Strategic Plan (2024/2025)
Jaaklac iniciativa
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GLOSSARY

<u>Digital Rights</u> encompass the intersection between human rights and digital technologies. These involve increasingly broad aspects as different dimensions of society have become digitised, especially since the COVID-19 pandemic. Digital technologies represent both constraints and opportunities for human rights, yet the negative implications tend to reinforce traditional systems of oppression. Digital rights issues encompass topics such as affordable digital access, protection in digital spaces and participation in online spaces for all people, among others.

<u>Diversity, Equity and Inclusion</u> implies the inclusion of perspectives, people and organisations representing different voices traditionally marginalised. These exclusions have mainly affected women, LGBTQI+, children, youth, Afro, indigenous, rural, disabled and lower class people. At Jaaklac, we promote DEI from the formation of our team, the methodologies used, the issues addressed, our target groups, the collaborations to materialise it, and the means to disseminate processes and results.

<u>Critical Digital Education</u> digital education involves teaching and learning with and about digital technologies. A critical emphasis promotes collective reflections and actions to orient the effects of digital technologies towards more equitable societies and climate justice. Digital education has focused on teaching with digital technologies and skills for the technological job market. This deficit has catalysed the expansion of the field of human rights and digital technologies, especially since the COVID-19 pandemic.

<u>Global Majority:</u> also known as the 'Global South' and formerly 'Underdeveloped Countries' or the 'Third World'. It encompasses systematically disadvantaged groups beyond the geographical boundaries as defined so far. For example, with 'modern slavery' increasingly prevalent in Europe and North America, and other high-income regions, systematically forcing precarious work and lack of human dignity among certain ethnic and racial groups.

Oficinas Hybrid (online and in-person) workshops designed by Jaaklac towards Critical Digital Education linking dialogue and collective actions. The sessions are generally online coordinated between different countries and involve independent in-person co-creation activities. They are structured into 'Share', 'Learn' and 'Do'. During the 'Share', contributions from different participants are heard around a task. In the 'Learn', a perspective is introduced to the theme and the exchanges are extended. For the 'Do!' a call to action is described, to include the contributions in the design of a collective product.

INTRODUCTION

This document elaborates a first strategic plan of the **Jaaklac iniciativa**, a non-formal organisation founded in November 2020 to promote Critical Digital Education (CDE). The organisation was initially created with a Latin American group and then expanded into global collaborations. From the beginning, its network has included activists, teachers, and researchers, with a special focus on youth. Since its beginnings, the organisation has been maintained with mainly volunteer work and dedicated to time-limited projects.

In 2024 we started to formalise the team of collaborations and thematic axes. We designed Intentions with projects to maintain, change and try and openly convened a Community with a network of past and new collaborations. This first group focused on Latin America, coordinating actions by projects to start establishing a first global Community in 2025. Jaaklac has promoted Diversity, Equity and Inclusion (DEI), in its teams and activities, especially among groups generally excluded, oppressed or invisibilised in the construction of digital societies.

Jaaklac's various projects have connected research, education, activism and community. These have been dedicated to bridging gaps around knowledge and participation to guide the effects of the digital age for the common good. The collective actions in Critical Digital Education have been developed with referents from education, activism, research, art, and technology, among other fields, focussed on the full development of young people. The main thematic areas have intersected digital rights with aspects of education, language inclusion, environmentalism, youth, gender, and academic freedom.

This first Jaaklac Strategic Plan (2024/2025) summarises (1) the organisation's Foundations, objectives, values, mission, vision and governance; (2) the Target Groups

with whom we collaborate in digital education; (3) the educational and social Issues we address with CDE; (4) its Dimensions linking research, education, community and activism; (5) the Actions through which we realise CDE for all people.

1. JAAKLAC'S FOUNDATIONS

Objective:

We promote Critical Digital Education (CDE) by expanding knowledge and collective participation in solutions for social and climate justice.

We act globally, especially by including the knowledge of the 'Global Majority' (formerly called the 'Global South') and its traditionally disadvantaged groups worldwide.

Mission and Vision

We envision fairer digital societies through quality education promoting critical thinking, human rights and participation.

We envision knowledge elevating the participation of the Global Majority and its traditional constituencies beyond geographical binarisms.

Values

JAAKLAC is an acronym of words in various languages from the Latin American community that make up our feminist value systems. These entail continuous development to promote equal opportunities and full development of all people. CDE encompasses aspects of nurturing human dignity, from provision, protection and participation, throughout life.

