledge, information, ethics, skills, awareness, data privacy, understanding, curiosity, access to equality, ownership, sovereignty and protection.

# Digital education for social inclusion

## TALK: Norman Rohner, ALL DIGITAL

Digital education, since the COVID-19 pandemic, has become more relevant, especially in education and work. This is why digital skills and competencies are essential to have equal opportunities in different aspects of life. In these post-pandemic years we have been able to observe that digital environments have many potentialities, so they must be challenged to change. Only in this way, they will be inclusive in all their aspects, from the access to the good use of technologies.

To create access to digital education it is necessary to work with both society and environment in order to improve digital skills and competences. Since society is the one that creates the environment and this can be exclusive in the digital field, we have to work with the users of technologies in an ethical way and being aware of the benefits and problems they may have.

About inclusion in digital environments, we must differentiate “social exclusion” as long as we do not look at the needs **of people from specific groups such as the elderly, people with disabilities or different ethnic groups since their needs are very different from the society in general.**

At European level, there are policies and objectives for digitalisation to be conscious and to promote the ethical use of technology since digital communication has become the main engine of service in a world full of technology. For example, the European Union action plan promotes two priority areas: **fostering the development of a high-performance digital education ecosystem and improving digital skills and abilities for digital transformation.** Taking into account the policies and framework objectives, social participation must be a fundamental part of the change to achieve social inclusion and digital education. As a result, on one hand, we have already seen how to participate in elections through online services. On the other hand, we have witnessed the exposure the pandemic, which has brought the challenge of reducing the gap between different social groups or even the generation of digital gender divide where children, young people have been the objective to work.



In conclusion, this digital evolution and what we have been shown should make us reflect on how we live with technology and specifically what use we make of it in all aspects of our lives.

## GOOD PRACTICES

**HACKACADEMY.** Norman Röhner. ALL DIGITAL

**Regional scope:** Developed in 4 countries and with 2 different projects

**Beneficiary collective:** All citizens

**SocialHackAdemy's** main objective is to create connections with the local community through technologies (with experts in the non-digital field and the participants) focusing on piracy. In this area, HackAcademy is concentrating specifically in these communities. This model could be applied to any organization, including schools. Several EU policy initiatives underline that the social inclusion of young people depends on their access to ICT in order to acquire the digital and transversal skills needed to participate in modern society. To address these challenges, the #hackAD project "Social Hackademy" aims to foster the digital skills and competences of young people from disadvantaged backgrounds through the implementation of collaborative educational activities based on Social Hackademy's co-creation methodology.

**#hackAD** is based on the Social Hackathon Umbria (#SHU) methodology, a good practice being implemented in Italy. In 4 European countries (Italy, Greece, Croatia and France), the project partners have established Social Hackademy Labs and, through a 100-hour in-depth combined training course, they train a total of 120 young people aged between 16 and 29 from disadvantaged backgrounds on three topics: Native Mobile App Development, Web Design and Visual and Graphic Design. As part of the learning path, a Social Hackathon is organized in each country, during which young participants have the opportunity to put into practice the acquired skills with representatives of the civil society organizations that need to develop digital solutions to social challenges linked to several of the 17 UN Sustainable Development Goals.

 **Further information:** <https://socialhackademy.eu/>

**The key results of the project include:**

- Social Hackademy methodology and course schemes in the languages of the project.
- Manual for trainers in the languages of the project.
- Social Hackademy Online Platform in the languages of the project.
- Policy recommendations.

Hackathon was considered the last part of the training to put their skills into practice.

**ICT4ELDERLY. Norman Röhner. ALL DIGITAL**

**Regional scope:** Developed in 5 countries

**Beneficiary collective:** Elderly people

The project started in 2018 and was developed in different European countries. It is a strategic partnership project funded by the Erasmus+ programme of the European Union. This initiative addresses what is known as “online aging” offering the public a learning opportunity about how the internet can play an important role in improving the quality of life through online social interaction.

Five organizations promoted this initiative: ALL DIGITAL, Yinternet, Simbioza, Tech.mt and Stiftung Digitale Chancen. The ICT 4 the Elderly project supports the development of digital skills of people aged 55-75 and aims to raise their awareness of some of the many opportunities offered by the internet. For example, communication in the digital world through AI-controlled bots or interaction with voice assistants, as well as a variety of online collaboration using shared documents and folders, opportunities for online political and social participation in different European countries and security and privacy issues on the internet.

