



Increase
Digital
Competences
to Promote Inclusion

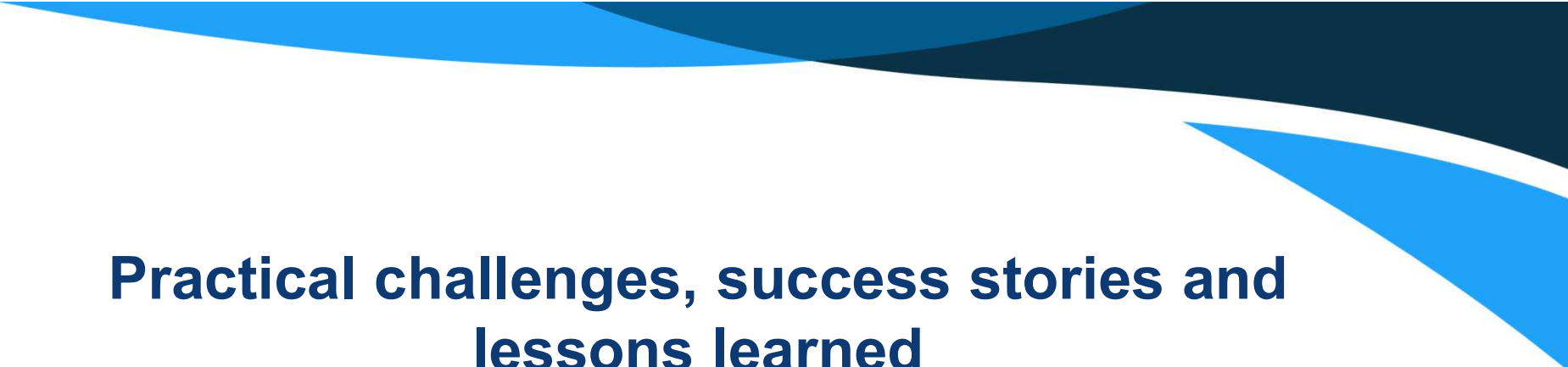
From Skills to Inclusion: Rethinking Digital Participation in Europe



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Practical challenges, success stories and lessons learned

Eva Lumbreras Bustos, Employment counsellor,
Fundación Rey Ardid





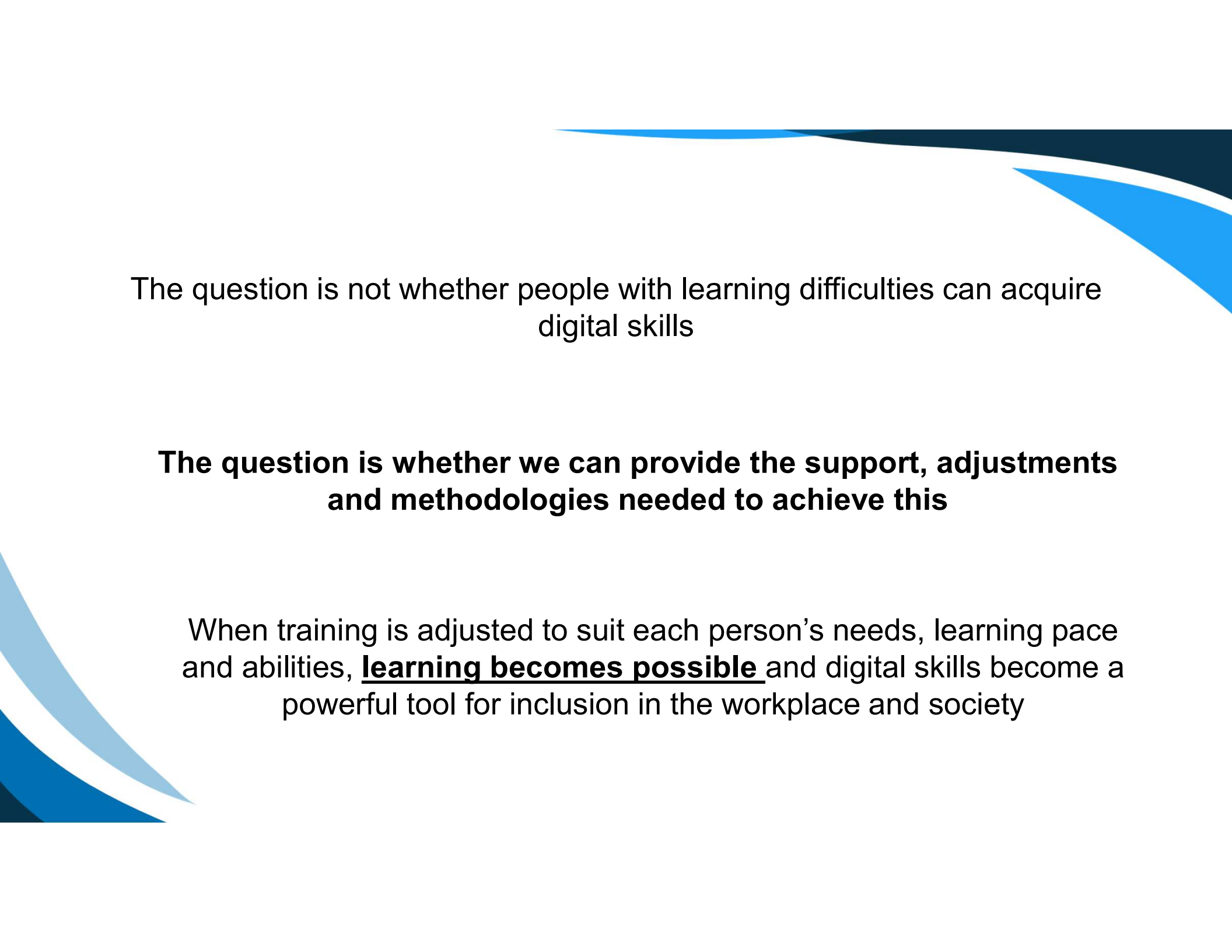
Testimonial – travel reports from the learning journeys

