

Participatory Action
Research. Compilation of
partners' reports
Includeme+



www.includememedia.eu

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01

Introduction

INCLUDE ME+ uses inclusion through mediation to develop a new education programme and empower higher institution educators, digital media providers, civil society organisations, and students to become responsible and active collaborators in shaping the future of digital media so that it contributes to inclusion, participation, and peace-building across Europe.

This report corresponds to the result of the IncludeMe+ WP2 which incorporates as one of its lines of action the implementation of a Participatory Action Research (PAR). The PAR is understood as a qualitative research methodology in which the participants who carry out the action are also researchers. Through the implementation of the actions, participants learn and reflect together.

The origin of the PAR can be located in Latin America, in particular at the School of the Pedagogy of the Oppressed (Paulo Freire) and in the United States.

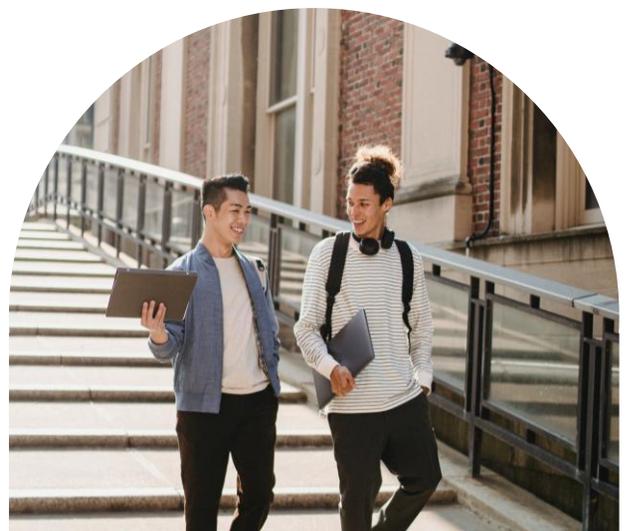
The PAR meant a **revolutionary change**. What does it mean?

1. Academic knowledge and the knowledge gained through the experience (the

knowledge of the "street") are equated.

2. The focus changes. The target group of the research also becomes the subject, and participates in the different phases of the research. The target group is the protagonist of the research.
3. The target group contributes to the definition of problems and actions to be taken
4. There is an involvement and a commitment to participate in the research
5. Changes and transformations occur in the actions of the target groups as a consequence of the reflection involved during the research process.

This document is a synthesis of the different PARs carried out by each of the partners. Each one of them has been distinguished by the effort in approaching the target groups and the dynamisation of the participation processes.



02

Methodology



The design of the PAR is based in the following stages and phases, common for all the partners. Each partner has adapted, depending on the conditions and circumstances, these orientations to its context.

The phases identified for conducting the PAR were:

Phase 1. Approach and design

Phase 2. Diagnosis and collection/discussion of proposals

Phase 3. Implementation

Phase 4. Conclusions and proposals

Phase 5. Dissemination of the experience and final report.

Phase 1. Approach and design

This phase is composed of:

- Identification and delimitation of the objectives to be worked on during the research. This involves answering the questions "What? For what? For whom? In our case we will make a research on the construction of an inclusive, participatory digital media with the capacity to mediate and create spaces for peace. The

delimitation of the research can be approached jointly by the participants.

The theoretical basis of PAR takes into account 4 areas:

- Economy and employment
- Territory and environment
- Communication and participation
- Social practice

The design of this PAR has taken into account the latter two elements: Communication and participation + social practice and wanted to be realistic in terms of time and resources.

- Participation. What level of participation will be generated during the PAR?

The levels of participation identified have been:

- Only informative
- Participation in the design
- Participation in implementation
- Participation in the evaluation
- Participation in dissemination

Methodology

- Ethical considerations of the research. The ethical considerations are the ethical framework in which the research will be developed. It includes the information for the participant about the aims of the project, their involvement and data protection. Besides this information a consent letter has been provided to be used by the partners.

To participate in the research means that participants contribute actively with their experiences and reflections on the topic. The participation in the research also means to dedicate time for meetings. Potential participants have to agree on these elements.
 - Identification of target groups (people, organisations, etc) and recruitment. Partners identified potential participants according with target groups and invited them to participate in the study.
 - What were the criteria for the identification of participants?
 - Relevance for the research due to their personal experience, personal background or other considerations
 - Representativeness. To be part of, at least, one of the target groups identified: educators (higher education institutions); learners (content creators,...), Civil Society Organizations and Higher Education students. The research should include equal participation of genders, and at least, a plurality of ethnicities, nationalities, ages, cultural backgrounds and socioeconomic status.
 - Commitment in terms of active participation and time.
 - The participation in the research has been voluntary and non-retributed. The participants were be informed and agreed on that.

The invitation letter and the informed consent were provided to partners.
 - Jointly project agreement on the objectives, milestones and timeline.
 - Dissemination of information via social media and facilitate channels to inform people and encourage their participation.
- ### Phase 2. Diagnosis and collection/discussion of proposals
- Desk research. Identification of key concepts and their relation to the objective: inclusive digital media, mediation and digital media, digital media and peace building and respectful coexistence, social inclusion and digital media. The aim is of this phase is to identify different opinions and approaches to the topic of research.

Methodology

Partners contributed to desk research with articles, papers, researches (bibliography) related to the topic and, that bibliography that particularly focuses on their geographic reality or is addressed specifically to target groups of their interest.

- Set up a Monitoring Committee.
 - It is composed by the research team and a selection of representatives of TGs, for instance, in the case of SCOs: presidency of an organisation, in the case of a university: vice-rector/dean/professor; in the case of students: representative of student associations. The Monitoring Committee will meet periodically times during all the project. Function:
 - monitoring and supervision of the research
 - discuss views and proposals
- Creation of the PAR Group.
 - Participants of the PAR. People who effectively participate in the research: research team, participants (TGs).The PAR group will meet periodically (once every two weeks for example)
 - Function:
 - To follow-up the research (day-to-day)
 - To contribute with their views and specific knowledge of the topic
 - To provide community-level contacts to broaden the research action
 - To discuss and develop of proposals

- To implement or test of proposals

Ideally, this group should be "self-managed", with the role of the research team being a facilitator or energiser.

