



DIGITAL LITERACY AND SOCIAL INEQUALITY



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Migrant women and female victims of trafficking

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SPAIN

PREFACE

The interest for this research stems from a commitment to understanding and addressing the multifaceted challenges that migrants face in today's globalised world. Spain, with its unique geographical and socio-political landscape, serves as a critical case study for exploring these issues. The country's position as a key entry point to Europe, its diverse migrant population, and its evolving policies on migration and integration provide a rich context for this study. INCOMA has focused on conducting wider research on the topic of Digital Literacy and Social Inequality, mostly focusing on the digital gap that affects migrant population and can influence their experiences in the new country.

THEORETICAL BACKGROUND

According to the European Commission, the digital divide “refers to the distinction between those who have access to the internet or other digital technologies and are able to make use of online services, and those who are excluded from these services. The digital divide can be classified according to criteria that describe the difference in participation according to gender, age, education, income, social groups or geographic location” (Eurostat, n.d.-a).

Therefore, depending on the circumstances, some groups have less access to technology than others. This divide can affect the migrant population and, according to research developed by Accem (Domínguez Alegría, 2018), “Impact of the digital divides on the foreign population,” the offline social context will influence the online social context, clearly identifying three gaps that form in the digital sphere as a consequence of the situation of migrants in the physical world.

Hence, there are three digital divides: the first one is related to access to devices, connection, and technologies in general; the second is related to the use they can make of it; the third one is related to the benefits that they miss (Domínguez Alegría, 2018).

According to Accem (Domínguez Alegría, 2018), and taking Spain as an example, migrants and refugees find it difficult to access technology because of the price, and that access is easier for families who can share expenses than for people who arrive in Spain alone. Therefore, the main barrier to access is economic.

This difference can also be found when comparing Spanish people's reasons for not having Internet at home with those of migrants. In the first case, people born in Spain who do not have Internet at home state that they do not need it as the main reason, while migrants state the economic cost as the main reason (Domínguez Alegría, 2018).

For newly arrived migrants, the fact that the rented house includes Wi-Fi connection is an advantage, as otherwise they have to make a separate contract with a telecom company, and this usually requires permanence. This is a problem for people who are in an irregular



situation or whose employment or administrative situation is not suitable (Domínguez Alegría, 2018).

Moreover, there are several people excluded from the statistics regarding access to the Internet. Many of the migrants who arrive in Spain are based in specific centres, and they depend on the centres' connection or organisations that want to provide it (Domínguez Alegría, 2018).

Regarding the devices, both native and migrant people have similar access to mobile phones, as they are smaller and practical. However, it changes when it comes to computer access, where the difference is again disadvantageous for migrant people (Domínguez Alegría, 2018).

There are actions that are not convenient to perform via mobile phones, such as job searches, CV modification, or online training. This creates a gap in access to these resources for the migrant population (Domínguez Alegría, 2018).

According to the IOM, during the pandemic, the use of digital media has helped the majority of the population to combat the negative effects of isolation, such as feelings of loneliness or anxiety. It has also allowed many people to continue working through teleworking (International Organization for Migration [IOM], 2021).

However, the pandemic has highlighted the disadvantages faced by migrants due to the digital divide. These are the areas where the digital divide has been most redundant (IOM, 2021):

- **Teleworking:** On the one hand, many migrants are employed in informal sectors that require face-to-face work. On the other hand, the lack of digital skills makes it more difficult for these people to access jobs that offer the option of teleworking.
- **Distance education:** During the pandemic, many children were unable to attend school and had to adapt to remote education. However, there was a big difference between those whose families had more economic capacity and those who either did not have the necessary tools (good internet connection, computer, etc.) or the digital skills, both for themselves and their families, to be able to help them. In this case, migrants who did not have access to these resources were particularly affected.
- **Access to information:** The lack of access to the Internet and, consequently, to information on procedures, the use of online financial tools, access to job offers, etc., produces a significant social, cultural, and economic disadvantage.
- **Culture and entertainment:** Access to cultural and entertainment products such as films, series, or online concerts is an aspect that should be given great importance, as it not only has an impact on the emotional well-being of migrants but also on their inclusion in the culture of the receiving country. Ensuring access to these services should not be overlooked.

The Report on the Digital Borders (Servicio Jesuita a Migrantes, n.d.-a) insists on the idea of differentiation among the three different gaps:

- Access;
- Use;
- Inclusion.



This report concludes that there are several effects on the migrant population, such as (Servicio Jesuita a Migrantes, n.d.-a):

- Digital exclusion;
- Difficulties in finding employment;
- Access to unofficial and unverified sources of information;
- Digital security.

In conclusion, digital literacy contributes directly to social inequality. Today, most of the actions we need for our daily lives are digitised, from carrying out administrative procedures to looking for a job, having enough money to own a computer and Internet connection, and access to tools that improve mental health, such as the possibility of communicating with family members or accessing cultural content. There are sectors of the population, such as the migrant population, who, due to their circumstances, may have greater difficulties in accessing and learning about these services than people born in the host country. This creates a significant gap, which clearly contributes to social inequality (Servicio Jesuita a Migrantes, n.d.-a).

RESEARCH METHODS

INCOMA has focused specially on the topic of Digital Literacy and Social Inequality. The following methods were utilised:

1. Literature Review using APA System

A thorough literature review was conducted, adhering to the American Psychological Association (APA) citation system. This involved systematically searching for, selecting, and analysing academic articles, books, and reports relevant to each topic. The literature review served as the foundational framework for understanding existing knowledge, identifying gaps, and situating the research within the broader academic discourse.

2. Written Interview

A written interview was administered to gain qualitative insights from a key informant with expertise in one or more of the research topics, but the interview focused on Digital Literacy and Social Inequality. The interview was designed to elicit detailed responses about personal experiences, professional perspectives, and in-depth knowledge, contributing rich, contextual data to complement the findings from the literature review.

3. Press Review

A review of press articles was conducted to capture current events, public opinions, and real-world examples related to the research topics. This method involved collecting and analysing news reports and feature stories from reputable sources. The press review provided contemporary and practical insights, helping to contextualize the academic findings within the current socio-political landscape.

4. Projects' Research



Research on various projects, initiatives, and programmes relevant to the research topics was undertaken. This included examining project reports, case studies, and evaluations of initiatives aimed at addressing the topics of this research. The projects' research offered practical examples of interventions and their outcomes, providing empirical evidence to support the research conclusions.

By combining these methods, the research ensured a well-rounded approach, drawing from theoretical, qualitative, and practical sources. This triangulation of data sources enhanced the validity and reliability of the findings, offering a nuanced understanding of the multifaceted issues surrounding migration, human trafficking, digital literacy and social inequality, and integration processes.



THE LATEST RESEARCH IN SPAIN

No	Author (year)	Study purpose	Study type	Data collection	Participants and sampling	Main findings/Findings related to trafficking in human beings	Link
1	Domínguez Alegría (2018)	Impact of the digital divides on the foreign population	Quantitative and qualitative	Interviews, surveys, literature review	Persons of foreign origin throughout Spain, in 12 Autonomous Communities	There are three digital divides: the first one is related to the access to the devices, connection and technologies in general; the second is related to the use they can make of it; the third one is related to the benefits that they miss.	https://www.acem.es/brechas-impacto-las-brechas-digitales-la-poblacion-extranjera/
2	United Nations (2020)	Roadmap for Digital Cooperation	Qualitative	Literature review	High-level Panel on Digital Cooperation (20 independent experts was convened by the UN Secretary-General to provide recommendations)	Key Actions on achieving universal, affordable, connectivity by 2030; support the internet's open source; skill development; human rights apply both online and offline (including AI).	https://www.un.org/en/content/digital-cooperation-roadmap/assets/pdf/Roadmap_for_Digital_Cooperation_EN.pdf



No	Author (year)	Study purpose	Study type	Data collection	Participants and sampling	Main findings/Findings related to trafficking in human beings	Link
3	Eurostat (n.d.-b)	Use of Internet	Quantitative	Statistics and data collection	EU member States	Finland, Spain and Austria are the 3 countries were the individuals most used Internet in the last data-available year	https://ec.europa.eu/eurostat/databrowser/view/isoc_ci_ifp_iu/default/table?lang=en
4	Zabala Calvo (2020)	The Digital Divide Between the Migrant Population of African Origin				The study “aims to know in which way digital inclusion and exclusion affect migrants, highlighting both the potential and benefits that access and use of ICTs and the Internet provide for their process of social, labour and educational integration, such as making visible the consequences of not making use of them.”	https://www.trabajosocialhoy.com/documentos_ver.asp?id=490



No	Author (year)	Study purpose	Study type	Data collection	Participants and sampling	Main findings/Findings related to trafficking in human beings	Link
5	Servicio Jesuita a Migrantes (n.d.-b)	Digital Frontiers: the impact of the digital divide on migrants' access to rights	Qualitative	Interviews	The study carried out 18 semi-structured interviews, 12 individual and 6 group, between August 31st and September 28th 2023. In total, 46 people participated in the interviews, 30 of which were women and 16 men.	The administrative situation of migrants appears as the main and very complex obstacle	https://www.mdpi.com/2411-5118/2/3/24



THE LATEST PROJECTS IN SPAIN

No	Author (year)	Title, Acronym	Programme	Period of project	Implementation level	Main objective	Link
1	Chamber of Commerce of Seville	Athena	AMIF	2020-2024	Spain, Italy, Germany, Lithuania, Greece and Belgium.	Athena seeks to improve services, policies and support on migrant women entrepreneurship through the development of common knowledge, capacity building, exchange of experiences, and developing activities with economic orientation but in which migrant women may interact, exchange and increase relations and contacts with the host country.	https://athenaproject.net/
2	LAUREA	DISC	Cooperation Partnership	2018-2020	Finland, Italy, Spain, Belgium and Slovenia.	DISC supported educational and local communities in promoting digital skills and integration through educational practices for people with immigrant background for inclusive and fair education.	https://discproject.eu/



No	Author (year)	Title, Acronym	Programme	Period of project	Implementation level	Main objective	Link
3	Kista Folkhögskola	DIGITALL4MIGRANTS	Erasmus+	2024	Italy, Spain and Sweden	DigitAll 4 Migrants aims to overcome the digital gap in migrant population, building bridges between them and already existing online tools and digital resources that the local population of the host-countries use for rutinary procedures on a regular basis.	https://digitall4migrants.com/



No	Author (year)	Title, Acronym	Programme	Period of project	Implementation level	Main objective	Link
4	DG Integración Social de la Consejería de Bienestar Social de Castilla- La Mancha	Competencias digitales para crecer	Next Generation EU	2023	Spain	Thanks to the implementation of the first training in Cepaim Ciudad Real Foundation of the project "Digital skills to grow", we have managed to reduce the first digital divide, both at the level of skills and by providing the necessary equipment to 19 people of 6 different nationalities. With very complex life stories and a clear situation of social vulnerability, helping the students to participate fully in the host society and to have a more prosperous future.	