Digital skills as a starting point

- A digital society – Less digitised jobs require basic skills
- From **writing a CV** to applying a job – to complete an **online interview**, sign up for **job offers**, or check job sites
- Lack of digital skills → **the first barrier** to entering the labour market
- Digitalisation of the labour market → creates a digital divide for certain groups → **increases the risk of social exclusion**

Digital skills as a starting point

- They provide **professional development** in the workplace: access to ongoing training, communication with the team, and the ability to solve problems **independently**
- They do more than just provide access to employment → improve **people's social participation and quality of life**
 - Book a medical appointment
 - Check bus timetables
 - Administrative procedures
 - Keeping in touch with family, friends, etc.



The question is not whether people with learning difficulties can acquire digital skills

The question is whether we can provide the support, adjustments and methodologies needed to achieve this

When training is adjusted to suit each person's needs, learning pace and abilities, **learning becomes possible** and digital skills become a powerful tool for inclusion in the workplace and society

Rey Ardid's experience with the InDiCo piloting

N° total of participants _____

6 people. With mental health characteristics

Duration _____

From September to December 2025

Competences developed _____

Mostly: 0, 1 and 2 (some as far as the 5th)

Worked aspects _____

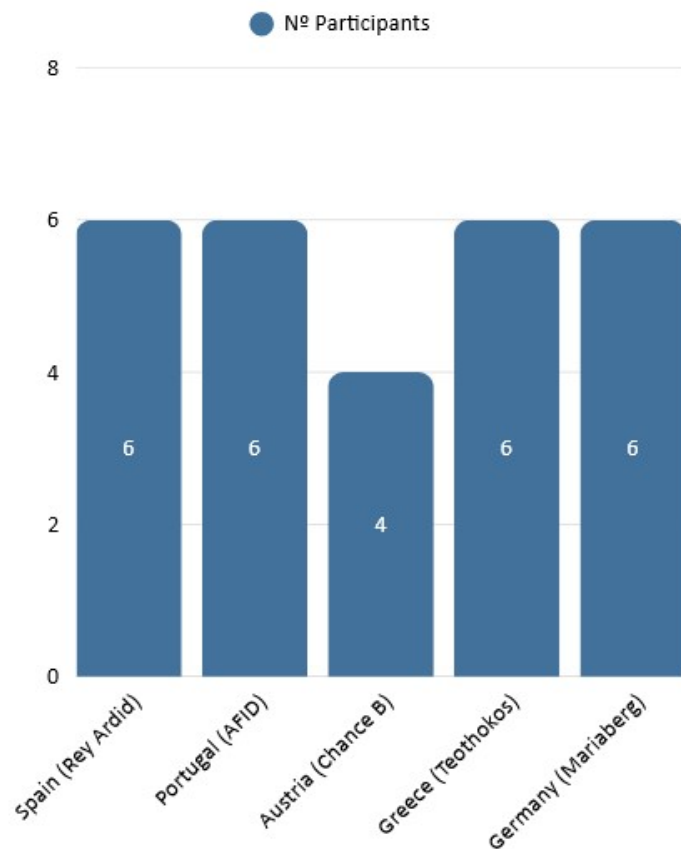
From: how to switch on a computer and use Word, create folders and browse the web – To: using social media and AI