- Interviews with specialists or experts (academic and non-academic). The PAR group can identify different actors for interviews. It is important to identify different positions and discourses (including those that are favourable or instigate competition in digital media, for example). The ideal number of interviews is 3-4 per partner.

As a guideline, the following phases are established:

- Identification of potential interviewees. Profile:
 - Experience in the topic of digital media (and some knowledge about inclusion). This experience can be academic experience (PhD on the topic, for instance) or live experience
 - It is recommended to strike the balance between genders and introduce different points of views.
 - Preparation of the interview guide. All partners counted with a generic guide, which can be adapted by each partner according to the specific situation of the country.

Methodology

- Conducting the interview
 - Report of the interview using, as a template but with flexibility, a proposal of report
- Preparation of the first diagnostic report.

Phase 3. Implementation

- Identification of views and opinions concerning to the research objectives. Methodologies: e.g. group interviews or workshops. In the case of workshops, different strategies can be applied to obtain information: brainstorming, Philips 6/6, elaboration of problem trees and solution trees.

The workshops allow to collect information about opinions, beliefs, concerns, etc about digital media, mediation an inclusion and peacebuilding. On the other way, the workshops also allow to build together strategies to identify, deal and prevent hate speeches, social exclusion, stereotypes, etc.

- Analysis of the information obtained. Text analysis. This involves identifying people's opinions and positions, the strategies they use, barriers they face, proposals for action, etc.
- Identification of possible proposals that can be carried out through action (participatory action) by the participants and discussions related to the

practice/proposals. Ideally, the workshops should include:

- Identification of views
- Identification of proposals
- Discussion

- Partners' report on Identification of views, identification of proposals/discussion debates + analysis of information (text analysis). The FSUB will disseminate a template for gathering all the
- Preparation of the second report.

Phase 4. Conclusions and proposals

- Identification of lines of action and implementation
- Elaboration of the action plan based on the following questions: What shall we do, why shall we do it, what for, how shall we do it, for whom shall we do it, when shall we do it?
- Partners' report.
- Preparation of the final report.

Methodology

Limitations of the PAR

Each project partner has implemented the PAR and has faced different challenges. Among them, the difficulty in contacting or involving the participants in the research and maintaining their involvement over time or the impossibility of holding joint face-to-face meetings of all the people involved in the PAR. In this sense, the flexibility and adaptability of the partners and of the research scheme itself has made it possible to develop it despite the aforementioned limitations.

In any case, it is important to mention that this research is understood as prospective, and its results must also be considered prospective and, therefore, in order to be considered scientifically and methodologically robust, they should be contrasted with complementary research.

The results obtained reveal, in this first stage of the research, a rich range of perspectives and elements for reflection that will undoubtedly feed into the design and implementation of the IncludeMe+ educational programme.



03

Main results of the PAR

Main results of the PAR

The main results obtained from the implementation of the PAR will be set out below. Each of the project partners carried out the PAR in the framework of the geographical context in which it is located, hence the PAR geographically covers the following countries: Denmark, Finland, Germany, Spain, Turkey, Ukraine. Due to eucen's characteristic as a second degree organisation, the entity carried out the PAR from a non-geographically conditioned view of the European context.

The definition of digital media.

The richness of perspectives of the PAR participants has enabled the identification of

numerous characteristics of digital media. The main elements are set out below:

- Common elements:
 - Interactivity: At the heart of the many definitions of digital media is this element. Interactivity in digital media is characterised by facilitating communication and participation. Therefore, digital media:
 - encourage communication or dialogue between the people involved in the communication, often in real time.
 - redefine the forms and limits of "traditional" (offline) communication.

Main results of the PAR

- have the potential to make different perspectives and voices visible, some of them from vulnerable groups such as migrants and refugees. This element is key to the incorporation of inclusive discourses in the online and public sphere in general.
 - articulate their action with digital engagement at its core. Different perspectives coexist under this term, among them:
 - connecting with audiences/consumers and building their loyalty. Different forms and levels of engagement are identified here.
 - Social and political engagement. The participation of people in civic, social and political spheres. In the digital sphere, activities and actions are developed that can influence decision-making processes, making governance more transparent and responsive to the needs and concerns of society.
 - Global reach or digital delocalisation. The emergence of the internet and digital media has made it possible to "break down" the geographical barriers that could limit access to information, educational resources and political and social participation. Geographical delocalisation and global audiences. The Internet, due to its own characteristics, overflows geographical borders and allows users, content creators and platforms to reach different geographical spaces and different and plural contents and audiences
 - Immediacy of communication and connection with other people
- Distinctive elements:
- Elements related to the processes of socialisation, education, culture and communication.
 - The role of people. The multidimensional and simultaneous conception of people. Defined as users, consumers or audiences/publics, content creators, stakeholders (who can influence political decisions) and sometimes as "family/friends", the people who participate in digital media communication are perceived in multiple ways depending on the characteristics and purpose of the communication and the channel in which they find themselves. In many cases, the boundary between the different roles is blurred. Different roles can coexist simultaneously.
 - Media literacy and Critical thinking. Digital literacy, understood both from the point of view of the acquisition of skills and competences and from the point of view of digital appropriation. The development of critical thinking, linked to the identification of information as well as the creation and sharing of content, is basic and, as pointed out in different reports, should be a central element in educational curricula, both in formal and non-formal education.

Main results of the PAR

- Accessibility and Decentralisation of communication. Decentralisation of communication allows
 - on the one hand, democratisation in the production, dissemination and consumption of information
 - which increases the accessibility of information. This is particularly important for vulnerable communities who can access information about resources and services, opinions, previous experiences,
 - On the other hand, the "filters" that the traditional media used to exert on communication are dissipating or disappearing. This can facilitate the emergence of fake news, polarisation of opinions, etc.
- Empowerment, social and cultural capital. The nature of the online environment allows the creation and development of spaces for connection, exchange of experiences, ... either through social media groups, online forums, websites, podcasts, etc. This favours the empowerment of people, especially those in situations of vulnerability, increase of social and cultural capital, allowing the development of a sense of belonging and the establishment of mutual aid systems.
- Potential social, political and economic inclusion through the internet and digital platforms.
- Elements related to technology and algorithm:
 - Algorithmic curation. The role of algorithms in personalising the content people receive. Here there is a discussion in relation to the "echo chambers" effect or the effect of amplify voices.
 - Data-driven ecosystem.