No	Author (year)	Title, Acronym	Programme	Period of project	Implementation level	Main objective	Link
5	Fundación Esplai	Digital Literacy	Erasmus+	2001- currently ongoing	Spain	A social and educational intervention project which, through processes of reception, accompaniment, training and awareness-raising, aims to empower the immigrant community by contributing to better integration, coexistence and cohesion.	https://fundacionesplai.org/proyecto/red-conecta-alfabetizacion-digital-y-sensibilizacion/



GOOD AND SUSTAINABLE PRACTICES IN SPAIN

Title	Aims	Period	Activities	Results	Link
CEPAIM: herramientas digitales para la educación escuela y diversidad: mediación intercultural en el ámbito educativo 2020 programa para la promoción de la integración y la Convivencia intercultural en el ámbito educativo	Get the teachers new digital skills to be implemented in their educational tasks	2020	- Save files, gamification, creating online forms, downloading public domain books, free downloadable images repositories, and so related.	Many examples easy to get on with and accessible to implement changes faster after the guide reading.	https://www.cepaim.org/publicacion/herramientas-digitales-para-la-educacion/
Integrapp+ project	Integration of refugees through digital tools and cultural heritage	From 2018 to End date 31-08-2021	School Exchange Partnerships	An Android application to help refugees (Integrapp+) was developed together with a Dictionary for refugees and other activities.	https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-ES01-KA229-049975



Title	Aims	Period	Activities	Results	Link
OER Town project	OERTown is a mobile application being developed with support from Erasmus+ designed to transform a city in an Open Educational Resource.	Start date 01-10-2019 End date 31-03-2022	Strategic Partnerships for adult education	A Toolkit for trainers/facilitators was created. Also a Roll Out Handbook for other communities wanting to replicate the project; the IO2-app itself, and so on.	https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-ES01-KA204-064316
Hola Fabiola	A programme, open to all citizens of Castilla y León, in which we offer activities and initiatives to raise awareness, train and advise people in the use of technology in their daily lives.	In progress 2024	Training programme for foreign women in Spain to learn how to use and make the most of information and communication technologies (ICT).	111 in person workshops in the Region of Castilla y León (9 provinces) 32 online workshops	Alfabetización digital de mujeres inmigrantes CyL Digital



Title	Aims	Period	Activities	Results	Link
DIGITAL LITERACY FOR MIGRANTS Project	Teaching Spanish to foreigners and developing courses in the use and management of ICT tools, given their usefulness in finding work and keeping in touch with their families in their countries of origin.	2023	Course of Spanish as a second language Workshops ICT tools	Not found	Alfabetización digital para inmigrantes – Fundación Mornese (fundacionmornese.com)

INFORMATION ON OTHER IMPORTANT ASPECTS

Title	Programme	Type	Aims	Period	Implementation level	Main results
Programa de Alfabetización Digital (Fundación Secretariado Gitano)		Social inclusion	This programme aims to improve the digital skills of people at risk of social exclusion, including migrants. They offer basic and advanced computer courses, internet access, and advice.	Ongoing since 2010	Spain	/



Title	Programme	Type	Aims	Period	Implementation level	Main results
Programa Red Conecta (Fundación Esplai)		Social inclusion	It seeks to promote social and labour inclusion through digital literacy. They offer workshops and courses on basic computing, internet, and social networks, aimed at migrants and people in vulnerable situations.	Ongoing since 2008	Spain	/
Educa en Digital (Ministerio de Educación y Formación Profesional y Red.es)		Social inclusion	Although it is a broader programme aimed at improving the digital skills of the entire school population, it includes specific initiatives for the digital inclusion of migrant students and their families, providing access to devices and connectivity.	Ongoing since 2020	Spain	/



Title	Programme	Type	Aims	Period	Implementation level	Main results
Acción Digital (Cruz Roja Española)		Social inclusion	This programme aims to reduce the digital divide by providing training in basic and advanced digital skills to migrants and people at risk of social exclusion. It includes workshops on computing, smartphone use, and internet safety.	Ongoing since 2015	Spain	/
Programa de Formación y Capacitación Digital (Fundación La Caixa)		Social inclusion	They offer digital literacy courses aimed at vulnerable groups, including migrants. The courses range from basic computer use to advanced digital skills training for employment.	Ongoing since 2012	Spain	/



CASE STUDIES

Case study 1

Gathering the data

Date of gathering data 19/06/2024

Time and duration of the interviews 11:00–12:00 AM

Location of the interviews CAR (Centro de Ayuda al Refugiado) Seville, Spain.

Type of the interviews Written form

Type of the questions Open-ended

Language of the interviews Spanish

Number of interviewees 1

How were the interviewees selected? He was a contact from INCOMA who had participated in previous projects.

Interviewees institution/ occupation/ position Refugees' centre/ psychologist

Codes of the project and interviewees (INCOMA-01

Interviewees' permission for using the gathered data As it was a written interview, this disclaimer was displayed on the file:
ES: Todos los datos recogidos serán confidenciales y tratados exclusivamente en el marco del proyecto JeS de conformidad con el Reglamento (UE) 2016/679 del Parlamento Europeo y del Consejo, de 27 de abril de 2016, relativo a la protección de las personas físicas en lo que respecta al tratamiento de datos personales y a la libre



circulación de estos datos. Al responder a esta entrevista, acepto el tratamiento de mis datos personales en estos términos.

EN: All data collected will be confidential and processed exclusively within the framework of the JeS project in accordance with the Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data. By submitting responding this interview, I agree to the processing of my personal data in these terms.

Formats of gathered material	A text document that was sent and filled-in by the interview.
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Transcripts	Annex 1 in Attachments
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Summary:

Interviewee on the situation of the refugees who arrive to the CAR (Centro de Atención al Refugiado) in Seville, Spain: he was asked, in his experience, how the situation is for refugees who arrive to the Centre when it comes to the digital gaps previously mentioned in this research.

He considers that, despite their economic situation, they are forced to obtain digital devices mostly for communication. He mentions: “These are services and elements that, although expensive, continue to be used (by refugees) because of the limitations that would result from not having them.”

Refugees in reception centres usually have spaces to use computers, free WIFI, and technical staff who can help them with formalities.

In relation to economic capacity and access to digital services, the interviewee states that for migrants in precarious situations, the economic situation is an obvious barrier to access. However, refugees who access centres such as the CAR have free access to such services, which makes it easier to overcome this barrier.

He also states that “There are important differences depending on the country of origin, the person's socio-economic background and level of education. But in general, within the migrant group, there are deficiencies in the use of digital tools for job searches, Social Security procedures, digital certificates, etc. Within the programme for the reception and care of migrants (or refugees) there is the figure of the employment intermediary, who is responsible for helping with these procedures, so work is being done to eliminate this distance in the procedures that a person who does not know the procedures has to carry out.”

Another relevant issue on this matter is how these barriers can affect migrants and refugees' mental health. According to the situation of the refugees that are hosted at CAR, what they find more difficult is the different schedules with the centres' activities and the schedule in which they could speak with their relatives, as many times it does not match.



CASE STUDY 2

Case Study: Jessica Klejman

Background and Arrival in Spain:

Jessica Klejman, originally from Venezuela, arrived in Spain in 2017 to pursue an MBA. With a strong background in corporate communications in Central America and two master's degrees in the same field, she aimed to enhance her professional opportunities.

Challenges in Spain:

- **Employment:** Initially found jobs were mostly part-time and temporary, lacking stability.
- **Pandemic Impact:** The COVID-19 crisis worsened her employment situation, making it harder to find work in her field.
- **Integration:** Spanish bureaucracy and the lack of a significant support network complicated her adaptation and job search.

Initiatives and Achievements:

- **Leaders' Night:** In 2022, Jessica founded "Leaders' Night," a space dedicated to migrant women. This initiative aims to empower women through networking, experience sharing, and leadership development.

Impact and Significance:

- **Support Network:** Leaders' Night has provided a safe space for migrant women to connect, share challenges, and support each other.
- **Visibility and Empowerment:** The platform has helped highlight the stories of migrant women, showcasing their resilience and contributions to society.

Jessica Klejman represents many migrant women who, despite significant challenges, strive to make a positive impact in their new communities through solidarity and leadership.

Read more about her story in [El País](#).