Results 

6 certified people



Piloting with InDiCo workgroup



Piloting duration

From September
to January 2026

Worked aspects

From 0 to 5.
Greece also focused
on 0, 1 and 2
competences

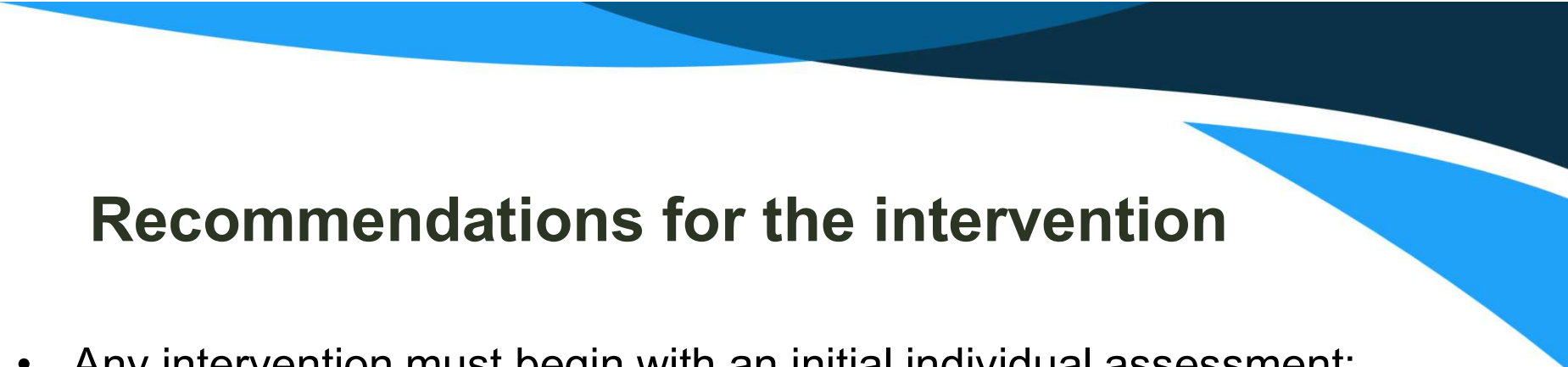
Challenges during piloting

- **A two-part learning process:** how to use digital devices + how to communicate and navigate using them (in terms of how to use apps for job search, carry out administrative procedures online, etc.)
- It involves **greater mental effort** (the need to reinforce reading comprehension), a **longer learning process**, and even **more ongoing support**
- Some cases had very low/**no experience** with technology
- Fear of making mistakes, lack of confidence, insecurities
- Tasks that looked simple turned out to be the ones that required **the most practice and time**.
E.g.: using a web browser correctly, creating a secure password

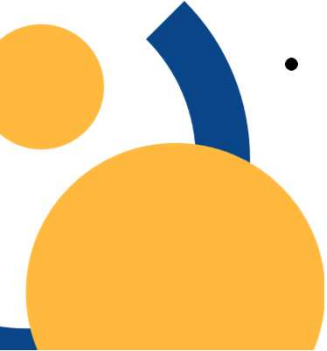


**IT IS NOT A QUESTION OF MAKING PROGRESS
QUICKLY, BUT OF CONSOLIDATING WHAT WE HAVE
LEARNT STEP BY STEP**





Recommendations for the intervention

- Any intervention must begin with an initial individual assessment: **identifying each person's needs**
 - **Adapt methodology** to the participants' characteristics
 - Working with **practical, functional activities** linked to real-life situations
 - To promote personal **autonomy**, increase people's **participation** and **involve them** through the entire learning process
- 

A man with short dark hair, wearing a light blue t-shirt, is seated at a wooden desk in an office. He is smiling and looking towards the right side of the frame. His hands are on a black keyboard. In front of him is a large black computer monitor on a stand. To the right of the monitor is a black office telephone. The desk is cluttered with various items including papers, a pink water bottle, and a small container. The background shows a white wall with several papers and a calendar pinned to it. A blue wavy graphic element is overlaid on the bottom left corner of the image.

DIGITAL
INCLUSION



Thank You





Chance B (Austria); European Platform for Rehabilitation (Belgium); Universität Klagenfurt (Austria);
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