**The project is divided into three phases:****1 Collection of Good Practices and Open Educational Resources.**

Development of Training Manual and Online Academy: in this case, we have selected the Open Educational Resources. They are programs, manuals, materials, videos which have proved successful in bridging the digital divide for older people as well as being used and adapted for a correct use.

## 2 A project exploitation guide

Security and privacy (to be taken into account) or policy makers: this document summarizes the findings of the pilot experiences obtained through the implementation of the methodology of the ICT 4 the Elderly project. The document was prepared including all the inputs from all project partners provided through dedicated assessment tools that are used to gather feedback from project participants and trainers. The objective is to provide policy recommendations regarding the promotion of digital skills among older adults. The methodology of the project has been tested with students from four European countries (Germany, Malta, Slovenia and Switzerland).

## 3 The testing phases have been carried out in Malta and Berlin, Germany.

The ICT Training Manual 4 for elderly provides the basis for the development of learning materials to be used by general adults and educators who deal with the elderly. It is also the basis for the development of the Online Academy as an additional resource for older students' self-study.

The Training Manual contains the learning strategy envisaged to develop the learning content of the ICT 4 the Elderly project. The objectives of this learning strategy are to improve awareness in terms of achieving a digitally inclusive society in general. Furthermore, it is also essential improving the skills of the elderly as well as getting better integration into modern society. In fact, all of this will allow keeping pace with their most recent developments and accepting them more easily.

 **Further information:** <https://ict4theelderly.com/>

# DEBATE IDEAS AND PROPOSALS

## What can we do and propose from our center or organization?

- Exchange users and beneficiaries (target group and services).
- Make people trust the NGO.
- Maintain awareness of short-term needs.
- Educate ourselves in the needs of society.
- Provide safe spaces to explore freedom in digital education.
- Increase the access of vulnerable groups and communities to the digital environment.
- Ensure their skills.

### **What can we do and propose from our network or platform?**

- Critical use of data.
- Use the blockchain.
- Fundraising.
- Create spaces to network with other NGOs.
- Encourage volunteering.

### **What can we do/propose to the public administration and companies?**

- Ensure strategies and resources at the highest level.
- Ensure inclusive language.
- Be inclusive from the side of the law.

## KEY CONCEPTS

Benefits and threats, community, education, skills, power imbalance, open access, employability, national strategies, data protection, cybersecurity, connectivity, critical thinking, competencies, accessibility, employability, welfare, public-private coalition and ethnicities.

# Internet governance and citizen participation

TALK: Ismael Peña-López,  
School of Public Administration of Catalonia

## **INTERNET: CRITERIA TO GENERATE OPPORTUNITIES AND ELIMINATE BARRIERS TO DEMOCRATIC PARTICIPATION**

The aim is to provide a context and framework that can be useful to channel issues related to the use of technology in a democratic participation.

### **The main ideas and issues to be considered are:**

- Technology as an instrument, not as an end.
- Technology as an approach.
- Technology as a barrier.

### **The 5 critical areas where a citizen can exercise their rights are:**

#### **1 Passive suffrage. That is, to be able to appear in a debate**

- Can I join a party?
- Can I serve in a movement?
- Can I set up an association?
- Can I be a candidate in an election?
- Do people know what I think? What can I suggest?

#### **2 Active suffrage, meaning to be able to vote for a person, support an organization, etc.**

- Can I take part in the dynamics of a party?
- Can I make proposals in a participatory process?

Can I give my opinion in an association?

Can I support a candidate?

Can I vote in an election?

### **3 Deliberation. How can I generate my opinion?**

The issue has changed radically with technology.

Do I know I have to get informed?

Do I have access to the necessary information to form an opinion?

Can I assess the quality of that information?

Do I have the energy left to continue with the process?

Do I have the means to convey my point of view?

Can I contrast that opinion with other people?

The access to infinite opinions on the internet has revolutionized this section.

Access to information is very easy nowadays but, in turn, this issue has also provoked disadvantages, such as misinformation.