Emphasizes the technological framework enabling content creation, sharing and consumption

- Accessibility, also from a technical point of view, so that web content can be consulted, participated in, used,... by all people, regardless of the software or hardware to which they have access, language knowledge, location or people's skills.

Accessibility is essential for developers and organisations that want to create high-quality websites and web tools, and not exclude people from using their products and services.

Opportunities

PAR reports have highlighted a set of opportunities offered by digital media. The main opportunities identified are::

- Boosting social, economic and educational inclusion processes. In the field of education, the emergence of educational platforms are identified as the main element.
 - Educational inclusion. The opportunities for accessing a diverse student body are multiplied and diversified, as geographical limitations no longer exist, allowing connection outside the classroom, promoting communication and support, diversifying the possibilities and breadth of access to educational content and resources and collaboration between educational and

Main results of the PAR

non-educational institutions for the extension of training opportunities. On the other hand, digital tools enable the personalisation of learning experiences

- Social inclusion, especially in the case of internally displaced persons and migrants. In this sense, digital media are identified as favouring connection with other people, sharing experiences and knowledge, seeking advice and developing a sense of belonging.
- Economic inclusion. With two dimensions:
 - Reducing poverty (Ireland) and increasing labour market opportunities (tech companies Ireland) for vulnerable groups or minorities through mentoring programmes.
 - Access to a global market. It is identified that companies can find a global market at a click of a button.
- Democratisation of content, information, ... accessible in the virtual environment. Both from the point of view of content creation and its access and consumption
- Amplifying the voices of vulnerable groups in a wide range of digital spaces. This can give visibility to people, their circumstances, combat prejudice and stereotypes, and empower people and contribute to their well-being. This can be done by incorporating the narratives and perspectives of vulnerable groups. Linked to the incorporation of new techniques, such as storytelling, with human rights activism.
- Intercultural dialogue. The digital environment offers the opportunity to create spaces for intercultural dialogue. This feature of mediation can foster mutual recognition and the building of bridges between different cultures, religions, etc.
- Civic participation, politics and activism of vulnerable groups/. The digital sphere offers the opportunity to enhance participation in politics and decision-making, to be part of community mobilisations and advocate for social justice, to bring opinions and grievances to the centres of power without intermediaries. In this way, it contributes to the creation of a sense of community, builds stronger communities and strengthens democratic processes. A facilitation of access to public services through apps is also identified. From this, transparency and improved governance are highlighted.
- To a large extent, the realisation of these opportunities in the virtual sphere is conditioned by the intentionality of the digital platforms to incorporate and strengthen the elements of inclusion, visibility, creation of spaces for dialogue, etc. If there is no intentionality, these spaces and opportunities will be more limited (Germany).

Main results of the PAR

- Collaboration and co-creation of inclusive and diverse content among multiple stakeholders, including: civil society organisations, content creators, media professionals, companies, advocacy groups, educators, vulnerable groups, etc. The collaboration and co-creation processes are oriented towards the priorities and needs of vulnerable communities, and lead to the resignification of the relationships between the collaborating entities (companies and communities at risk of exclusion), strengthening these relationships and allowing for greater involvement in the social sphere, or favouring the production of more authentic, representative content that can resonate/impact more with a diverse and fragmented audience.
 - Positive conflict management (eucen) Use of instruments to de-escalate conflicts, facilitate dialogue, prevent conflict escalation.
- virtual sphere. On the other hand, it can reinforce the digital exclusion of certain groups.
 - Reproduction of patterns of inequality and exclusion from the offline world in the online world. The digital divide (limited internet access, inequalities in access between rural and urban areas, difficulties in access due to age or education) and the generation/dissemination of content that reinforces stereotypes and prejudices can result in the digital exclusion of vulnerable groups
 - Polarisation, dissemination of hate speech, propaganda and disinformation. Linked to algorithmic biases and democratisation processes in the creation and dissemination of content, there is a risk of increased social and political polarisation as a result of the mass dissemination of hate speech, false content and the impossibility or difficulty of confirming its veracity, either because of the difficulty of accessing sources or because of the immediacy of the emotional response generated by some content. The presence of generative AI carries a risk as it can contribute to misinformation and undermine critical thinking skills (eucen), due to the difficulty of identifying AI-generated content and real content. These elements are exacerbated in situations of armed conflict, where propaganda and fake news lead to confusion and mistrust
 - Under-representation of diversity or presence of anecdotal diversity or token diversity. There is a risk of under-representation and presence of minority groups or groups in situations of vulnerability linked to the fact that their presence may be anecdotal, which does not imply a real or effective change in situations of inequality or power.

Risks and challenges

Besides opportunities, the reports also have identified risks/challenges linked to digital media. These are as follows:

- Algorithmic biases. This is one of the issues that stands out in the discussion on the risks of digital media. The fact that the content a person accesses is conditioned by an algorithm (programmed by private companies according to non-public and unspecific criteria) is a potential threat in the event that it enhances the "echo chamber" effect. On the one hand, this effect can lead to the perpetuation of stereotypes and prejudices, and therefore inequalities that are reproduced in the