Belgium

THE LATEST RESEARCH IN BELGIUM

No	Author (year)	Study purpose	Study type	Data collection	Participants and sampling	Main findings	Link
1	Faure et al. (2022)	Identify disparities in access to and usage of digital technologies, as well as barriers that prevent certain groups from fully participating in the digital world. The findings of the barometer help inform policies and initiatives aimed at promoting digital literacy and bridging the digital divide.	Survey and observational study	Survey with self-reported performance on various internet and software-related activities across five domains to assess their digital skills.	Individuals aged 16 to 74 who self-reported their performance	Between 2019 and 2021, digital technology use surged due to COVID-19, revealing and worsening socio-digital inequalities. While 92% of Belgian households had internet access by 2021, barriers like costs, weak skills, and perceived uselessness persisted. Vulnerable groups, including low-income individuals and seniors, struggled with digital skills and essential digital services. Despite some progress, nearly half of Belgians still have weak digital skills. The rapid digitalization during the pandemic highlighted these disparities, necessitating ongoing efforts to bridge the digital divide and improve digital literacy across all demographics.	https://kbs-frb.be/nl/barometer-digitale-inclusie-2022



No	Author (year)	Study purpose	Study type	Data collection	Participants and sampling	Main findings	Link
2	Batuchina et al. (2018)	Explore whether internet use correlates with immigrants' knowledge about their host country.	Observational, cross-sectional study	Survey with 1127 immigrants assessing internet use and information.	1127 legal adult immigrants from outside the European Union. Sampling: Across six countries, including Lithuania, Latvia, Romania, Bulgaria, Italy, and Belgium.	Statistical data analysis showed that almost all immigrants use Internet; however, it is still not the primary source of the information. Also, results showed that there were only few opportunities to receive the information about the country before coming to. As a result, future research should include the obstacles, which might influence the availability or accessibility for immigrants to get information online.	https://doi.org/10.21125/edulearn.2018.1069
3	Diels (2019)	Examine how e-inclusion initiatives affect citizenship among migrants in Antwerp, focusing on employment, social networks, public participation, and to propose policy improvements.	Qualitative study, interviews and document analysis	Semi-structured interviews and document analysis	Document analysis and interviews with 22 migrants who participated in Antwerp's e-inclusion lessons	Migrants recognized the importance of digital skills, which facilitated job searches and expanded job opportunities. E-inclusion lessons helped build social networks, maintaining ties with their home country and fostering new connections in Belgium. However, participation in community organizations was minimal, though administrative engagement improved. Overall, the computer lessons positively influenced migrants' employment prospects and social integration, promoting a proactive approach to citizenship.	https://openjournals.ugent.be/sociologos/article/id/87008/



No	Author (year)	Study purpose	Study type	Data collection	Participants and sampling	Main findings	Link
4	Droogmans et al. (2016)	Op zoek naar een inburgeringstraject dat klikt: Onderzoek naar digitale geletterdheid bij laaggeletterde en anderstalige nieuwkomers	Mixed method	Qualitative methods, including document analysis, classroom surveys with low-literate immigrant participants, and focus groups with relevant professionals	48 low-literate immigrant participants who had taken e-inclusion courses in Antwerp five years earlier, alongside 22 professionals in focus groups.	There is limited information on the specific digital needs of low-literate migrants for professional, educational, and social participation, though it is known that they already possess some basic digital skills. Effective digital skills training for this group requires expert facilitators who have both technical and pedagogical skills. The training should be accessible, demand-driven, and relevant to the participants' real-life situations, incorporating intercultural learning. Additionally, the training should emphasize different aspects depending on whether the focus is on professional, educational, or social participation.	https://www.arts.kuleuven.be/cto/onderzoek/onderzoek-geletterdheid/op-zoek-naar-een-inburgeringstraject-dat-klikt/inburgeringstraject-dat-klikt-schiepers-et-al-2017.pdf
5	Verhaert et al. (2024)	Jaarlijkse stand van zaken van het digitale-inclusiebeleid in België	Policy analysis	Quick-scan analysis of existing policy decisions related to digital inclusion in Belgium, utilizing a structured approach and desk research to gather information.	79 digital inclusion policies from various levels of government in Belgium	The study identifies a diverse range of policy decisions on digital inclusion across Belgian governments, highlighting varied approaches. While there's a shift towards recognizing ongoing digital support needs, investment discrepancies between regions persist, with higher digital vulnerability in Wallonia. Policy expansion includes involvement from various sectors, but some, like Welfare and Health, lag behind in addressing digital inclusion needs for specific groups. Overall, there's limited interregional and federal knowledge exchange, potentially exacerbating regional disparities in the future, as indicated by the "Mattheus effect" described in the study.	https://assets.vlaanderen.be/image/upload/v1708005734/jaarlijkse_stand_van_zaken_van_het_digitale_inclusiebeleid_in_Belgie_C3%AB_i4u7fo.pdf



THE LATEST PROJECTS IN BELGIUM

No	Author (year)	Title, Acronym	Programme	Period of project	Implementation level	Main objective	Link
1	Régie des Quartiers de Seraing ASBL (2022)	Bestrijden digitale kloof: Klikken met sociale huurders van de Cité du Promeneur	Community-based digital inclusion programme	21 November 2022	Regional	Promoting digital inclusion by providing access to computers and digital devices for vulnerable residents of Cité du Promeneur in Seraing, Belgium, and assisting them in becoming more proficient in using these technologies to achieve digital equality.	https://kbs-frb.be/nl/bestrijden-digitale-kloof-klikken-met-sociale-huurders-van-de-cite-du-promeneur
2	Mediawijs (n.d.)	Media literacy matters: European digital and media literacy conference 2024	Conference	27 February 2024 until 1 March 2024	International	The main objective of the European Digital and Media Literacy Conference in Brussels, held during the Belgian EU presidency, is to spotlight digital and media literacy across Europe. It aims to showcase, exchange, and integrate initiatives, tools, and practices into work or policy, fostering European cooperation and the future of literacy.	https://www.mediawijs.be/en/media-literacy-matters
3	Les Ateliers de ma Ville (n.d.)	Digital for everyone!!!	Workshops	September 2021 to November 2023	National	The main objective of the project "Digital for everyone!!!" is to raise awareness and provide training to women in digital tools, particularly focusing on essential digital tasks such as using electronic voting software, online banking, managing hospital appointments, and mobile applications. This initiative aims to empower women by improving their digital literacy and access to digital services.	https://lesateliersdemaville.be/ateliers-adultes/
4	Digitaal Inclusieve Wijk (n.d.)	Digitaal Inclusieve Wijk	Collaboration between cities	September 2019 to September 2021	National	The main objective of the project was to develop the concept of a digitally inclusive neighbourhood through collaboration between Antwerp, Ghent, and Kortrijk. They aimed to enhance digital access, support, and skills for all residents, providing a blueprint for other municipalities and organizations to emulate.	https://www.digitaalinclusievewijk.be/



No	Author (year)	Title, Acronym	Programme	Period of project	Implementation level	Main objective	Link
5	Bibliotheken zonder grenzen (n.d.)	Digitale Buddies	Partners for digital inclusion	Ongoing	National	The main objective is to combat digital inequality by training Digital Buddies, individuals aware of social inclusion issues, to provide digital support to vulnerable groups. This involves increasing digital literacy levels through workshops, stand-by sessions, and individual assistance, ultimately fostering a community of support across Belgium.	https://www.bibz.ondergrenzen.be/digital-buddies/

GOOD AND SUSTAINABLE PRACTICES IN BELGIUM

Title	Aims	Period	Activities	Results	Link
DigitAll	Promoting digital inclusion and literacy among vulnerable populations, including migrants, refugees, and disadvantaged communities.	Ongoing	DigitAll offers digital skills workshops, sets up computer labs, provides technology support, organizes community events, and collaborates with partners to promote digital inclusion among vulnerable populations.	The DigitAll initiative has yielded positive outcomes in promoting digital inclusion among vulnerable populations. These include increased digital literacy skills among participants, improved access to information and services online, enhanced opportunities for education and employment, and greater social inclusion. Additionally, DigitAll's efforts have helped bridge the digital divide, empowering individuals to navigate the digital world effectively and participate	https://digitall.be/



Title	Aims	Period	Activities	Results	Link
				fully in society. Overall, the initiative has contributed to reducing inequality and promoting equitable access to digital resources and opportunities for all.	
Maks vzw	Empowering marginalized communities in Brussels through digital inclusion initiatives, providing digital skills training, multimedia education, and opportunities for creative expression and social engagement.	Since 2000, ongoing	Digital literacy courses, multimedia training, and community engagement projects to empower marginalized communities through digital inclusion and creative expression.	Maks vzw has contributed to increased digital literacy, empowerment, and social inclusion among marginalized communities in Brussels. Through its programs, participants have gained valuable skills, expressed themselves creatively, and built connections within their communities, fostering greater equity and participation in the digital age.	https://maksvzw.org/
TADA	Combatting education inequality in Brussels by offering weekend education to underprivileged youth. Traditional schools often fail these children. TADA fosters inclusivity and dialogue through extracurricular activities, encouraging individual responsibility for a	Since 2013, ongoing	Weekend schools with experiential classes and long-term coaching for teenagers, supported by an alumni network. TADA also extend their impact through TADA 2.0, offering resources to address biases and promote inclusivity.	TADA's initiatives have yielded positive outcomes, with participating teenagers showing improved self-awareness and critical thinking skills, including digital literacy. The alumni network supports ongoing personal growth, while TADA 2.0 extends impact by promoting inclusivity and addressing biases in society.	https://www.tada.brussels/?lang=en



Title	Aims	Period	Activities	Results	Link
	more cohesive society.				
Digital pour tous	Bridging the digital divide by providing access to digital tools, skills, and knowledge for all individuals, particularly those from underserved communities. Their goals include promoting digital literacy, fostering inclusion, and empowering people to fully participate in the digital world.	Since 2014, ongoing	Training sessions, workshops, and events focused on digital literacy and skills development. They also collaborate with community organizations and stakeholders to ensure equitable access to digital resources and opportunities for all individuals.	Digitalpourtous' activities have resulted in increased digital literacy and skills among participants, empowering them to effectively navigate the digital world. Through their initiatives, they have helped bridge the digital divide and fostered greater inclusivity in accessing digital resources and opportunities.	https://www.digitalpourtous.be/en/who-are-we/
Projectoproep FOD Economie	Applying digital inclusion principles in the economic sector, aligning with EU digital objectives for 2030. It focuses on reducing digital divides and promoting inclusion for consumers and businesses through themes like stress reduction, improving website/app usability, and AI applications.	1 January 2024 until 31 December 2024	Coaching and guidance, improving website and app usability with clear language and accessible design, and implementing AI tools for assessing and enhancing digital skills, all aimed at fostering digital inclusion for individuals and businesses.	The project has successfully selected five initiatives, including those focused on reducing digital stress through online support, enhancing the understanding of video games' positive aspects, improving digital skills through mobile educational teams, and providing digital assistance through peer support, aligning with the project's goals of promoting digital inclusion.	https://economie.fgov.be/nl/themas/online/digitale-inclusie/projectoproepen/digitale-inclusie