### **4 Organization. The most mechanical part.**

Do I know how the procedure works?

What opportunities has the procedure opened?

What inequalities has it generated?

What is my role in all of this? Rights? Responsibilities?

What options are there to participate?

What impact does it have? What are the opportunity costs?

An example: Digital banking. It has its pros and cons because it has been detected that a large part of society does not know how to use it. Accompaniment has not been offered to all these people and a gap has been created.

## 5 **Implantation. Believe in the result.**

How can I make sure what had to happen happened?

(the platform worked well but there have been no participatory processes)

Use technology as a way to empower people or as a barrier because they have not been able to access it.

How can I follow up on the topic?

How can I measure results?

Does anyone represent me?

Have I been able to participate?

Is this better or worse?

Technology can help us ensure that the rights and representation of the citizens are guaranteed through the internet, but it is also necessary to take into account technical aspects that can fail and affect the democratic and participatory process. A platform connection failure due to the high demand for voting could be an example.

### **Conclusions:**

- Technology has its pros and cons.
- Technology should not be understood as a means to an end but as an instrument that can guarantee democratic participation.
- Consider technology as a route and see what opportunities it can create.
- Keep in mind that technology while it can be a benefit, can also become a barrier and create inequalities. If the circumstances that affect us all change, it is necessary to guarantee that no one is left out and that there is an accompaniment to those groups of society that may be excluded. Work on citizen empowerment through technology (TEP).

# GOOD PRACTICES


## THE CATALAN CHARTER OF DIGITAL RIGHTS AND RESPONSIBILITIES.

**Arnau Serra.** Directorate-General of the Digital Society of Catalonia

**Regional scope:** Catalonia **Beneficiary collective:** Citizenship

The Catalan Charter of Digital Rights and Responsibilities is a project coordinated by the Generalitat of Catalonia that began in 2018 and aims to promote a legislative and democratic framework to guarantee human rights in the digital age. It is a document under constant construction.

It is based on the premise that technology can improve our lives, but also, as in all great changes, gaps appear, such as the access gap, the use gap and the knowledge gap. As a result of this approach, the Catalan Charter of Digital Rights and Responsibilities is created taking into account that the human rights accepted so far must continue to be defended and expanded according to the new circumstances.

 **Further information:** [Carta catalana por los derechos y las responsabilidades digitales - Participa gencat.](#)

## DOCUMENTS FOR THE DEBATE “YOUTH AND POLITICAL PARTICIPATION”.

**Gabriel González .** Fundación Esplai

**Regional scope:** State **Beneficiary collective:** Citizenship

Through a process of co-creation and reflection with specialists in the Community, a final document is prepared: *Youth and political participation publication. Commitment to social transformation.*

Topic: digital gaps.

### Objectives:

- To recognize professionals in the socio-educational field and young people in the field of political participation, understood as commitment to the transformation of the community.
- Generate thinking and proposals for the improvement of the reality of this political participation.



**Process: create dialogue processes to exercise the right to participation.**

- Participants: young people, experts in the political and socio-educational field, parliamentary groups and the advisory council of Fundación Esplai.

**Tools**

- Youth survey to find out the opinion.
- Interviews with experts.
- Debates in the territory with young people.
- Debate parliamentary group and young people.
- Virtual debate through Appgree (participating from the mobile).

## DEBATE IDEAS AND PROPOSALS

**What can we do and propose from our center or organization?**

- Taking advantage of their direct contact with people, organizations or centers should initiate and promote real citizen participation, encourage transparency and critical thinking through activities and courses on topics related to digital tools, citizen participation, internet and digital literacy.
- Create spaces for debate and seek synergies with other organizations or centers.

**What can we do and propose from our network or platform?**

- Empower ourselves and raise awareness
- Seek synergies with other networks and/or platforms, centres, organizations, public administrations and companies and, in this way, generate spaces for debate.
- Look for training adapted to our needs.

**What can we do/propose to the public administration and companies?**

**To the administrations:**

- Promote work with organizations and companies and provide them with more financing in technology.
- Implement a firm commitment to citizens by creating a regulatory framework on internet governance.
- Possess listening skills to extend the use of digital rights and support the most vulnerable citizens.