We remix the English word 'hack' into the Spanish word 'jak'. **JAAK**ing happens when diverse communities come together in solidarity based on digital technologies for the common good and the environment. We redefine the acronym LAC, commonly used for **Latin America and the Caribbean**, focusing on solutions centred on free and open societies. We promote solutions by codifying Diversity, Equity and Inclusion with an intersectional perspective. This involves team building, thematic focus, strategy design, and the promotion of its results to broaden the community of practice.

The identity of JAAKLAC is composed of: **Jallalla (Aymara)** 'Que viva! 'or 'Long live'; **Aty (Guaraní and Kaiowá)** 'conjunto' or 'group'; **Apthapi (Aymara)** is a celebration, an offering in which food and knowledge are shared in Bolivia, Peru, Argentina and Chile; **Kelluwün (Mapudungun)** 'Collaborate'; **Livres (Brazilian Portuguese)** 'Free'; **Alternativa (Spanish)** 'Alternative' (Spanish) 'different paths to the dominant or traditional ones'; **Community (English)** 'Community', in relation to the Latin American community residing in countries of the Americas where this language is spoken, 'Spanglish' being part of their culture.

Jaaklac Governance

We continue to develop formal spaces for collective decision-making. During 2025, a Jaaklac Committee was established with 6 individuals and organizations representing different sectors relevant to Jaaklac and countries in Latin America. The Committee include individuals and organizations that have collaborated with Jaaklac since its inception. These are Azeneth Garcia, Ana Arias, Camilo Arratia, Daniela Salas, Edda Forero, and Shéridan Medina. The Committee is also integrated by the director and founder of Jaaklac, Soledad Magnone. In addition, the Committee is advised by a Council composed of André Cardozo Sarli, Andrea Cruz, Di Luong and Thalia Rahme. Among the key activities of Jaaklac's governance are the monthly Committee meetings and other activities for the strengthening and development of the organization. These include organizing a new cohort of the Community, seeking funding, internal training, and disseminating Jaaklac.

In 2025, Jaaklac's governance reach was expanded with a second edition of the Jaaklac Community. This year the Community will be global, including 12 individuals and/or organizations from diverse backgrounds. Their additions will be based on past collaborations or referrals from the past cohort. Between May and November 2025 we will organise monthly workshops to push forward 3 to 5 CDE projects. These will compose hybrid workshops, podcasts, blogs, social media campaigns and other collective actions. The Community expands through Collaborations, with regular or self-organized project activities in different languages and time zones. The activities will be in English yet open to language inclusion based on insights inspired in our Lingua Cafe Voice podcast conversation.

2. TARGET GROUPS

We broaden the community of practice in CDE, especially among youth under 24 years of age, educational leaders, and people who are new to digital technologies.

We focus our efforts in particular on minority groups, whether because of their race, ethnicity, gender, sexual orientation, age, class, disability, etc. We engage with representatives of civil society organisations, civil society organisations, NGOs, the media, the media, and the media.

We link representatives from civil society organisations, governments, technology companies, activism, education, academia, and the general public.

We share experiences openly and foster intergenerational practices focused on children, adolescents and youth.

We connect our target groups by organising joint working and learning activities with people and organisations from different disciplines, generations and cultures. We develop CDE through practices encompassing the co-creation of proposals, implementation of projects and reflection on the results.

3. EDUCATIONAL AND SOCIAL ISSUES

Digital education involves teaching and learning with and about digital technologies. So far, educational strategies have focused on teaching using digital technologies (Emejulu & McGregor, 2019). Digital education is key to the exercise of human rights, especially children's rights, in terms of provision, protection and participation (Magnone, 2021). However, digital skills have privileged the economic and employment market interests of an elite group of companies and governments (Law et al., 2018).

The implications of these educational digital divides have been observed in the expanding field of human rights and digital technologies ('digital rights'). Especially since the brutal digital transformation of COVID-19, digital rights have encompassed issues such as: affordable digital access, protection of activists and journalists, participation of diverse communities, among others. In turn, the importance of addressing these issues from an intersectional approach has been highlighted, particularly in relation to gender, race, age and class (Abraham, 2024).

This deficit in education and human rights-based digital policies has contributed to increasing concerns about the effects on democracies and the environment.

Educational solutions to redress and prevent this must develop critical awareness of digital technologies, embrace the possibilities for the full spectrum of human rights, and develop participation in collective decision-making (Magnone, 2024).

What are the gaps and breakthroughs in education with and about digital technologies? What digital education fosters understanding of social, political, economic and environmental implications? What collective actions facilitate knowledge for democracies and social justice in the digital age?

These are some of the questions that guide Jaaklac's collective efforts together with leaders and organisations from activism, education, youth, technology, arts, and more. In this way we close gaps in an CDE focused on elevating reflections around the effects of technologies and acting collectively on solutions for the common good. In 2023 we launched the global CDE for all campaign facilitating a global conversation towards equity in digital societies (Jaaklac, n/d).