Main results of the PAR

- Challenges in inclusive communication and difficulties in establishing spaces and dialogues that favour coexistence, peace building and the respectful exchange of opinions due to the persistence of algorithmic biases, polarisation, disinformation, perpetuation of patterns of social exclusion, etc. In some cases, the question arises as to whether the promotion of inclusion on digital platforms is motivated by "political correctness".
- Lack of regulation (or enforcement of existing regulation) leading to a Lack of accountability. The presence and persistence of anonymity also contributes to a lack of accountability.
- Exclusion of people with disabilities due to the non-universal application of digital content accessibility regulations. A certain degree of exclusion is also identified in terms of their lack of visibility on the web.
- Normalisation of the presence of hate speech in the digital sphere as a consequence of the lack of enforcement of existing regulation, lack of accountability, immediacy, lack of awareness that what is said and done on the internet is also real (and has real impacts on people) and the lack of effective and fair content moderation strategies.
- Vulnerations of privacy rights that can lead, in extreme cases, to surveillance, profiling, and the suppression of dissent, particularly in regions with authoritarian regimes.
- Limited access to digital media.
 - o Related to socio-economic status. The persistence of the digital divide related to obstacles in accessing the internet and digital platforms, especially for people with few economic resources.
 - o Linked to other characteristics of the population, such as age.
 - o Particularly important in rural areas (Ukraine and Ireland).
- Censorship. A major concern is identified in relation to censorship or restrictions on access to content that offers counter-narratives to national or popular narratives (eucen).
- Emotional distress. Exposure to negative content in digital media can - due to the lack of tools to manage this content - impact on people's mental health and cause anxiety or emotional distress.

Strategies and recommendations

The different studies carried out have identified a series of strategies and recommendations. This section presents a compilation of them.

- Comprehensive, collaborative and tailor-made digital literacy

There is a general consensus on the need to address the design and implementation of digital literacy training in a holistic way. This implies not only offering training geared towards learning competences, knowledge and technical skills, but also considering key factors that condition digital literacy, such as equitable access to digital media, collaboration between different actors and adaptation to the specific needs of individuals.

To ensure its universalisation, it is essential to overcome barriers to access, whether infrastructural or economic, and to ensure that the training approach takes into account both intersectional discrimination and the appropriation of digital media. Digital literacy training should be designed with an inclusive approach to ensure that all people can benefit from it.

A strategic element in this process is collaboration between diverse actors, including

Main results of the PAR

universities, content creators, educators, businesses, policy makers and community leaders. This cooperation is key to developing effective and sustainable programmes. It is also crucial that vulnerable communities are actively involved in the creation and implementation of content, ensuring that it responds to their real needs. This implies the development of tailor-made programmes.

Furthermore, it highlights the importance of incorporating media literacy into educational plans, especially in those countries where it is not yet integrated. This would enable the new generations to develop critical thinking and the necessary skills to interact in intercultural contexts, with conflict management skills, and to interact safely and responsibly in the digital environment. In the long term, such training would contribute to building more peaceful societies, where interactions, both online and offline, are based on respect and harmonious coexistence.

Another relevant aspect that has been mentioned during the PAR is the need to include digital literacy training programmes in the work environment. This would ensure that more people are trained in digital skills and understand the implications of using digital media in their professional life. This would facilitate adaptation to a constantly evolving labour market and reduce the digital divide in the professional environment.

- Universal accessibility of digital content.

Accessibility of digital content is one of the elements that has appeared systematically in PAR. The incorporation of inclusive design of formats (websites, podcasts) and inclusive content is basic. Implementing accessibility standards, such as WCAG or W3C, is vital for digital content to be understandable and usable by everyone, including people with disabilities.

The development of materials in multiple formats (text, audio, video with subtitles,...) allows a wider audience to access and interact with the content.

- Promoting dialogue

The "echo chamber" effect or anonymity tends to produce significant distortions in communication. It is therefore important to create and promote spaces for dialogue between people representing different positions, even opposing positions, in the framework of respectful debates that prioritise mutual understanding. To this end, these spaces must be created - whether physical or online - and ensure the inclusion of all voices and active listening. Such spaces must be effectively and impartially moderated with the aim of favouring the exchange of ideas, without accepting impositions or disqualifications. Mediation and structured debate can be two interesting methodologies to implement in these contexts, as they facilitate consensus building and discourage polarisation and direct confrontation.

In the same vein, it is considered important to encourage face-to-face interactions. While the creation of spaces for dialogue is important, it is considered important to establish face-to-face spaces that allow for dialogue, foster empathy and trust, and allow for a deeper exchange of views.

- Ethical responsibility of digital platforms.

Platforms should be ethically responsible, adopt and implement clear, accessible, transparent and auditable policies that encourage and promote diversity through inclusive algorithms and culturally sensitive moderation practices that prevent, among other issues, the emergence and dissemination of hate speech, misinformation,.....

Main results of the PAR

In relation to inclusive algorithms, these should avoid discriminatory bias and promote diversity, ensuring that all voices have equal representation in digital spaces.

Culturally sensitive moderation is one of the key elements in ensuring an appropriate, pluralistic and safe selection of content for the people who will access it.

- Law enforcement and accountability.

The regulation of digital platforms depends to a large extent on the implementation of existing legislation. The design of laws that clearly and concretely incorporate actions aimed at monitoring the impact and actions of digital platforms is key to ensuring that these platforms are both accountable and inclusive, as well as transparent. To this end, it is important that platforms conduct accountability reporting and undergo independent audits, among other actions, in order to identify mechanisms for improvement to ensure compliance with the law, and the effective creation of safe, inclusive and respectful virtual environments.

- Inclusive and diverse narratives.

The promotion, development and presence of narratives that value the diversity and plurality of our societies, that involve a critical analysis of situations of inequality and that allow for the exchange of experiences and the humanisation of the "other" is essential for coexistence, both in the virtual and physical environment. These narratives can include a critical analysis of situations of inequality, making the structures that perpetuate discrimination and exclusion visible. One technique that is emerging strongly and is known for its effectiveness is storytelling. Through personal stories it is possible to generate empathy and contribute to demystifying prejudices and stereotypes, promoting a culture of respect and encouraging intercultural understanding.

- Empowerment of vulnerable groups through the creation of spaces that make their voices visible (experiences, opinions, etc.), mentoring programmes, access to digital tools and community narrative projects.

Creating safe spaces for people in vulnerable groups to share their experiences and opinions - both with each other and with others - is a key strategy for social inclusion and for enriching social and cultural capital.