- Bet on a figure of “facilitator” (could be a public agent), who adapts the discourses and language of the Public Administration to make it more understandable and accessible to citizens.
- Hire a person who from the Public Administration generates and validates certifications of technology use to the organizations.

**To the companies:**

- Adopt a perspective of solidarity with citizens with real social responsibility and without commodifying it. Take the Sustainable Development Goals as incentives for a change towards a better world.
- Seek synergies with other companies that have adopted the same values and commitments to citizens.

## KEY CONCEPTS

Idea, empowerment, recognition, consensus, mobilization, ethics, awareness, competition, co-governance, digital, participation, transparency, responsibility, accountability, commitment and people.

# Environmental impact and sustainability

## TALK: Carles Xifra, Fundesplai

Competence 4.4 of the European Digital Skills Framework raises the challenge of environmental protection and identifies guidelines for citizens to recognize and be aware of the impact of the technological devices manufacture. Also this challenge includes the impact of their daily use and the impact these devices suffer when they are no longer useful. Our digital rights are to have this information clearly and thoroughly, and thus be able to make conscious and free consumption choices. In the same way, they go through having the necessary tools to reduce these impacts choosing more sustainable solutions.

### **BE AWARE OF THE IMPACT OF DEVICE MANUFACTURING**

We still have little awareness about the environmental impact of manufacturing digital devices and their batteries. Apart from their own energy consumption in the manufacturing process, they are usually made with rare (and expensive) components and minerals that release toxic by-products when extracted. Likewise, they are often associated with abuse and social conflicts in the countries of extraction.

Our growing demand for minerals, such as coltan or cassiterite for electronics has consequences in places of origin, for example in the Democratic Republic of Congo. There, the war for controlling the mines has already produced about 6 million deaths, almost 3 million refugees, pollution and deforestation of forests where animals are in danger of extinction.

### **BE AWARE OF THE IMPACT OF EVERYDAY USE OF DIGITAL TECHNOLOGY**

Everyday digital practices do not consume paper and other physical resources but they are associated with high energy consumption and their greenhouse gas (GHG) emissions, which cause climate change.

These energy consumptions come from the use of devices but also from the infrastructure of the network and data centers. For instance, a live video (streaming) depends on data transfer. Furthermore, activities such as training artificial intelligence (AI) or producing Bitcoin cryptocurrencies are associated with processes that need numerous resources in terms of data and computing power, and therefore, with a very high energy consumption.

### **BE AWARE OF THE IMPACT OF DIGITAL WASTE**

We know the concept of “planned obsolescence”, i.e. the design of products aimed, intentionally and deliberately, at shortening their useful life. We question the viability of this model based on the idea of unlimited growth in a world where natural resources are becoming scarce.

At the same time, this production model generates tons of waste, which are still extremely invisible. It is estimated that every year we generate about 50 million tonnes of electronic waste. This alarming fact becomes even more relevant when we discover that only a third of the waste generated in Europe is treated in approved recycling plants. Most are diverted from the official circuit and many of them end up illegally in landfills. Unfortunately, they are located in the most impoverished countries.

The documentary *The Electronic Tragedy* by Cosima Dannoritzer denounces the existence of a business on a global scale that moves mountains of electronic waste from European and North American ports to African countries (especially Ghana and Nigeria) and to Asian countries.

### **BE AWARE OF THE POTENTIAL POSITIVE IMPACT OF DIGITAL TECHNOLOGIES**

Digital technologies, powered by artificial intelligence, have a great transformative potential in our lifestyles and can contribute significantly to improve the environment. For example, home automation technology and various applications allow us to take important steps in improving the energy efficiency of our homes by optimizing heating or lighting.

In the field of catering, 3D printers help to reduce waste as they convert waste into other food productions. In the field of healthy and sustainable food we can find many applications for mobile devices that give us tools and guidelines for responsible consumption.

Another area is Citizen Science, a methodology that involves citizens in scientific research. For example, thanks to mobile devices and the possibilities of large data and open source, thousands of people make millions of bird observations around the world every day of the year. This is how migrations can be observed and public policies can be proposed with these data.