4. STRATEGIC DIMENSIONS

Jaaklac promotes human rights in the digital age by linking 4 key dimensions explored in CDE so far: (a) Research, (b) Education, (c) Activism and (d) Community. By 2025 we will continue to fine-tune the conceptualisation of these dimensions and their instrumentalisation through actions with the Committee, Community and Jaaklac Collaborations. This will be done through designing projects, seeking their funding, and organising mainly voluntary actions. The Jaaklac dimensions interconnect horizontal learning, making sense of reality, advocating for social justice and nurturing a community of practice.

(A) Research:

We apply Participatory Action Research (PAR) to change social reality through quality education in the digital age. We break monopolies through knowledge in action.

We explore reality by exchanging roles between those who research, those who learn and those who teach. We design processes in which the problematisation of societies fosters knowledge and reconversion towards fairer systems.

We open the black box, decoding the personalisation of media, especially by elevating traditionally invisible and oppressed voices in the development of solutions.

(B) Education

We recognise teaching and learning processes outside formal or private spaces by the different actors involved in the full development of digital societies.

We develop a digital education focused on critical thinking towards traditional power structures, human rights in their broad spectrum, and participation to foster democracies and the environment.

We dialogue and create in our hybrid Oficinas (workshops) to Share, Learn and Do! better global digital societies. We continue asynchronous digital learning, in blogs, podcasts and activity notes.

(C) Community

We include different sectors and disciplines, within and outside the Jaaklac Community (local, regional or international). The CDE reuses and builds resources together with diverse stakeholders.

We build the CDE based on Diversity, Equity and Inclusion. We are especially inclusive of overlooked perspectives and those with the greatest negative impacts of the issues to be addressed.

We share work and learning through feminist approaches, across languages, time zones, low technologies and lack of internet access to manifest more equitable (digital) societies.

(D) Advocacy

We advocate to close the learning gaps that amplify social injustices in the digital age. Digital education has focused on teaching with digital technologies and skills for the technology sector job market.

We spread the word about our processes and results to amplify a global movement materialising quality education in freer digital societies under Creative Commons 4.0 licenses.

We elevate CDE by openly sharing our research tools, tools and results in academic and non-academic media, such as social networks, blogs and podcasts.

5. CDE ACTIONS FOR ALL

In 2025, a Jaaklac Committee will be founded with 6 individuals and organisations from Latin America and an international advisory group. The Committee will be involved in monthly tasks for fundraising, dissemination and development of the Community. The Community will be formalised as an annual programme with a maximum of 12 people/organisations working on 5 CDE projects globally. Community activities will be primarily in English and will expand into global CDE collaborations in different languages and time zones.

The details of CDE activities, their dimensions and metrics will be refined in 2025 together with the Committee, the Community and its Collaborations. This year we will continue with activities around the Community Intentions and projects. We will strengthen the Strategic Plan, and the principles for organisational conduct, and for youth work. We will continue to openly share results and processes to broaden the global movement by addressing emerging gaps and realising fairer digital societies.

The Intentions began in 2024 and were based on Jaaklac's projects to sustain, change and try that resulted in the activities Critical Digital Education for All, Digital Causes, Lingua Café, Tech & Biodiversity: Legacy 2060, In Memory of Aziz, and Love is a Participatory Emotion. These explore CDE practices that intersect with issues such as youth, language inclusion, academic freedom, migration, climate justice, and gender. Their actions have been disseminated in podcasts, blogs and open collaborative workshops under Creative Commons 4.0 licenses.

The Community started in 2024 with an open call, formalising collaborations (past and new) with people and organisations from Latin America, and around the world. The group had 14 people signed up representing Uruguay, Ecuador, Bolivia, Peru, Brazil, Mexico, Colombia, Lebanon, France, Indonesia, and Finland. Community projects have been developed mainly for fundraising, dissemination, conferences, and international collaborations to materialise them. The progress of the Community projects and their connection to the Intentions were facilitated in monthly online satellite meetings and activities.

Some of Jaaklac's past main projects include Critical Digital Education for All (2024), Digital Rights in the Caribbean (2022/2024), ESI Digital (2022), No Minor Futures (2022), Saga Detox de Datos Latine (2021/2022) and Glocal Mesh LAC (2021). These

projects involved different activities that later influenced the design of the strategic dimensions of CDE. The projects included a series of hybrid workshops (coordinated online and complemented by face-to-face), shared note-taking on activities and conversations. The open publication of reflections on the collaborative process and its outcomes in blogs, podcasts and social media campaigns.

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