INFORMATION ON OTHER IMPORTANT ASPECTS

Title	Programme	Type	Aims	Period	Implementation level	Main results
Teach for Belgium	Education, digital training	Social inclusion, education	Tackle educational inequality by recruiting and training talented individuals to teach in underprivileged schools, providing quality education to all students regardless of socio-economic background, and empowering them to reach their full potential.	Ongoing	National	Teaching for Belgium addressed educational and social inequality and improved academic performance among students in underprivileged schools, increased graduation rates, and enhanced confidence and aspirations among students from disadvantaged backgrounds. Additionally, the program has empowered teachers to become effective leaders and advocates for educational equity. While challenges remain, Teach for Belgium's efforts contribute to creating a more inclusive and equitable education system, fostering greater opportunities for all students to succeed regardless of their socio-economic circumstances. https://kbs-frb.be/en/teach-belgium-digital-inclusion-vulnerable-young-people
Mediawijs	Educational organization	Social inclusion, digital literacy, education and awareness	Promote digital literacy and social inclusion by providing educational resources, training, and awareness campaigns to empower individuals to navigate the digital world responsibly and critically.	Ongoing	National	Mediawijs has contributed to increased digital literacy and social inclusion in Belgium through its educational programs, training initiatives, and awareness campaigns. As a result, individuals are better equipped to navigate the digital world responsibly, critically evaluate media content, and participate more actively in society. Additionally, organizations and institutions have developed policies and practices that promote digital literacy and inclusion, fostering a more informed and engaged citizenry. Overall, Mediawijs has played a key role in empowering individuals and communities to harness the benefits of digital technology while minimizing potential risks. https://www.mediawijs.be/nl/dossiers/digitale-inclusie



Title	Programme	Type	Aims	Period	Implementation level	Main results
E-nclusion project of the International Organization for Migration	Digital and social inclusion programme	Programs for digital literacy and social inclusion	Empower migrants in Belgium through digital literacy training and support, facilitating their integration into society and promoting social inclusion.	Ongoing	International	The E-nclusion project by IOM has resulted in significant advancements in digital literacy and social inclusion among migrants. Through tailored training programs and support services, migrants have acquired essential digital skills, enabling them to access online resources, communicate effectively, and integrate into Belgian society. This has fostered greater participation in social, economic, and civic activities, enhancing migrants' prospects for employment, education, and community engagement. Additionally, the project has promoted cross-cultural understanding and collaboration, contributing to a more inclusive and cohesive society in Belgium. Overall, E-nclusion has been instrumental in empowering migrants and facilitating their successful integration. https://www.iom.int/promoting-digital-inclusion-migrants
Amal: Buddywerking Digiduo	Digital and social inclusion programme	Social and digital inclusion, language improvement	Connecting locals with immigrant buddies to help with basic digital tasks, improve language skills, and foster social connections.	Ongoing	Regional	Amal's free digital literacy and social inclusion program has improved participants' digital skills, language proficiency, and social connections, leading to better access to education, employment, and services, and fostered a more cohesive and supportive community. https://www.amal.gent/activiteiten/digiduo-vrijwilliger
Digital for Youth	Funding and charity for digital equality	Digital equality and inclusion	Provide young people with safe and easy access to ICT and improve their digital skills. Strive for digital equality.	Ongoing	National	Since their inception in 2019, DigitalForYouth.be has distributed a total of 23,300 laptops. In 2023 alone, they received 5,679 laptops, distributed 2,045 of them, and supported 63 schools and organizations. Additionally, they distributed over 13,000 refurbished laptops to schools across Belgium, highlighting their efforts to bridge the digital gap. https://digitalforyouth.be/



Finland

THE LATEST RESEARCH IN FINLAND

No	Author (year)	Study purpose	Study type	Data collection	Participants and sampling	Main findings	Link
1	Nikunen and Valtonen (2022)	To explore the digital everyday life of recently or currently undocumented migrants in times of Covid-19 in Finland.	Case Study	Case study on a collaborative photographic exhibition and workshop including visual images, diaries, interviews, and discussions.	Undocumented migrants	The study demonstrates the fundamental importance of communication rights for people in precarious life situations, expressed by themselves in visual images.	https://doi.org/10.17645/mac.v10i2.5036



No	Author (year)	Study purpose	Study type	Data collection	Participants and sampling	Main findings	Link
2	Malessa (2022)	Pre-pandemic and pandemic language and literacy education of adult migrants with little or no first language schooling: What do in-service teachers in Finland think about the role of technology?	Exploratory study	Exploratory study on LESLLA teachers' views and experiences of technology-enhanced learning.	LESLLA teachers	This study focuses on the role of technology in adult second language and literacy training and is particularly interested in digital literacy support with serious games (Malessa, 2021). This exploratory study's objectives include the investigation of LESLLA teachers' views and experiences of technology-enhanced learning expressed and aims to provide an insight into LESLLA teachers' beliefs as well as an account of the current practice, problems, and potential of technology-enhanced learning in adult basic education in Finland.	http://urn.fi/URN:NBN:fi:juu-202308214694 https://menntavisindastofnun.hi.is/sites/menntavisindastofnun.hi.is/files/2022-06/Abstract_book_NERA_2022_5.pdf



No	Author (year)	Study purpose	Study type	Data collection	Participants and sampling	Main findings	Link
3	The Digital and Population Data Services Agency (Immigrants' digital skills and access to employment, 2024)	Immigrants' digital skills and access to employment.	Qualitative research	The study combines qualitative data collected through interviews with data gathered by conducting a telephone survey.	Unemployed immigrant jobseekers	Overview of unemployed working-age immigrants' experiences of digitalisation, their digital skills and their needs for digital support in Finland.	https://dvv.fi/documents/16079645/20502009/Immigrants%E2%80%99digital+skills+and+access+to+employment.pdf/cbd5aaf7-bcdc-0109-43d6-d765d184d3bb/Immigrants%E2%80%99digital+skills+and+access+to+employment.pdf?t=1716262326986
4	Tetri et al. (2024)	Digital skills and intention to use digital health care and social welfare services among socially marginalized individuals in Finland.	A cross-sectional study	Cross-sectional data	225 prisoners and 120 people with mental health conditions	The relationship between digital proficiency, trust in service providers, and the intention to use digital health care and social welfare services among prisoners and people with mental health conditions in Finland.	https://journal.fi/finjehew/article/view/143006



No	Author (year)	Study purpose	Study type	Data collection	Participants and sampling	Main findings	Link
5	Kuoppamäki et al. (2022)	Enhancing Older Adults' Digital Inclusion Through Social Support.	A Qualitative Interview Study	A Qualitative Interview Study	A qualitative analysis of 22 participant-induced elicitation interviews conducted with older adults aged between 57 and 89.	The chapter shows that social support reinforces digital inclusion by (a) ensuring older adults' access to technology, (b) catering for their positive approach towards technology and (c) improving their skills to use technology independently.	https://jyx.jyu.fi/handle/123456789/87214



THE LATEST PROJECTS IN FINLAND

No	Author (year)	Title, Acronym	Programme	Period of project	Implementation level	Main objective	Link
1	Aalto University	Trust M	The Research Council of Finland	01/10/2022–30/09/2025	National	The Trust-M project aims to improve the integration of migrants in Finland by devising hybrid and trustworthy digital services based on conversational AI. This can strengthen social cohesion, resilience of the labour market, and economic vibrance in Finnish Society. To this end, the project seeks to understand how socially and culturally constructed notions of trust as well as human rights are incorporated in present-day digital public services and perceived among migrant communities. Finnish public services may not always be accessible, inclusive or trustworthy for all migrants. Using conversational interaction and hybrid	https://trustmproject.aalto.fi/



No	Author (year)	Title, Acronym	Programme	Period of project	Implementation level	Main objective	Link
						service design, Trust-M will explore, create and pilot innovative AI-assisted services. The City of Espoo, as the main interaction partner, will ensure their practical relevance to migrant services and promote societal impact. Trust-M offers key insights for how to meaningfully empower and effectively integrate diverse migrants through digital public services in municipalities. Trust-M is a partnership between Aalto University, University of Helsinki, Tampere University, and City of Espoo.	
2	THL	DigiIN – Towards socially inclusive digital society	Academy of Finland	2019–2025	National	The number of electronic services is increasing rapidly in Finland. As the new digital services support self-management, clients are expected to take a more skilled and active role while organisations and	https://digiin.fi/en/



No	Author (year)	Title, Acronym	Programme	Period of project	Implementation level	Main objective	Link
						professionals have to learn a new service culture. There is a risk that new electronic services will increase social exclusion if the service culture fails to take vulnerable groups, such as older people, migrants and substance abusers, into consideration. This project has three aims: 1) A reform of the service culture in the social and healthcare sector, 2) Guaranteeing better electronic services for everyone, and 3) Preventing the marginalisation of people who are most vulnerable. In addition to high-quality scientific publications, the DigilN project seeks to create practical solutions in cooperation with actors in the field and make information more accessible to decision-makers and interested parties. The DigilN project is a collaboration between THL,	



No	Author (year)	Title, Acronym	Programme	Period of project	Implementation level	Main objective	Link
						Laurea, University of Jyväskylä, Aalto University and University of Helsinki.	
3	DIAK	Digital Inclusion for Roma Adults: Gaining Knowledge and Skills in eServices (DIRA)	EU, Erasmus+	2022-2023	International	The DIRA project intends to achieve inclusive societies in which Roma adults enjoy equal rights and access to services and knowledge. Roma adults will benefit from increased knowledge and skills in using digital tools and eServices. Moreover, the project will impact policies on the Roma, establishing cooperation to build a model of good practice for Roma adult education and eServices at local, regional, national, and international levels. The main objective of the project is the improvement of the socio-economic state of Roma adults through IT education and development of digital skills. The project focuses on competences to enable the adult population and socially excluded people to start using electronic services available in their surroundings and to become better included in their communities and societies. To achieve its objectives, the project implements activities which strengthen Roma adults'	https://www.hdl.fi/wp-content/uploads/2023/03/DIRA_SurveyReport_final.pdf