## DIGITAL RIGHTS ALSO IN THE FIELD OF SUSTAINABILITY

Firstly, we have the right to be able to acquire devices with lower energy consumption during their use and when they are on standby. Secondly, the right to get them made with fewer toxic products. Thirdly, being manufactured with components that can be replaced to extend their life. Lastly, they should be designed to be easier to disassembly as well as recyclable and updated to the future innovations.

In conclusion, our digital right is embodied in the right of enjoying the information on the environmental impact of digital technology and the tools to move ahead towards more sustainable consumption options. And, at the same time, recognize, encourage and ensure access to digital tools that allow us to live more sustainable lifestyles for future generations.

## GOOD PRACTICES

### CITIZEN SCIENCE: DIGITAL TECHNOLOGY AND ENVIRONMENTAL EDUCATION.

Júlia Garcia. Fundesplai

**Regional scope:** State. **Beneficiary collective:** Users of Citizen Science platforms

Citizen Science is the collectivization of research processes to create knowledge as long as collective participation is favored and the collection and processing of data is universalized. Citizens participate in the analysis of the data collected to reach various conclusions. And they are formed in these processes thanks to their participation.

The deployment of Citizen Science has occurred in parallel and thanks to the development of mobile or tablet applications for the collection and storage of data. Actually, their expansion has been possible with the generalization of the internet and because they work on standard devices.

On the other hand, its development has also been enhanced by the generalization of open data policies, which have led to the creation of large databases of free access and shared creation. These tools are the essential element for the active participation of citizens in scientific research activities, also becoming a great field of learning in digital technologies.

You can learn how a scientific process is carried out. It also helps to develop critical capacity as well as generating involvement and activating environmental awareness.

### **COLLABORATIVE PATHS FOR REUSING DIGITAL DEVICES.**

**David Franquesa.** Usody and eReuse

**Regional scope:** Barcelona and Madrid. **Beneficiary Group:** Schools, people in situations of digital exclusion, social insertion organizations, literacy programs

A range of organizations work together to exchange, refurbish and reuse computer equipment.

Main achievements: 2000 devices reused, more than 10 million of extra life hours, 0.5 million euros of public funds saved (by purchasing refurbished computer equipment), 0.1 million euros allocated to job placement enterprises and literacy programs.

 **Further information:** <https://www.getafe.es/getafe-reacondicionara-ordenadores-como-medida-de-economia-circular/>

# DEBATE IDEAS AND PROPOSALS

## What can we do and propose from our center or organization?

- Reuse circuits should be organized and awareness-raising campaigns promoted.
- Take on environmental educators and implement action plans to reach all citizens.
- Promote networks between organizations and companies.
- Homogenize access to technologies that facilitate education.
- Identify those who have an active part to generate that change. Generate messages of their action towards the different profiles that can reach an influence.
- Use refurbished devices.
- Generate training spaces.

## What can we do and propose from our network or platform?

- Measure the impact of your decisions.
- Buy second-hand devices.
- Enhance corporate social responsibility and promote training among the employees.
- Train the organizations that compose the networks.
- Centralize purchases.

## What can we do/propose to the public administration and companies?

### To the administrations:

- Train local people to get device reconditioning companies.
- Bet on granting resources in the field of technologies.
- Breaking stigmas about the alleged poor quality of second-hand or used products.
- Funding for the activation of reuse circuits.
- Measure the cost impact and savings of reuse policies.
- Promote educational actions to empower society.
- Reveal that reuse does not only have to be for people with fewer resources.
- Generate missing regulations.
- Become aware of the useful life of the devices and be committed to the reuse.

**To companies:**

- Donation of unused devices.
- Educational programs for Corporate Social Responsibility.
- Offer reuse programs to different departments.

## KEY CONCEPTS

Involvement, dissemination, responsibility, critical awareness, participation, reuse, contagion, knowledge, education, involvement, cultural change and environmental citizenship.



# | Artificial intelligence

## TALK: Gema Parrado, AUPEX

We live in an increasingly automated model of society where people live with data and algorithms, which learn and relate to both physical and digital environments. In AUPEX we work to give a human approach to artificial intelligence. Moreover, we help people to know what data they share voluntarily (from active extraction) or involuntarily (from passive extraction) as well as the algorithms used by this data.