The design and implementation of online mentoring groups, access to and use of digital tools (through training in digital skills) as well as the promotion inclusive narrative projects in which people at risk of exclusion actively participate in the creation, management and development can be actions that provide content to these spaces for inclusion.

These spaces must be guaranteed to be accessible and must ensure that they are adapted to the different needs of each person, promoting their autonomy and their capacity to have an impact.

- Continuation of campaigns and actions in favour of human rights, minority rights and the rights of vulnerable groups in digital media as well as campaigns to identify and combat hate speech and fake news.

The sustainability and continuity of digital campaigns is a key issue. These initiatives and campaigns contribute to deepening and strengthening democratic and human rights values, promoting fairer and more participatory societies, combating misinformation, prejudices and stereotypes. To this end, it was crucial to identify diversified sources of funding that would allow the sustainability of these actions as well as to articulate cooperation and collaboration networks between civil society organisations, government and the private sector.

Main results of the PAR

Specific mention is made of the need for the design and implementation of anti-racist campaigns.

- Inclusive and representative education

In the field of education, the incorporation of materials that reflect the cultural, social and economic diversity of our societies is proposed, as well as the incorporation of inclusive teaching methods, in line with the incorporation of UDL (Universal Design Learning and principles). The integration of these strategies and perspectives in educational curricula allows the development of intercultural and transversal competences as well as a greater sensitivity towards diversity, contributing to the formation of a more aware and committed citizenship with social equity.

- Frame actions in existing Action Plans and Guidelines.

The implementation of strategies and actions within the framework of existing Action Plans or Guidelines facilitates the effective implementation of actions, avoids duplication of efforts, allows for the identification of funding sources, spaces for possible collaboration and dissemination of results, and maximises the impact of actions.

- Strategies targeting content creators

Content creators are a target group for PAR recommendations. The importance of creating

specific training strategies in intercultural and advanced digital skills for this group is highlighted. Training in ethical storytelling and awareness-raising on intercultural issues is crucial to foster the creation of respectful narratives. It is also essential to provide tools and support in the peaceful and constructive management of hate speech or harmful comments. The incorporation of moderation tools and the promotion of respectful virtual environments contribute to strengthening more inclusive and safer digital communications.

The implementation of these strategies and actions enables progress towards a more equitable, pluralistic and respectful society, in which all voices are heard and valued. The combination of effective regulation, inclusive education and strengthening of diverse narratives is key to building a fairer and more democratic digital ecosystem.



Educational proposals

The following modules are a proposal based on the strategies and recommendations informed in previous sections. The objectives are related to the needs linked to the recommendations, and the competences and skills are set within the European Framework of Digital Competences for Citizenship (DigComp). A more elaborated educational proposal should contain the 8 levels of competence identified in DigComp.

Module 1: Comprehensive and Collaborative Digital Literacy

Objectives:

- Understand the fundamental principles of digital literacy.
- Encourage collaboration between content creators through digital platforms.
- Apply critical thinking in the design and creation of digital content.

Content:

1. **Definition of digital literacy:** concept and relevance.
2. **Collaborative digital tools:** use of platforms and applications for joint work.
3. **Digital critical thinking:** how to analyse and evaluate information on the internet.
4. **Online collaboration:** best practices and tools for creating content in teams.
5. **Building online communities:** dynamics of collaborative work and mutual respect.

Competences and skills:

- **Digital competence:** Evaluate and manage data, information and digital content (DigComp area 1).
- **Digital collaboration:** Interacting, sharing and collaborating through digital technologies (DigComp area 2).
- **Critical evaluation:** Developing content in an ethical way (DigComp area 3).

Educational proposals

Module 2: Universal Access to Digital Content

Objectives:

- Promote equitable access to digital content for all audiences.
- Understand the technological, social and cultural barriers (intersectional discrimination) that hinder access to digital content.

Content:

1. **Web accessibility:** basic principles and standards of digital accessibility.
2. **Inclusive devices and platforms:** adapting content to different devices and operating systems.
3. **Access barriers:** how economic, technological, social, cultural, etc. barriers affect digital access (intersectional discrimination).
4. **Inclusive content design:** strategies for designing accessible content for people with disabilities and other vulnerabilities.

Competences and skills:

- **Inclusive access:** Developing accessible content for diverse audiences (DigComp area 3).
- **Digital problem solving:** Identifying technology needs and responses (DigComp area 5).

Module 3: Promoting Dialogue and Respectful Debate

Objectives:

- Encourage respectful and constructive dialogue online.
- Combating hate speech through respectful communication.

Content:

1. **Digital conversation culture:** how to foster respectful exchanges on online platforms.
2. **Mediation and conflict management techniques in digital spaces.**
3. **The impact of hate speech in the digital society and strategies for its prevention.**
4. **Moderating comments and creating safe spaces.**

Competences and skills:

- **Respectful Digital Communication:** Online Behaviour (DigComp area 2).
- **Create spaces of understanding and respect.** Protecting health and well-being (Digcomp area 2).
- **Digital conflict management:** Tools for online conflict moderation and resolution (DigComp area 3).

Educational proposals

Module 4: Ethical Responsibility of Digital Platforms

Objectives:

- Reflect on the ethical responsibility of digital platforms, content creators and their impact on society.
- Identify the ethical implications of content creation and online interaction.

Content:

1. **Responsibility of digital platforms:** ethical principles that should govern digital platforms.
2. **Responsibility of content creators:** ethical principles.
3. **Impact of social networks on mental health and society.**
4. **Hate speech and fake news:** how to identify and dismantle hate speech and fake news.
5. **Good practices for ethical content creation.**

Competences and skills:

- **Digital Responsibility:** Online Behaviour (DigComp Area 2).
- **Privacy and security management:** Protecting personal data and privacy (DigComp area 4).

Module 5: Law Enforcement and Accountability in Digital Spaces

Objectives:

- Know the laws governing digital behaviour and responsibility online.
- Understand the legal implications of content that is created and shared on the internet.