No	Author (year)	Title, Acronym	Programme	Period of project	Implementation level	Main objective	Link
						digital skills and use of eServices.	
4	Université Laval (Quebec, Canada)	Re-entry and Desistance from crime in a Digital era: A cross-national comparative project	The Social Sciences and Humanities Research Council of Canada (SSHRC) through the New Frontiers in Research Fund (NFRF)	2023 – 2026	International	A joint research project in three countries, funded by the Social Sciences and Humanities Research Council of Canada (SSHRC) through the New Frontiers in Research Fund (NFRF). The research project is led and coordinated by Professor Isabelle F.-Dufour from the Université Laval (Quebec, Canada). Participating in the project as partners and principal investigators are Professor Stephen Farrall from the University of Nottingham (UK) and Dr. Eeva Järveläinen from the Laurea University of Applied Sciences (Finland). The COVID19 pandemic exposed numerous disparities and inequalities, including differences in access to justice, problems relating to prison-overcrowding, over-stretched criminal justice, welfare and healthcare systems, challenges to resilience, and highlighted the difficulties facing those individuals trying to cease offending. This project will explore how different criminal justice systems and	https://www.laurea.fi/en/projects/r/re-entry-and-desistance-from-crime-in-a-digital-era-a-cross-national-comparativ/



No	Author (year)	Title, Acronym	Programme	Period of project	Implementation level	Main objective	Link
						community partners have been able to assist former-prisoners during the pandemic, where a wide-spread shift to the 'remote delivery' of personal services was initiated. The many challenges faced by former-prisoners must be addressed in order to assist them in the new 'virtual world'. In order to build a more resilient, inclusive and sustainable society, we must understand why people stop offending, cope with challenging situations and how we can foster desistance.	
5	Laurea	Towards new Multiliteracies	Finnish National Agency for Education	2022-2024	National	The Laurea project of Towards new Multiliteracies, funded by the Finnish National Agency for Education, is implemented as continuing education for personnel in early childhood education, pre-primary education, and basic education. Through this training, staff members develop and strengthen their practical digital skills as part of their work.	https://www.laurea.fi/en/projects/k/kohti-uusia-monilukutaitoja/



GOOD AND SUSTAINABLE PRACTICES IN FINLAND

Title	Aims	Period	Activities	Results	Link
SeniorSurf	Strengthening the digital participation of senior citizens	Ongoing	SeniorSurf is part of the Finnish Association for the Welfare of Older Adults.	The aim of the activity is to strengthen the digital inclusion of senior citizens by supporting organisations to coordinate and develop peer-to-peer digital support and encouraging seniors to learn digital skills and to find support.	https://seniorsurf.fi/english/
Partnership Platform	The Finnish Ministry of Economic Affairs and Employment launched a digital 'Partnership Platform' for its integration partnership programme	Launched 2022	All organisations working on integration and social inclusion can register to join the platform, and once they have done so will receive up-to-date information, material, event invitations and access to opportunities for cooperation with other members.	There are currently 276 members registered on the platform, with national operations complemented by new regional networks.	https://migrant-integration.ec.europa.eu/news/finland-new-digital-platform-integration-and-social-inclusion-launched_en https://kumppanuusallusta.kotoutuminen.fi/en/frontpage
Valo 2.0 by Inklusiiv	DEI programme by Technology Industries of Finland	2022-2023	Technology Industries of Finland is committed to supporting the growth and competitiveness of the Finnish technology industry.	With the help of DEI experts at Inklusiiv, Technology Industries of Finland has delivered a successful program aimed at improving diversity, equity, and inclusion practices.	https://inklusiiv.com/valo-2-0/



Title	Aims	Period	Activities	Results	Link
Learning platform for digitally excluded Roma adults	The platform unravels support, free resources, and opportunities for adult education, creating space for improving Roma adults' digital skills	2022 ongoing	Digital inclusion enhancing training and learning.	The trainers will train Roma adults in digital skills by using the platform. The goal is to equip them with everyday digital skills that will lead to better access to rights and opportunities in the society.	https://www.hdl.fi/en/blog/learning-platform-launched-for-digitally-excluded-roma/
Finnish National Agency for Education	Principles of Finnish digital education	Ongoing	Finland's signature cross curricular approach has been adapted to teaching digital literacy and skills. Teachers apply their knowledge to the implementation of digital solutions.	Educational technology is integrated throughout not only as a means to practise these skills, but also as a support for real-world interactions that serve learners, teachers, and families.	https://www.oph.fi/en/exploring-finnish-digital-education/principles

INFORMATION ON OTHER IMPORTANT ASPECTS

Title	Programme	Type	Aims	Period	Implementation level	Main results
Actions to promote digital inclusion	The Nordic Council of Ministers	Digital inclusion actions	The Nordic and Baltic ministers responsible for digitalisation issued a common	2021–2022	Nordic, Baltic	The objective is to help the Nordic and Baltic political decision-makers achieve a shared view of



Title	Programme	Type	Aims	Period	Implementation level	Main results
	https://valtioneuvosto.fi/en/-/10623/official-launch-of-actions-to-promote-digital-inclusion		statement (26.11.2021) that will point the way for future actions to promote digital inclusion.			the current state of digital inclusion in societies. This will support the formulation of effective policy measures to close the digital divide.
National Digital Inclusion Initiatives in the Nordic and Baltic Countries	Nordregio is a leading Nordic and European research centre for regional development and planning, established by the Nordic Council of Ministers in 1997. https://norden.diva-portal.org/smash/get/diva2:1832437/FULLTEXT01.pdf	Policy report	This policy report is published as one of the outputs of the "Digital Inclusion in Action" research project.	2024	Nordic, Baltic	"Digital Inclusion in Action" is a two-year research project aimed at investigating the phenomenon of digital inclusion in the Nordic and Baltic region and how it is being addressed.
The Coordination Group for Digitalisation	A permanent interministerial working group in the area of digitalisation and the data economy https://vm.fi/en/coordination-group-for-digitalisation	Working group	The Coordination Group for Digitalisation supports the work of the ministerial working group on social transformation.	Ongoing	National	The Coordination Group for Digitalisation serves as a single point of contact for citizens and stakeholders in matters related to digitalisation and the data economy.



Title	Programme	Type	Aims	Period	Implementation level	Main results
The Digital Health Advisory Group for Europe (DHAGE)	The Digital Health Advisory Group for Europe (DHAGE) is a thought leadership platform for key decision-makers in Europe to identify synergies and nurture collaborations on digital health policies. The group was created by HIMSS and the Finnish Ministry of Social Affairs and Health https://stm.fi/en/-/dhage-s-report-on-inclusion-and-exclusion-in-digital-health-is-published	Advisory Group, leader-ship platform	Addressing inclusion and exclusion in digital health and care.	Since 2021	European-wide	Digital exclusion and poor health literacy are not new problems but holistic approaches to tackling the issues are still scarce. Key elements to digital inclusion typically include users' competencies, access to internet and devices, motivation, as well as confidence to use, understand, and engage with technologies, and language understanding.
Moniheli	https://moniheli.fi/en/uutinen/digituki-monikulttuuriset-ohjaustaidot-ohjeistus/	Multicultural Guidance Skills in Digital Support Badge	To reach equality, the diversity of digital support providers and their clients must be taken into consideration and recognised.	Ongoing	National	The digital support provider must possess a variety of skills to provide digital support to clients from different cultural backgrounds.



3.5 LAUREA UAS STUDENT CONTRIBUTION ON MIGRANT WOMEN AND FEMALE VICTIMS OF TRAFFICKING

As earlier mentioned, Laurea Bachelor and Master students of Social Services and Correctional Services have written JeS-topics related blogs and research articles as part of their studies both in Finnish and in English. These articles and blogs will be added to the JeS website and will additionally be modified for the WP4 purposes to meet the needs of varied educational materials.

Title	Writer	Country	Type	Article topic	Link
Digitaalinen syrjäytyminen ja digituki (Digital exclusion and support)	Kortekuru, A., 2024	Finland	JeS Article (in Finnish)	In this article, we will explore the importance and significance of digital skills. I ponder and discuss, among other things, what digital skills are, why they are needed, what happens if there is no opportunity to use digital services, and what means there are to develop one's own digital skills. In particular, the possibilities for developing the digital skills of vulnerable groups of people are highlighted in this text.	https://jointstories.eu/fi/
Inklusio ja digitalisaatio suomalaisessa yhteiskunnassa maahanmuuttajien näkökulmasta (Inclusion and digitalisation in Finnish society from the perspective of immigrants)	Meriläinen, M., 2024	Finland	JeS Article (in Finnish)	In this article, I discuss the inclusion of immigrants from the perspective of digitalisation. In this article, I will first highlight the importance of digitalisation and inclusion and the challenges faced by immigrants and those who have come from other cultures to Finnish society encounter in general. Let me discuss a few positive examples of successful inclusion projects that: suitable for the context of digital society.	https://jointstories.eu/fi/
Digitalisaation kehittämis-tarpeet Suomen vankiloissa osana länsimaista nyky-yhteiskuntaa (Development needs	Sirviö, L., 2024	Finland	JeS Article (in Finnish)	Digital exclusion tends to affect disadvantaged people. Digital exclusion is usually caused by a lack of digital devices, incompetence in using digital devices and attitudes towards digitalisation. Digital inequalities increase overall inequalities and create gaps between different population groups.	https://jointstories.eu/fi/



of digitalisation in Finnish prisons as part
of modern Western society)

Digitalisation: A new gap between prisoners and society to be resolved	Toijanaho, E., 2024	Finland	JeS Article	Digitalisation has been one of the world's most significant innovation causing services to become more accessible, improving communication, and creating new ways of studying and working. While every-day-living becomes easier for many, there are groups of people suffering from the consequences of digitalisation. This article examines digital inequality particularly from the perspective of the Finnish prison system and based on both Finnish and international research findings.	https://jointstories.eu/
Digital literacy and social inequality – how digital skills in prison help to cope with incarceration	Vanne-Lindström, T., 2024	Finland	JeS Article	In today's digital era, having basic digital literacy skills is crucial for managing everyday tasks. Our society is swiftly moving towards digitalization, with government services and businesses even more operate online. Without digital knowledge, navigating this digital landscape can be overwhelming and may impede social involvement. Digital literacy isn't just about knowing how to use technology; it's about staying connected, accessing information, and interacting with others in a digital world.	https://jointstories.eu/