This coexistence with data and algorithms poses great ethical, moral and civic challenges. Regarding data, we wonder if we are aware of the data we generate every day. Also, if we know how to protect our privacy and if we know what types of data exist and what they are used for.

We must give practical examples of the daily data we generate in the training and workshops we carry out with the citizens. More specifically, how this data is used so that people understand that we are immersed in artificial intelligence. Nowadays, data and artificial intelligence are used, for example, in the containment of pests, in the fight against climate change, pandemics, hospital and emergency management, etc.

Artificial intelligence simulates the human brain to make automatic predictions. Data plus algorithms involve machine learning, which is nothing more than learning from the data that is given.

If we talk about **artificial vision**, we refer to the passive data captured through images. On the other hand, the interpretation of natural language, meaning interpreting written or spoken language and being able to respond, is what we call **conversational artificial intelligence**.

Some examples of automatic learning are autonomous cars, content recommendations on Netflix or Spotify, etc.

Algorithms are computer programs that process all data, which are combined with millions of other data and offered to us as personalized results or suggestions. However, they are associated with many ethical problems, especially due to biases and uses.

Faced with this outlook, we can ask ourselves many questions, such as where the limits are, what rights should be safeguarded, how we can ensure responsibility or how to set standards.

There are already many initiatives to legislate and regulate artificial intelligence, and above all to create debate around the ethics of its use: the European regulation, the Digital Bill of Rights, observatories and algorithm audits.

From the digital competence centers we must sensitize citizens about the risks of artificial intelligence, so that they know how the data is used.

## GOOD PRACTICES

### **SOMOS SIA. TRAINING AND DIGITAL LITERACY IN INTELLIGENCE ARTIFICIAL.** *Mónica Rivero.* AUPEX

**Regional scope:** Extremadura. **Beneficiary collective:** Unemployed, young people, companies, entrepreneurs

Somos SIA project aims to translate technicalities to the whole society, training people and teaching literacy in the field of artificial intelligence. It is offered with videos, a website and two-hour talks in rural environments. In two years the website has already received 33,000 visits.

 **Further information:** <https://somossia.org/>

### **GLOSARIA. TERMINOLOGY AND DIGITAL LITERACY IN EMERGING TECHNOLOGIES.** *Jesús Yustos.* Fundación Esplai

**Regional scope:** Estatal. **Beneficiary collective:** All citizens

GlosarIA is an initiative that is part of a broader project called ConectaIA, which aims to bring artificial intelligence closer to citizens through training and awareness. What is explained with GlosarIA are concepts in one-minute videos, using accessible language. They are available on social networks. Thirty-three videos have been made since 2020.

 **Further information:** <https://www.youtube.com/c/FundaciónEsplaiCC/>

## IA TRAINING FOR FAMILIES IN DIGITAL COMPETENCE CENTER.

Marta Cabrera . Red Semilla **Regional scope:** Fuerteventura. **Beneficiary collective:** Families

In the workshops for families in the telecentres, the Scratch Lab is basically used to play and have fun while explaining concepts related to artificial intelligence. Inclusion is always taken into account using simple terms to explain the advantages, biases and risks. The importance of linking AI with job possibilities of the future is also stressed. We must empower people to be part of the change and approach programming as a society in a fun way.

## DEBATE IDEAS AND PROPOSALS

### What can we do and propose from our center or organization?

- **Transparency:** Organizations are very transparent but we must ensure that it is in both directions when we interact with other institutions.
- **Control:** We must put pressure on administrations and companies to demand greater control and compliance with legislation.
- **Training:** Sensitization and awareness to break barriers. Importance of making a joint awareness campaign on AI with a unified didactic material.
- **Legitimation:** Organizations have to pressure Administration in order to legitimize companies and networks.

### What can we do and propose from our network or platform?

- **Transparency:** The website knows who you are but if you don't work hard at transparency, you don't know what's behind that website.  
We must have the right to maintain our privacy and the right to traceability: to know what happens from the beginning to the end of the data chain.
- **Control:** We must ensure that we have access to data universally at an infrastructure level.
- **Training:** We must use networks as an instrument for democratizing training and as a way of complaining to companies about their algorithms, transparency, etc.