Content:

1. **Digital legal framework:** national and European laws on digital rights and online behaviour.
2. **Copyright and intellectual property rights.**
3. **Criminal and civil liability in the creation of digital content.**
4. **Data protection and user privacy.**

Competences and skills:

- **Legal literacy:** Protecting personal data and privacy (DigComp area 4) and digital identity management (DigComp area 2)
- **Social and digital responsibility:** Content development, copyright and licensing (DigComp area 4).

Educational proposals

Module 6: Narrative Diversity and Storytelling

Objectives:

- Promote the creation of diverse and representative narratives in digital content.
- Develop inclusive and respectful storytelling skills.

Content:

1. **Diversity in digital storytelling:** how to include diverse voices in content.
2. **Inclusive storytelling strategies:** tools for telling stories that represent diverse realities.
3. **Identity and representation in digital media.**

Competences and skills:

- **Creativity and digital empathy:** Creating and developing diverse and inclusive content that respects different identities (DigComp area 3).

Module 7: Empowering Vulnerable Groups Through Digital Spaces

Objectives:

- Empowering content creators to give a voice to vulnerable groups.
- Identify how digital platforms can be tools for empowerment.

Content:

1. **Vulnerable groups in the digital society:** definition, identification and contexts of vulnerability.
2. **Digital empowerment techniques:** strategies for creating content that amplifies the voices of vulnerable groups.
3. **Case studies on digital empowerment of marginalised groups.**

Competences and skills:

- **Digital empowerment:** Interacting and sharing through digital technologies (DigComp area 2).
- **Collaborative work and empathy:** Collaborating through digital technologies (DigComp area 2).

Educational proposals

Module 8: Encouraging Face-to-Face Interactions in the Digital Era

Objectives:

- Highlight the importance of face-to-face interactions in an increasingly digitalised world.
- Balancing the use of digital platforms with the strengthening of face-to-face social ties.

Content:

1. **The value of face-to-face communication in the digital age.**
2. **How digital platforms can complement physical interaction.**
3. **Techniques to encourage face-to-face meetings and activities between audiences.**

Competences and skills:

- **Digital and face-to-face social interaction:** Creative use of technology (DigComp area 5).

Module 9: Campaigns for Human Rights and Combating Disinformation

Objectives:

- Develop skills to create digital campaigns focused on human rights and the fight against misinformation.

Content:

1. **Human rights in the digital environment:** how to protect and promote fundamental rights online.
2. **The fight against disinformation and fake news.**
3. **Strategies for designing awareness-raising campaigns and digital activism.**

Competences and skills:

- **Designing digital campaigns:** Communication and collaboration (DigComp area 2).
- **Disinformation management:** Combating disinformation and creating content that promotes truth and social justice (DigComp area 1).

Educational proposals

Module 10: Inclusive Educational Materials and Teaching Methods

Objectives:

- Develop accessible educational materials and design inclusive teaching methods for all audiences.

Content:

1. The design of inclusive educational materials.
2. Inclusive teaching methods: strategies and resources for reaching all audiences.
3. Adaptation of content to different educational needs.

Competences and skills:

- **Inclusive educational design:** Content development, integrating and reworking digital content, copyright and licensing (DigComp area 3).

Module 11: Implementation of Action Plans and Guidelines

Objectives:

- Guide content creators in the development and implementation of inclusive action plans.

Content:

1. Development of inclusive action plans.
2. Establishment of clear guidelines for the creation of inclusive content.
3. Monitoring and evaluation of action plans.

Competences and skills:

- **Digital project management:** Communication and collaboration (DigComp area 2).

Educational proposals

Module 12: Training for Content Creators on Ethical Digital Practices

Objectives:

- To prepare content creators to act ethically in all their interactions and productions.

Content:

1. Ethical codes in the creation of digital content.
2. Responsibility towards the audience: ethics, respect and transparency.
3. How to handle ethical dilemmas in content creation.

Competences and skills:

- **Digital ethical responsibility:** Applying ethical principles in content creation. Data, information and digital content management (DigComp area 1).
- **Transparency and honesty:** Fostering trust and ethics in digital interaction. Data, information and digital content management (DigComp area 1).
-

Module 13: Artificial Intelligence and Digital Inclusion

Objectives:

- Exploring the impact of artificial intelligence on digital inclusion.
- Develop strategies to use AI in an inclusive way.

Content:

1. Artificial intelligence in digital content: opportunities and challenges.
2. How AI can improve accessibility and digital inclusion.
3. Impact of AI on employment and opportunities for vulnerable groups.

Competences and skills:

- **Using AI for eInclusion:** Applying artificial intelligence technologies to create accessible content. Evaluating data, information and digital content (DigComp area 1).
-

05

Annex



Annex

Identification of selection criteria for participants in the PAR.

Criteria for the selection of participants

These are criteria that can be used to recruit and select digital media actors (content creators, bloggers, etc). Minimum of 3 people from digital media field should be selected for the PAR.

Identification of selection criteria for participants in the PAR.

Digital Media

Criteria for the selection of participants	
These are criteria that can be used to recruit and select digital media actors (content creators, bloggers, etc). Minimum of 3 people from digital media field should be selected for the PAR.	
	Digital media
Relevance for the research due to their personal experience, personal background or other considerations	
Is the potential participant an active user of digital media (content creator, influencer, etc.)?	
Is the potential participant active in topics related to the promotion of inclusivity, social inclusion, gender equality, participation, democracy,...?	
Does the potential participant have meaningful conversations and encourage participation of the "audience"?	
Does the potential participant have a "base" of followers or a critical mass of people with whom they interact?	
Is the potential participant interested in improving their approach to the topics they work through strategies, for instance, mediation?	
Does the potential participant collaborate with other content creators, activists, etc?	
Is the potential participant interested in the acquisition of mediation skills, and other valuable skills and their implementation in their communications in social media/digital media?	
Commitment in terms of active participation and time. The participation on the research means that participants will contribute actively with their experiences and reflections on the topic.	
Does the potential participant want to actively contribute with their knowledge, experience, practice,... to the research?	
Does the potential participant have the time (2-3 hours every 2 weeks) to participate in the different processes of the PAR?	
Does the potential participant have the commitment to test and give feedback about different strategies addressed to improve inclusion, participation, democracy, etc in digital media?	
The participation on the research will be voluntary and non-retributed. The participants will have to be informed and agree on that.	