Italy

THE LATEST RESEARCH IN ITALY

No	Author (year)	Study purpose	Study type	Data collection	Participants and sampling	Main findings	Link
Digital Literacy Circulation: Adolescents and Flows of Knowledge about New Media	Scarcelli and Riva (2017)	To understand the interactions between digital skills and the social, institutional and technological conditions that influence the youth's digital literacy for the everyday use of digital media.	Qualitative methods	Semi-structured interview technique, with computer and smartphone support. Each interview lasted from 60 to 120 minutes.	50 adolescents (25 boys and 25 girls), aged between 16 and 18, living in Northwest Italy and selected by a theoretical sampling approach.	Adolescents' interpretation of their relationship with technology is largely overflowing with technological determinism. Interviewees described a stereotypical image of technology as a field dedicated to specific social actors, typically young teenage boys. Adolescents define, redefine, modify and improve their knowledge of digital media, mainly by direct experience and within the peer group.	https://tecnoscienza.unibo.it/articole/view/17328/16179



No	Author (year)	Study purpose	Study type	Data collection	Participants and sampling	Main findings	Link
Digital skills of internet natives: Different forms of digital literacy in a random sample of northern Italian high school students	Gui and Argentin (2011)	Investigate if a skills divide based on ascriptive differences, gender and family cultural background, exists among the students.	Quantitative methods	A test covering three main dimensions of digital literacy (theoretical, operational and evaluation skills). Items include knowledge questions, situation-based questions and tasks to be performed online.	A random sample of 65 third-year high school classes, producing data on 980 students.	Cultural background has a significant effect, which is stronger on operational skills, 1 while gender shows a more definite impact on theoretical knowledge.	https://boa.unimib.it/bitstream/10281/10985/1/Gui-Argentin_NMS_preprint.pdf
Mobile storytelling and informal education in a suburban area: a qualitative study on the potential of digital narratives for young second-generation immigrants	Ranieri and Bruni (2013)	Assess the potential of mobile storytelling to develop participatory attitudes and the self-expression skills of a group (N ¼ 15) of second-generation immigrant adolescents who live in an urban suburb in Italy.	Qualitative methods	Diverse qualitative research methods to collect and analyse data, paying attention especially to the conceptual categories of self-representation, self-expression, interaction, narrative and new media literacies.	Group of teens consisting of 15 people aged 11–15.	Mobile storytelling seems to offer a favourable context for self-expression of marginalised groups. Digital media and online spaces seem to provide a fertile context for participatory culture and new engagement, whereby youth self-expression can be turned from the private to the public voice.	https://www.jstor.org/access/distant.science.spo.fr/table/48715698?sid=primmo



No	Author (year)	Study purpose	Study type	Data collection	Participants and sampling	Main findings	Link
The Matthew Effect in the Italian Digital Context: The Progressive Marginalisation of the "Poor"	Mingo and Bracciale (2018)	To understand whether, when compared with a higher level of dissemination of technology over time, the adoption curves trace a model of progressive inclusion for the "poor" which approach the "richest", or whether progressive increases are recorded in gaps.	Quantitative methods	Microdata collected by the Italian National Statistics Institute (ISTAT) in a national representative survey entitled "Aspects of Daily Life" (ADL), which was carried out from 2000 to 2013.	The annual sample survey of approximately 20,000 households and 50,000 individuals. analysis focuses on the 14–74 age segment for analysing the trend in digital disparities from 2001 to 2013.	Even in the face of a higher level of diffusion of technology over time, digital exclusion curves appear to draw a model of progressive divergence among social groups. For the first- and second-level digital divide, the gaps between the poorer categories and the richer categories were on the increase from 2001 to 2013.	https://www.jstor-org.access-distant.sciencespo.fr/table/48715698?sid=pri mo



No	Author (year)	Study purpose	Study type	Data collection	Participants and sampling	Main findings	Link
Changes in Italy's education-related digital divide	Di Pietro (2021)	To examine differences in home computer and internet access among Italian households between 2005 and 2016.	Quantitative methods	ISTAT data from the Italian Multipurpose Survey on Households: Aspects of Daily Life (2005–2016).	Cross sections of households, with a new sample being drawn each year.	While computer and internet penetration has increased across all educational levels and geographical areas, digital inequalities related to education still persist and are substantial, especially in the South. Additionally, the digital gap at the bottom of the education distribution is widening over time.	https://web-p-ebscohost-com.access-distant.sciencespo.fr/ehost/pdfviewer/pdfviewer?vid=0&sid=fea53d77-36ba-4048-8d5f-10a9ecce8801%40redis



THE LATEST PROJECTS IN ITALY

Consortium	Title (acronym)	Programme	Period	Implementation level	Main objective	Link
Aristotle University of Thessaloniki (Greece); Malmö University (Sweden); MOMus (Greece); NOVA University Lisbon (Portugal); Tallinn University of Technology (Estonia); University of Cádiz (Spain); Ghent University (Belgium); University of Minho (Portugal); University of Palermo (Italy); University of Osnabrück (Germany); Pompeu Fabra University (Spain); University of Thessaly (Greece)	SMOOTH – Educational Commons and active social inclusion	Horizon2020	2018 – 2020	European level	Introducing the emergent paradigm of the 'commons' as an alternative value and action system in education for children and young people.	https://smooth-ecs.eu/



Consortium	Title (acronym)	Programme	Period	Implementation level	Main objective	Link
MIUR Department of Education Sciences and Psychology, University of Florence	Piattaforma Elisa (Platform Elisa)	Ministero dell'Istruzione	2017 – 2019	National level	E-learning Teacher Training on Anti-bullying Strategies	https://www.piattaformaelisa.it/cos-e-elisa/
TEACHSURFING GEMEINNUTZIGE UG – HAFTUNGSBES CHRANKT (Germany, coordinator)	Raise – Young Refugees' AI Student Empowerment Program	Erasmus + KA220 – YOU	01/05/2022 – 01/11/2024	European level	Supporting the integration of young migrants and refugees into the labour market	https://cesie.org/en/project/raise/
PADAGOGISCHE HOCHSCHUL (Germany)						
CESIE (Italy)						
ASOCIATIA GEYC (Romania)						
CSI CENTER FOR SOCIAL INNOVATION LTD (Cyprus)						



Consortium	Title (acronym)	Programme	Period	Implementation level	Main objective	Link
LAUREA university of Applied Science (Finland, coordinator) INCOMA (Spain) Uc Leuven-Limburg (Belgium) Univerza v Mariboru (Slovenia) CESIE (Italy)	DISC – Digital Skills for Integration and Active Citizenship	DG EAC, Erasmus+ Key Action (KA3): Support for policy reform, social inclusion through education, training and youth	31/12/2018 – 31/03/2022	European level	To enhance the digital skills and competencies of people with a migratory background	https://cesie.org/en/project/disc/
ADICE (France, coordinator) CESIE (Italy) MTE JOHANNES MIHKELSONI KESUK (Estonia) REDIAL PARTNERSHIP CLG (Ireland)	eGREEN	2022-1-FR01-KA220-VET-000087178	01/09/2022 – 31/08/2024	European level	Develop and disseminate short-term, mid-term and long-term solutions so that VET professionals and VET learners can actively engage in a successful green digital transformation.	https://cesie.org/en/project/egreen/



GOOD AND SUSTAINABLE PRACTICES IN ITALY

Title	Aims	Period	Activities	Results	Link
Consulta delle Culture (Council of Cultures)	The representative body of all those who have a nationality other than Italian or who have acquired Italian citizenship.	2015 – ongoing	Consultative and propositional body for the governmental choices of the administration.	Advocates for the interests and rights of foreigners and migrants at the municipality level of Palermo.	https://www.comune.palermo.it/par-tecipa-consulta-culture.php
Informati senza frontiere (Informatics without frontiers)	Association bridging the digital divide and fostering a process of growth, individually or as a group, that leads everyone to consciously take ownership of their own potential through knowledge and information technology.	Since 2005	Creation of courses, the computerisation of rural hospitals and reception centres, the creation of specific programmes and computer networks, cooperation with schools, universities and prisons, and through the implementation of direct applications in the world of disability.	Invited to the 2013 ITU World Summit on the Information Society Forum in Geneva Finalist in the 2014 ITU WSIS World Prize for the creation of the app "Paperboy/Strillone".	https://www.informatisenzafrontiere.org/



Title	Aims	Period	Activities	Results	Link
Nonni su internet (Grandparents on the internet)	A course of digital literacy for the over 60s.	Since 2016	Participants can be the actual grandparents of the students or members of senior citizen social centres or other associations. For each school taking part in the initiative, classes of 20/25 seniors are formed. The teachers are schoolchildren coordinated by a teacher experienced in computer and telematic technologies.	Graduates 30,000 senior Internet users (about 65% are women)	https://www.terzaetaonline.it/il-progetto/
Migrant literacies	Developing innovative practices in the use of ICTs in the literacy of adult migrants and training educators working in the field of adult education, enhancing their skills on media and digital literacy.	2019 - 2021	Development of 45 workshops; learning, teaching and training activities	Creation of a MOOC; writing of national toolkits	https://www.migrantliteracies.eu/
Refugis	Providing greater opportunities for inclusion and integration for refugees, immigrants and asylum seekers through the practice and development of technological and digital skills.	2016-2017	Secondary school students teach migrants and refugees how to use computers, surf the Internet, programme and take their first steps among the countless computer tools provided by Microsoft.	Training of 650 foreign citizens in basic IT and programming concepts	https://www.monodigitale.org/progetti/refugis



INFORMATION ON ANY OTHER IMPORTANT ASPECT

Title	Programme	Type	Aims	Period	Implementation level	Main results
GenerazioniConnesse (Connected Generations)	Ministry of Education, University and Research (MIUR), and the Ministry of Economic Development (MISE)	Provides resources, educational materials, and initiatives to empower youth to navigate the digital world safely.	It provides educational resources, guidelines, and tools to help young people navigate the digital world safely, understand online risks, and develop critical thinking skills.	Since 2016	National level	The program emphasises collaboration between institutions, schools, families, and communities to ensure a safer and more inclusive online environment for young people, ultimately aiming to mitigate cyberbullying, protect privacy, and enhance digital skills among Italian youth.
ISTAT (National Institute of Statistics)	Financed by the Italian state budget	The national institute of statistics collects, analyses, and disseminates high-quality statistical information about Italy – including data on social inequality and poverty.	Supporting evidence-based decision-making by governments, businesses, researchers, and the public.	Established in 1926	National level	A century-long institute providing statistical information and analysis to support various sectors of Italian society, including government, business, academia, and the general public.