- **Legitimation:** Promote universal easy reading

#### What can we do/propose to the Public Administration?

- **Transparency:** We demand explanations and transparent algorithms. Although it is an obligation, it is not always 100% transparent. Administrations and their algorithms must be more transparent.
- **Training:** Administration must ensure free and universal digital training to serve the whole society. Also training on its own systems and programs.
- **Control:** We must demand stricter legislation, enforced and explained with more transparency. Also, more penalties and transparency of how the control is made. Administrations should forecast of what will have to be legislated in the future instead of making reactive legislation.
- **Legitimation:** Create more face-to-face positions so that people who do not understand can approach and ask. Train society to learn about consent and have the knowledge of what their data is used for.  
From all areas, training should be ensured to be more social and less technical with multi-disciplinary equipment.

## KEY CONCEPTS

Transparency, control, training and legitimation.



# Foro Derechos Digitales



**Foro  
Derechos  
Digitales**

#ForoDerechosDigitales

# 7. Manifesto for Digital Rights

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In the framework of the Digital Rights Forum held on 25, 26 and 27 May 2022, the participating individuals and organizations presented this manifesto. Here we take up the text, in the form of commitments and also demands towards those who have responsibilities in these matters.

We express our commitment to defend the digital rights of citizens to advance in the construction of societies in which digitalization is focused on improving people's lives. Those of us who have participated in the Forum are working on the issues that we have collected in this manifesto. This is our contribution, based on the experience of the projects we have carried out every day and on the conclusions of the 12 workshops in which we have been participating.

## **THEREFORE, WE CLAIM AND COMMIT OURSELVES TO:**

### **➤ Ensure universal accessibility so that any system or environment can be used by all people.**

Accessibility not only allows the inclusion of everyone in the digital society, but also allows dignity, recognition, autonomy and self-esteem to be present.

### **➤ Improve infrastructures in rural areas to overcome the access gap and depopulation.**

Working on a new relationship with the villages offering connectivity and training, which is able to capture the specific needs of the territories to achieve an inclusive reality through networking with the different social players.

➤ **Represent diversity and make critical and responsible use of technology to fight disinformation and hate speech.**

True digital training also involves safe use of technologies. We must point out social needs and problems to find possible technological solutions.

➤ **Promote digital education for social inclusion by adapting training processes to different groups.**

Digital inclusion involves promoting a safe and accessible place for groups in vulnerable situations. Social organizations must promote and create opportunities.

➤ **Develop training itineraries in digital skills throughout life to improve employability.**

Everyone should have the right to connect and receive a training suitable to the needs of the job market. We must have an influence so that administrations and companies are involved in this objective.

➤ **Encourage the protagonism of women to overcome the gender gap.**

We must promote leadership with a gender perspective, which takes into account the different needs, and continue betting on the implementation of real gender policies in different areas in a transversal way.

➤ **Educate for the good use, healthy and responsible use of technologies in the stages of childhood and youth.**

Education is key to guaranteeing access, use and safety of children and young people in digital environments, so each social player must assume responsibility in their area of action.



➤ **Adapt the digital society to the elderly and accompany them so that they participate and enjoy its benefits.**

We must promote that the elderly participants in the design of projects, where they will be protagonists. In fact, these projects will allow them to have a better quality of life.

➤ **Take advantage of the innovative potential of technologies to protect the environment and reduce the impact they generate on it.**

We need education, involvement and advocacy to raise awareness about the importance of a sustainable digital model, reusing rather than recycling.

➤ **Focus advances in artificial intelligence and data processing towards the common good, with ethical principles and free of bias.**

It is important to make the function of algorithms understandable and ensure their transparency by incorporating a social perspective that guarantees inclusion and diversity.

➤ **Move towards technologies of empowerment and participation by ensuring internet governance and participation in democracy.**

HNowadays technology is in many cases a barrier that makes it difficult to participate. We must overcome difficulties to take an active role in decision-making, taking into account knowledge to achieve consensus.

From this Forum we are committed to working for digital rights to achieve a more inclusive and democratic digital society.





 Documents for Debate

This book is available online at  
[www.fundacionesplai.org](http://www.fundacionesplai.org) and [www.foroderechosdigitales.org](http://www.foroderechosdigitales.org)



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