Social Inclusion through Digital Media

<p>Commitment in terms of active participation and time. The participation on the research means that participants will contribute actively with their experiences and reflections on the topic.</p>	
<p>Does the potential participant want to actively contribute with their knowledge, experience, practice,... to the research?</p>	
<p>Does the potential participant have the time (2-3 hours every 2 weeks) to participate in the different processes of the PAR?</p>	
<p>Does the potential participant have the commitment to test and give feedback about different strategies addressed to improve inclusion, participation, democracy, etc in digital media?</p>	

Note for the recruiter:

Representativeness. The research should include equal participation of genders, and at least, a plurality of ethnicities, nationalities, ages, cultural backgrounds and socioeconomic status.

The participation on the research will be voluntary and non-retributed. The participants will have to be informed and agree on that.

Annexes

Criteria for the selection of participants	
These are criteria that can be used to recruit and select higher education representatives (teachers, researchers,...). Minimum of 3 people from HEI should be selected for the PAR.	
	Higher education
Relevance for the research due to their personal experience, personal background or other considerations	
Does the higher education representative familiar or their academic/research work is related to the use of digital tools, platforms, etc?	
Does the higher education representative have a strong commitment with the critical approach to biases and misinformation in digital content in terms of diversity, inclusivity, participation, democracy,...?	
Does the higher education representative interested in providing students/learners with training in digital literacy skills, critical thinking, information evaluation, responsible online behaviour, etc?	
Does the higher education representative have the position at the HEI to introduce changes in the curriculum or introduce elements of critical thinking/inclusivity and digital media in their teaching or researching activity?	
Is the higher education representative interested in improving their approach to the topics of the PAR they work through strategies, for instance, mediation and apply them in their teaching/research work?	
Does the higher education representative collaborate with community organisations, activists, underrepresented groups, etc to advocate for inclusivity, diversity, democracy (in or out the scope of digital media)?	
Is the higher education representative interested in the acquisition of mediation skills, and other valuable skills and their implementation in their communications in social media/digital media?	
Commitment in terms of active participation and time. The participation on the research means that participants will contribute actively with their experiences and reflections on the topic.	
Does the higher education representative want to actively contribute with their knowledge, experience, practice,... to the research?	
Does the potential participant have the time (2-3 hours every 2 weeks) to participate in the different processes of the PAR?	
Does the higher education representative have the commitment to test and give feedback about different strategies addressed to improve inclusion, participation, democracy, etc in digital media?	
Note for the recruiter:	
Representativeness. The research should include equal participation of genders, and at least, a plurality of ethnicities, nationalities, ages, cultural backgrounds and socioeconomic status.	
The participation on the research will be voluntary and non-retributed. The participants will have to be informed and agree on that.	

Annexes

Criteria for the selection of participants. Civil society organisations	
These are criteria that can be used to recruit and select CSO. Minimum of 3 people from CSO should be selected for the PAR.	
Relevance for the	Civil Society Organisations (CSOs)
Is the CSO using digital tools, platforms and technologies to promote inclusivity, diversity, participation, democracy, etc?	
Is the CSO active in social media, websites or other digital channels?	
Does the CSO interactive with its audience fostering dialogue and participation?	
Is the CSO interested in improving their approach to the topics they work through different strategies/approaches, for instance, mediation?	
Does the CSO participate in alliances or networks that share digital content?	
Commitment in terms of active participation and time. The participation on the research means that participants will contribute actively with their experiences and reflections on the topic.	
Can the CSO dedicate at least 1 person (with knowledge and experience in digital media) to participate in the research?	
Is the potential participant interested in the acquisition of mediation skills, and other valuable skills and their implementation in their communications in social media/digital media?	
Does the CSO want to actively contribute with their knowledge, experience, practice,... to the research?	
Does the potential participant -representative of the CSO- have the time (2-3 hours every 2 weeks) to participate in the different processes of the PAR?	
Does the CSO have the commitment to test and give feedback about different strategies or digital innovations addressed to improve inclusion, participation, democracy, etc in digital media?	
Note for the recruiter:	
Representativeness. The research should include equal participation of genders, and at least, a plurality of ethnicities, nationalities, ages, cultural backgrounds and socioeconomic status.	
The participation on the research will be voluntary and non-retributed. The participants will have to be informed and agree on that.	

Annexes

Criteria for the selection of participants. Students	
Diverse in socio economic background, age 24-35, special attention will be given to ensure high participation of Ukrainian refugees, refugees, migrants and that gender equality is implemented	
Minimum number of students: 3	
Relevance for the research due to their personal experience, personal background or other considerations	Students
Is the student active in social media, websites, blogs, or other digital channels?	
Is the student engaged in blogs, virtual activities, digital campaigns... related to inclusivity, diversity, democracy, etc?	
Does the student produce by themselves digital content in the topics of social justice, equity, diversity and inclusion?	
Does the student consider issues such as critical thinking, media ethics and responsible sharing to be important in the communication that takes place in digital media?	
Is the student interested in improving their approach to the topics they work through strategies, for instance, mediation?	
Does the student collaborate with other students, CSO, content creators, activists, etc?	
Is the potential participant interested in the acquisition of mediation skills, and other valuable skills and their implementation in their communications in social media/digital media?	
Commitment in terms of active participation and time. The participation on the research means that participants will contribute actively with their experiences and reflections on the topic.	
Does the student want to actively contribute with their knowledge, experience, practice,... to the research?	
Does the student have the time (2-3 hours every 2 weeks) to participate in the different processes of the PAR?	
Does the student have the commitment to test and give feedback about different strategies addressed to improve inclusion, participation, democracy, etc in digital media?	
Note for the recruiter:	
Representativeness. The research should include equal participation of genders, and at least, a plurality of ethnicities, nationalities, ages, cultural backgrounds and socioeconomic status.	
The participation on the research will be voluntary and non-retributed. The participants will have to be informed and agree on that.	