Title	Programme	Type	Aims	Period	Implementation level	Main results
Coalizione per le competenze digitali (Coalition for digital skills)	AGID (Digital Italy Agency)	Collaboration of national and local public institutions, professional communities, non-profit organisations, employer and trade union associations and other private actors. it is framed within the framework of the 'Grand Coalition for Digital Jobs'.	Implementing projects aimed at digital literacy	2016 - ongoing	National level	473020 Citizens involved in basic digital literacy activities; 611 Physical facilities activated for digital literacy support; 21 Dedicated projects
AGID (Digital Italy Agency)	Italian government	Government agency responsible for promoting and implementing digitalisation initiatives	Digital transformation, digital inclusion, cyber security and interoperability	2012 - ongoing	National level	Implementation of the Digital Administration Code (CAD); Development of Digital Services; Promotion of Open Data



Title	Programme	Type	Aims	Period	Implementation level	Main results
Fondazione Mondo Digitale (Digital World Foundation)	Funding from various sources, including public institutions, private donors, corporate sponsors, and international organisations.	Non-profit organisation	Promote the dissemination of digital culture and innovation in Italy, with a particular focus on education, social inclusion, and the empowerment of disadvantaged groups.	2001 - ongoing	National level	Developed and implemented various digital education initiatives; helped bridge the digital divide by providing access to technology and digital skills training for marginalised and disadvantaged groups; supported numerous startups, SMEs, and social enterprises in leveraging digital technologies for innovation and growth.



Slovenia

THE LATEST RESEARCH IN SLOVENIA

No	Author (year)	Study purpose	Study type	Data collection	Participants and sampling	Main findings	Link
1	Bertok and Frangež (2022)	To determine the usefulness of multisensory space as a method of teaching digital skills and the level of assimilated digital skills of youth included in workshops.	Quantitative study	Questionnaires	Young people included in CONA Moste, CONA Fužine, and CONA Polje activities (n=22). There is no data about sampling.	A multisensory space is a valuable tool for developing digital skills. The participants were willing to collaborate in a multisensory space and gained practical knowledge. The self-assessment tool was highly reliable, and children reported noticeable enhancements in areas covered during the workshops. The youth comprehended the survey and provided a truthful response, as they did not claim to have improved knowledge in the areas not addressed during the workshops.	https://www.dspo.si/index.php/dspo/article/view/95/98



No	Author (year)	Study purpose	Study type	Data collection	Participants and sampling	Main findings	Link
2	Gornik et al. (2020)	To examine the consequences of school closures during the first wave of the COVID-19 pandemic on the integration process of migrant learners in Slovenian schools and how it contributes to the perpetuation of social inequalities.	Qualitative study	Semi-structured interviews and focus groups	Teachers, principals, and school counsellors, migrant learners. Convenience and snowball sampling	The closure of schools during the first wave of the COVID-19 pandemic posed an increased risk for learners with a migrant background. Migrant children have experienced inequality primarily due to the lack of inclusive intercultural educational practices, limited language proficiency, underdeveloped digital literacy, inadequate technical equipment, and insufficient family support.	https://www.dlib.si/stream/URN:NBN:SI:doc-L69SCSQK/a47ba1eb-97c3-4bc8-827f-a34f22689dd5/PDF



No	Author (year)	Study purpose	Study type	Data collection	Participants and sampling	Main findings	Link
3	Mirazchiyski (2016)	To is to explore the gaps in students' abilities for effective participation in various domains, specifically focusing on Computer and Information Literacy. The study examines how socioeconomic status impacts these abilities, utilizing data from the International Computer and Information Literacy Study (ICILS) 2013, which includes data from 20 countries.	Quantitative study	Questionnaires	8th-grade students from 21 countries that took part in the International Computer and Information Literacy Study (ICILS) 2013. In Slovenia 3,740 students.	The study found significant gaps in Computer and Information Literacy (CIL) between students based on their socio-economic status (SES) in all countries. School-level SES had an even stronger influence on CIL than individual SES. Despite various ICT resources in schools, these did not significantly reduce the SES-related gaps. Higher SES schools and students were generally more advantaged, and lower SES students often used ICT for lower-order tasks, while higher SES students used it for more advanced purposes, exacerbating the digital divide.	https://www.researchgate.net/publication/311442323_Mirazchiyski_P_2016_The_Digital_Divide_The_Role_of_Socioeconomic_Status_across_Countries_Solsko_Polje_3-4_23-52



No	Author (year)	Study purpose	Study type	Data collection	Participants and sampling	Main findings	Link
4	Stanojev and Florjančič (2018)	The study's purpose is to examine the digital literacy of Slovenian high school students, evaluate how information and communication technology (ICT) is integrated into education, and assess students' ability to use digital tools effectively.	Quantitative study	Questionnaires	The sampling involved a representative group of students from various secondary schools across. (n= 545)	The main findings of the study revealed that while Slovenian high school students possess basic digital literacy skills, there are notable gaps in more advanced competencies, such as critical evaluation of digital information and ethical use of digital resources. The research also highlighted differences in digital literacy levels based on socioeconomic factors and school resources. Overall, the study underscored the need for enhanced digital literacy education to better equip students for future digital challenges.	https://www.hippocampus.si/ISBN/978-961-7023-78-7.pdf



5	Hmelak and Marinšek (2024)	The conference proceeding aims to explore innovative approaches to education. Its purpose is to promote teaching methods that foster inclusivity, technological competence, and sustainability in society. The research focuses on developing teachers' beliefs, attitudes, and knowledge to align with modern educational paradigms, including student-centered learning, digital integration, and fostering critical thinking and creativity.	Qualitative and Quantitative studies	Questionnaires and literature research	Various different sampling methods	The studies found that teaching methodologies need to shift towards inclusivity, technological competence, and sustainability to meet the demands of the 21st-century education system. Key findings include the importance of fostering critical thinking, creativity, and student-centered learning. Additionally, the integration of digital technologies is vital for improving teaching practices. Teachers' beliefs, attitudes, and knowledge play a significant role in adopting these new paradigms. The study emphasizes the need for continuous professional development and innovation in teaching methods to align with these evolving educational goals.
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<https://dk.um.si/Dokument.php?id=185364&lang=slv>



THE LATEST PROJECTS IN SLOVENIA

No	Author (year)	Title, Acronym	Programme	Period of project	Implementation level	Main objective	Link
1	DISC background: DISC objectives (n.d.)	Digitalne spretnosti za integracijo in aktivno državljanstvo (Digital skills for integration and active citizenship (DISC))	Co-funded by the Erasmus+ program of the European Union	31. 12. 2018–31. 12. 2021	Five partners applied the multisensory space method and SMART+ self-assessment tool with diverse participants groups in various environments. A total of 17 pilots were conducted. Maribor University implemented the pilots through workshops in daycentres, catering to children and adolescents with difficulties in growing up. Participants learned for instance, how to connect laptops and projectors, make presentations enjoyable, and concentrate on essential things during the presentation. Partners wrote	To improve the digital skills of migratory individuals, promote integration and citizenship, foster intercultural dialogue, strengthen higher education institutions, provide inclusive teaching methods, and establish networks for educational integration.	https://discproject.eu/



No	Author (year)	Title, Acronym	Programme	Period of project	Implementation level	Main objective	Link
						the joint report that includes descriptions of pilots, results, and learned lessons. In addition, a DISC training platform for teachers, educators, volunteers, and anyone interested in intercultural topics and digital inclusion was designed.	
2	Digitalno vključeni (n.d.)	Digitalno vključeni – Medgeneracijska sinergija v digitalnem učnem okolju za kakovostno staranje (Digitally included – Intergenerational synergy in a digital learning environment for quality aging)	Financed by the Ministry of Public Administration of the Republic of Slovenia	1. 1. 2022 – 31. 12. 2023	An intergenerational digital platform was created. It offers the elderly the opportunity to lifelong learning to acquire functional digital skills, learn how to use the key e-services, access to content and programs on active and healthy aging, participation and learning in intergenerational virtual meetings.	To enable the active involvement of older people and strengthen their digital literacy.	https://digitalnovkljuceni.si/



No	Author (year)	Title, Acronym	Programme	Period of project	Implementation level	Main objective	Link
					Additionally, 26 live workshops and 31 virtual events were held.		
3	The HEAL project aims to empower all people that can benefit most from using e-health services (HEAL - e-Health Literacy, n.d.)	E-zdravstvena pismenost (E-HEALth Literacy HEAL)	Co-funded by the Erasmus+ program of the European Union	1. 1. 2022 – 31. 12. 2023	Partners developed the training program Training Kit, which consists of five modules covering topics such as Skills and competencies to facilitate the usage of e-Health, Data privacy and digital health records, and searching and selecting health information. Each partner tested the program; the Slovenian partner included employees, experienced educators/trainers, and volunteers as multipliers that used a blended learning approach. The beneficiaries were the general	To bridge the gap to digital health literacy and increase the knowledge of digital health literacy, especially in vulnerable groups such as the elderly and the socially disadvantaged.	https://heal-digital.org/



No	Author (year)	Title, Acronym	Programme	Period of project	Implementation level	Main objective	Link
					public, trained individually and in groups. We did not find information about the results of the test of the Slovenian partner.		
4	Simbioza Genesis (n.d.)	Simbioza Mobiln@ (Symbiosis Mobiln@)	Support of the Ministry of Digital Transformation of the Republic of Slovenia	Since 2021	It is a mobile classroom where digital workshops for older people over 55 are held. Additional services are also included, such as individual counselling and other services to solve challenges related to ICT technologies.	To bridge the gap between urban and rural ICT education, as well as between Slovenia's elderly population (55 years and above) and the rapid technological advancements.	https://simbioza.eu/simbioza-mobiln-potujoca-ucilnica
5	Safe.si. (n.d.)	Center za varnejši internet	implemented by the University of Ljubljana, Faculty of Social Sciences, the Arnes Institute, the Association of Friends of	Since 2005	Safe.si is Slovenia's national awareness centre for promoting safe and responsible use of the internet and digital technologies. It is part of the wider	The main objective of the Safe Internet Centre project is to promote safer and more responsible use of the internet and digital technologies, particularly among children, young people, parents, and educators. The project aims to raise awareness about online risks, provide education on internet safety, and offer resources and support to ensure that users can navigate the digital world securely and responsibly.	https://safe.si/



No	Author (year)	Title, Acronym	Programme	Period of project	Implementation level	Main objective	Link
			Youth of Slovenia, and the MISSS Institute (Youth Information and Counselling Centre of Slovenia). It is funded by the HaDEA Agency at the European Commission and the Ministry of Digital Transformation.		Safer Internet Centre Slovenia, which is integrated into the European Safer Internet Programme. Safe.si was established in 2005, and since then, it has been playing a crucial role in educating children, parents, teachers, and the wider public about the opportunities and risks associated with using the internet and digital media.		

No	Author (year)	Title, Acronym	Programme	Period of project	Implementation level	Main objective	Link
5	Project manager: Neža Kogovšek Šalamon, Peace Inštitut, Slovenia; Partner in project: Institute of Criminology at the Faculty of Law, Slovenia	Crimmigration between Human Rights and Surveillance (Krimigracije med človekovimi pravicami in nadzorom)	ARRS J5-7121 (B)	2016–2018	Project results included the international conference "Understanding Causes and Consequences of the Criminalization of Migration" (May 2018) and the publication of several scientific articles and monographs: https://www.mirovni-institut.si/en/projects/crimmigration-between-human-rights-and-surveillance/	The project aims to achieve the following objectives: to enhance understanding of the processes of criminalization and the expansion of the punitive state before, during, and after migrants' entry into the EU; to gain insight into border management, externalization of border control, and the role of Frontex; to analyse crimmigration through the perspective of theories of equality, racism, and xenophobia; to deepen understanding of the underlying motivations of migration policies and criminalization; to evaluate the strengths, weaknesses, and ongoing challenges of EU legislation in balancing fundamental rights and the need for control; to develop new theoretical concepts in the field of criminal migration; to raise awareness of the relationship between control and fundamental rights within the Slovenian scientific community through the publication of research results in Slovenia; and to contribute to the academic discourse at the EU and international levels by publishing research results in international journals, thereby promoting Slovenian research achievements on the global stage.	https://cris.cobiss.net/ecris/si/en/project/10034



GOOD AND SUSTAINABLE PRACTICES IN SLOVENIA

Title	Aims	Period	Activities	Results	Link
Digi Info Points initiative	The primary goal of the Digi Info Points project is to provide accessible support and training to citizens on using digital public services ¹ . This initiative addresses the limitations of traditional training methods and aims to empower citizens of all backgrounds and skill levels to confidently navigate the digital landscape.		The Ministry has established 222 digital information points across all Slovenian municipalities, with additional locations in larger cities. Qualified consultants staff these points, providing in-person support five days a week. They offer practical solutions and explanations tailored to individual user experiences. The information points offer guidance on various digital services, including electronic identification tools, government portals and e-services, healthcare platforms and tax management systems.	The Digi Info Points project in Slovenia has undergone significant changes since its initial implementation. As of April 1, 2024, the number of active points has been reduced to 162. This represents a reduction of 60 points, or more than a quarter of the initial locations. Reasons for the optimization were that an extensive analysis of visitor numbers at individual points was conducted and some locations were not meeting expected visitor numbers. The project is described as a "pilot" study to assess feasibility. Despite the reduction in locations, the project appears to be showing some positive results because in four months, the Digi Info Points had recorded 15,000 visits.	https://www.gov.si/zbirke/projekti-in-programi/digiinfo-si/



Title	Aims	Period	Activities	Results	Link
Digitalne spretnosti za integracijo in aktivno državljanstvo (Digital skills for integration and active citizenship (DISC))	To improve the digital skills of migrants in order to promote integration and citizenship, promote intercultural dialogue, support higher education institutions, incorporate inclusive teaching methods, and establish networks for educational inclusion.	31. 12. 2019–31. 12. 2021	The partners utilized the Multisensory Space method and self-assessment tool SMART+ in 17 pilots. Additionally, they developed the DISC training platform.	The Slovenian partner found out that a Multisensory Space improves digital skills. The self-assessment tool proved to be highly reliable with children reporting significant improvements in the areas covered by the workshops. The youth understood the survey and accurately reported their progress, without claiming to have improved in areas that were not addressed in the workshops.	https://discproject.eu/the-project/
Digitalno vključeni – Medgeneracijska sinergija v digitalnem učnem okolju za kakovostno staranje (Digitally included – Intergenerational synergy in a digital learning environment for quality aging)	To encourage active participation among older individuals and improve their digital literacy.	1. 1. 2022 – 31. 12. 2023	The intergenerational digital platform that offers the elderly four options was developed: 1) to lifelong learning to acquire functional digital skills – with the help of videos for self-study, 2) learn how to use the key e-services – with the help of videos for self-study, 3) access to content and programs on active and healthy aging – with the contents created by the elderly, and 4) participation and learning in intergenerational virtual meetings.	The project enhances digital literacy among older individuals, decrease the intergenerational digital divide, and foster social inclusion. We did not find any other results.	https://digitalnovkljuceni.si/



Title	Aims	Period	Activities	Results	Link
Simbioza Mobiln@ (Symbiosis Mobiln@)	To narrow the educational divide in ICT between urban and rural areas, while also bridging the gap between the elderly population (55 years and above) in Slovenia and the rapid advancement of technology.	Since 2021	They offer digital literacy workshops to senior citizens in rural areas using a mobile classroom. Other services, including one-on-one counselling, are also provided.	Until 2022, 43 workshops lasting 754 educational hours for 2,506 older participants were conducted. In addition, 125 personal activities for older people were carried out for the duration of 750 educational hours for 6,412 older people. We did not find any other results.	https://simbioza.eu/simbioza-mobiln-potujoca-ucilnica
The Digital and Sustainable Teacher project (Digitrajni učitelji)	To strengthen several key competencies among educators: digital competences, core content knowledge of computing and informatics, competences for sustainable development and financial literacy.	Since 2023	This comprehensive approach aims to equip Slovenia's educators with the necessary skills to navigate the rapidly evolving digital landscape and promote sustainable development, ultimately benefiting the entire education system and preparing students for future challenges.	While specific outcomes are not yet reported, the project is expected to have a sustainable impact beyond its end date through the creation of active self-learning communities in higher education institutions.	https://digitrajni.si/
The e-Bag project (eTorba)	To create a national platform for electronic textbooks and various learning resources in Slovenia. The primary goal of this platform is to ensure that students can access all necessary materials for successful learning without relying on printed books.	Since 2023	Making of a national platform for electronic textbooks and other learning materials.	The eTorba 2023 project is co-financed by the European Regional Development Fund and is a very recent project. The project team plans to develop additional functionalities to further support teaching and learning with e-materials.	https://etorba.sio.si/etorba/sl/home



INFORMATION ON OTHER ASPECTS

Digital literacy has become a crucial skill in modern society, enabling individuals to access services, information, and communicate effectively in an increasingly digital world. For older adults, in particular, digital literacy is directly linked to independence and social inclusion, as many essential services have moved online, including healthcare, banking, and government services. In Slovenia we are facing a problem since a lot of medical institutions adopted an online only access via login portals etc. Most of portals are however offering complete guides on how to use such portals and even have a telephone number one can call for support.

<https://dozdravnika.si/help>

Similarly, the Slovenian government's introduction of an online portal for filing applications, taxes, and other documents brings both benefits and challenges for the elderly. Benefits include greater convenience and independence, allowing older adults to manage essential tasks without needing to visit government offices, which is especially useful for those with mobility issues. The online system can save time and simplify bureaucratic processes. However, challenges arise due to lower digital literacy among the elderly. Many may struggle to use these online platforms, leading to frustration or dependence on others. The government's provision of telephone help and online guides is crucial in addressing this, helping seniors navigate the system and gain confidence in using digital tools.

Overall, while digital portals can enhance access to services, it is essential to support older users through education and guidance to ensure they are not left behind.

<https://e-uprava.gov.si/>

Elder abuse can take many forms, and one troubling form is when adult children exercise excessive control over their elderly parents. In such cases, the elderly are treated as if they cannot make decisions for themselves, and their independence is severely restricted. This type of abuse can manifest in controlling behaviour, where the adult children dictate every aspect of the elder's life, including finances, social interactions, and access to basic services like healthcare. Monika Klun's research, titled "Violence towards parents by adult children: detection, investigation and evidence collection", addresses the issue of elder abuse, specifically focusing on violence perpetrated by adult children against their parents. This form of abuse includes financial exploitation, physical violence, psychological abuse, and neglect. Klun highlights that, in many cases, adult children restrict their elderly parents' access to resources, such as finances or property, especially when motivated by financial difficulties or desires related to inheritance. The elderly often experience a loss of autonomy, where their adult children control their decisions excessively and prevent them from accessing services or making personal choices without permission. This control can manifest as a form of psychological abuse that goes unnoticed because of societal taboos or feelings of shame among the elderly. Klun also identifies how the victims often suffer from isolation and mental distress, feeling guilt or fear about seeking help because the abuse is being committed by their own children. The study emphasizes that this excessive control over the elderly is a significant issue that undermines their dignity, independence, and well-being (Klun, 2023)



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