Annexes

Template for interviews

WP2. Participatory Action Research

Interview for Experts

Initial tip: It is advised to record the interview. The interviewer can do it with a phone. In case of videoconferences, it is recommended, at least, record the sound.

The interviewee should have signed the **consent form**.

Each partner should interview a minimum of 3 experts.

After the interview, if it is possible, the research team should provide a complete summary in English. There are guiding questions that can be used to structure the interview. Please, give feedback to the interviewee at the end of the process.

For further information of comments, feel free to contact Cati Jerez: cjerez@ub.edu

This document has three parts:

- **General information:** data about who, when and how the information has been collected
- **Data of the interviewee:** as the title says in this grid we will collect basic information about the interviewee
- **Set of open questions.** It is not mandatory to ask all the questions. They are just guiding questions for interviewers. The

main aim of the questions is to elicit different approaches to inclusion, diversity, participation and peacebuilding in digital media. And also to establish a dialogue about their challenges, how to promote inclusivity, identify practices (and what we can learn from them), learn or try to find out different strategies to introduce/promote/boost inclusiveness/diversity/democracy/participation in social media, along with issues related to how to introduce digital literacy or community engagement. **There will be minimum of 3 interviewees, you can choose different questions for each of them, in a way that we can have a diagnostic, from different approaches about the topic of the research. Please, choose 1-2 questions of each of the sections.**

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1. General information

Name and surname	
Country in which the expert develops their work	
Field of expertise (digital media; inclusion; underrepresented groups; peace building; raising awareness; fight against disinformation;...)	
Brief introduction of the interviewee (brief bio). Experience on digital media, inclusion and diversity. Main focuses of action/research and main results/actions that the interviewee highlights related to the topic	

2. Data of the interviewee

Organisation that is conducting the interview	
Country	
Name and surname of the interviewer	
Date of the interview	
Type of interview (face-to-face, online,...)	
Language of the interview	
Duration	
Has the interview been recorded? If yes, please, identify where the interview can be found	

3. Guiding questions

The following open questions have been designed as a starting point for a conversation about findings, impressions, live experiences, etc of the interview in relation to their knowledge and/or practice in the field of digital media, social mediation, representation of underrepresented groups, social cohesion, peacebuilding, etc. The main objective is to obtain information, approaches and perspectives towards digital media and its role in building inclusive, cohesive, respectful and diversity represented communities in the virtual

environment. These questions can be used by the interviewer, but the interviewer doesn't have to strictly stick to them.

Framework: digital media and diversity, inclusiveness

- How do you define digital media? What are the main characteristics of digital media?
- What are the benefits and risks of digital media in terms of facilitating social inclusion, peacebuilding, democracy,...?

Annexes

- According to your experience/expertise, do you think that digital media embraces diversity and interculturality, mutual understanding,...? Why?
- Do you think that underrepresented groups (underrepresented voices) are represented in digital media?
- Are stereotypes, prejudices, repeated and reproduced on digital media?
- What are the consequences of this stereotypes and prejudices for underrepresented groups and for the whole society? And for promoting social inclusion, democratization, ...?
- What steps can media organisations, content creators, Universities,... take to address bias and stereotypes in digital media?
- What role does intersectionality play in shaping digital media experiences for marginalised groups?
- According to your experience, are there (in the field of digital media) patterns of inclusion/exclusion? What are those patterns? How do you think the pattern of exclusion could be approached?

Challenges

- What are the main gaps, or challenges, in digital media in terms promoting inclusion, human rights, etc?
- Inclusive communication. Achievements and challenges
- What can the communities -content creators/civil society,... (underrepresented or marginalized communities) do if their voices and their experiences, interests, concerns are not represented?
- How can we measure and assess inclusiveness, diversity, democracy, peacebuilding and social cohesive societies in digital media (content creators, platforms, etc)?

Digital media and promotion of inclusiveness

- How do you understand the use of digital media as a tool to promote social inclusion?
- Can digital media be a tool to promote social exclusion/social or political confrontation, political radicalization? In which way? Can you identify examples?

Practices (Best, worst)

- Could you identify and describe initiatives or practices at the level of digital media that have had an impact (negative or positive) in terms of promoting social inclusion of minority, underrepresented (in media) or disadvantaged groups? What are/were the key elements of these practices? Please, identify initiatives at the level of your country.
- If you have information or have participated in international activities/projects/programmes that have had positive or negative impacts on promoting inclusion in digital media through mediation, identify them and elaborate more about the impact at the different levels (community level, relationship level, communication strategies, etc)
- Do you know digital communities that have representation of different groups and that promote connections between individuals from underrepresented backgrounds? What are their main goals and outcomes?

Digital media and literacy: critical thinking

- Media and information literacy. What do you think about media literacy and the improvement of critical thinking or awareness of biases in media?
- How could be improved the media and information literacy among the general public, content creators, etc? Is there a growing awareness of the need for media literacy?

Annexes

Digital media, content creators and community engagement

- How a content creator or organisation can engage with underrepresented groups?
 - How can digital participation and the development of socially inclusive practices improve the involvement and engagement of under-represented groups? What kind of digital participation and socially inclusive practices could be useful?
 - How can digital media contribute to empower under-represented groups and impact on mainstreaming content?
 - How can media professionals collaborate with diverse communities to co-create content that reflects their lived experiences?
- with negative responses (haters, mainly) in digital media?
- According to your experience/knowledge, are there digital media literacy programs addressed to train on skills to identify mis- and disinformation, hate speech, etc? Can you mention some of them? According to your experiences, how can digital media literacy programs can be designed to empower diverse audiences?
 - What is your opinion on training or mentorship for organisations, content creators, etc on how to design content bearing in mind intercultural communication, peacebuilding, inclusion, ...?

Digital media and inclusiveness strategies

- How can digital media platforms ensure more equitable representation of diverse voices and perspectives?
- According to your experience/knowledge: What strategies can a content creator put in place to promote social inclusion, peacebuilding, social cohesion in digital media? What can universities do in terms of training, for example? What users can do in terms of identification of manipulation, disinformation, etc? And civil society? What are your recommendations?
- How (which skills, strategies) a content creator deals with intercultural communication? And how do they deal

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