Strategic Plan (2026/2027)
Jaaklac iniciativa

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GLOSARIO

<u>Critical Digital Education</u> digital education involves teaching and learning with and about digital technologies. A critical emphasis promotes collective reflection and action to steer the effects of digital technologies towards social equity and environmental justice. Digital education has overly focused on teaching with digital technologies and skills for the tech job market. This shortcoming has catalysed the expansion of the field of human rights and digital technologies, particularly since the COVID-19 pandemic.

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

<u>Global Majority</u> encompasses historically disadvantaged groups, beyond geographical binaries. These groups have included women, LGBTQI+, BIPOC, children, youth, people with disabilities and the poor. This conception challenges the way in which the term has been defined to date and used as a synonym for the 'Global South', 'underdevelopment' or the 'Third World'. For example, with 'modern slavery' becoming increasingly prevalent in Europe, North America and other high-income regions, systematically forcing certain ethnic and racial groups into precarious work conditions and limiting their human dignity.

<u>Oficinas</u> Jaaklac's Critical Digital Education hybrid workshops (online and in-person) to prototype spaces for dialogue and collaboration. The sessions are generally held online, coordinated across different countries, and involve independent satellite activities, either in-person or online. The workshops are structured around "Share", "Learn" and "Do!". During "Share", contributions from different participants regarding a task are heard; in

"Learn", a perspective on the topic is introduced and discussions are expanded; for "Do!", a call to action is outlined to develop a group product.

Diversity, Equity and Inclusion involves connecting broad perspectives with a special consideration for people and organisations representing voices that have traditionally been marginalised. These exclusions have primarily affected women, LGBTQI+ people, children, young people, Black people, Indigenous people, rural communities, people with disabilities, and those from lower-income backgrounds. At Jaaklac, we promote DEI through the composition of our team, the methodologies we use, the topics we address, our target groups, the collaborations we engage in to bring this about, and the means by which we disseminate processes and results.

INTRODUCTION

This document outlines the **Strategic Plan of the Jaaklac initiative (2026/2027)** to research and advocate for Critical Digital Education (CDE) through the [Principles of Collaboration and Coexistence](). Jaaklac was founded by Soledad Magnone in November 2020 with the mission of promoting a quality education in the digital age. Jaaklac began with specific projects and a Latin American group that expanded globally year by year. Over time, the network has included leading figures from activism, journalism, education, research, art, communication, youth and civil society. Jaaklac has been sustained primarily by voluntary work and by time-limited funded projects.

In 2025, [Jaaklac's governance]() was established, comprising the Council, Committee, Community and Collaborations. This formed part of a process to formalise the relationships between individuals and organisations associated with Jaaklac, both those involved since its foundation and new ones. The process began in 2024, establishing the Community and thematic areas centred on [Intentions](), and issuing an open call to join the [Community](). The first group focused on Latin America and resulted in the division of roles within Jaaklac's governance. The team and its activities have promoted Diversity, Equity and Inclusion (DEI) to mitigate the negative effects of dominant models in decision-making regarding digital policy governance.

Jaaklac's [various projects]() link the strategic dimensions of research, education, activism and community. These have been spearheaded to bridge gaps in knowledge and participation and steer digital societies towards the common good. Jaaklac's collective actions in Critical Digital Education have focused on hybrid workshops ('Oficinas'), online and in-person, combined with blogs, podcasts and social media campaigns. The main thematic areas have intersected digital rights with aspects of education, linguistic

inclusion, environmentalism, youth, wellbeing, gender, technological autonomy, migration, and academic freedom. Activities have been conducted primarily in Spanish and English, with an openness to other languages relevant to participants.

This Jaaklac Strategic Plan (2026/2027) summarises (1) the organisation's Foundations, with its objectives, values, mission, vision and governance; (2) the Target Groups with whom we collaborate on digital education; (3) the Educational and Social challenges we address through CDE; (4) its Dimensions linking Research, Education, Community and Advocacy; (5) the Internal and External Actions and Collaborations over the years through which CDE for all has been realised.

1. JAAKLAC's FOUNDATIONS

Objective:

We research and promote Critical Digital Education (CDE) that broadens knowledge and the collective participation in solutions for social and climate justice.

We operate internationally and incorporate the knowledge of the 'Global Majority' and its traditionally marginalised groups, without geographical binaries.

Mission and Vision

We envision fairer digital societies through a quality education that fosters critical thinking, human rights and democratic participation.

We believe that this education must be based on Principles of Collaboration and Coexistence.

Values

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

We have adapted the English word "hack" into Spanish as "jak". "JAAKing" occurs when diverse communities come together through digital technologies for the common good

and the environment. We redefine the acronym LAC, commonly used for Latin America and the Caribbean, by focusing on solutions centred on free and open societies. We promote solutions that embed Diversity, Equity and Inclusion through an intersectional lens. This encompasses everything from team composition and focus areas to strategy design and the promotion of outcomes to expand the community of practice.

The name **Jaaklac** is derived from: **Jallalla (Aymara)** meaning "Long live!" or "Long life"; **Aty (Guaraní and Kaiowá)** meaning "group" or "collection"; **Apthapi (Aymara)** is a celebration and offering involving the sharing of food and knowledge, practised in Bolivia, Peru, Argentina and Chile; **Kelluwün (Mapudungun)** "To collaborate"; **Livres (Brazilian Portuguese)** "Free"; **Alternativa (Spanish)** paths different from the dominant or traditional ones; **Community (English)** "Community", for the Latin American community residing in the Americas, with "Spanglish" as part of their culture.

Jaaklac's Governance

We continuously develop formal spaces for collective decision-making. In 2026, we strengthened an international team and refined our governance roles. The Council focuses on identifying funding sources, supporting grant applications, and developing fundraising strategies. The Committee coordinates activities with the Community and is divided by language of preference (Spanish and English). The Community implements and documents CDE practices and is divided by language preference (Spanish and English). Finally, Collaborations are established through specific activities initiated by the Community or Committee, to facilitate different languages and time zones.

The Committee is made up of 6 individuals and organisations that have been involved in the Community or other projects since 2020 and including Jaaklac's founder (Soledad Magnone). In 2026, the Committee began meeting every two months. The Council is composed of 4 members which meet 2 to 3 times a year, depending on funding opportunities and access to financial resources. In 2025, the first Jaaklac Committee was established, comprising 6 individuals and/or organisations from different sectors from Latin America and relevant to Jaaklac. They used to meet every month and covered almost all of Jaaklac's responsibilities.

At the heart of Jaaklac's governance lies the Community. This participates in activities every two months focusing the research and implementation of CDE within the thematic areas through workshops, podcasts, blogs and social media posts. Furthermore, the Community reports ideas for improving the programme in subsequent editions.

In 2025, the Community held 5 online workshops in English to advance the development of CDE projects. A Community report was also produced, detailing the main activities, reflections and outcomes. In that year, the Jaaklac governance body comprised around 19 individuals and organisations from around the world. Despite funding constraints, the Community has continued to welcome new members and has expanded through collaborations.

2. TARGET GROUPS

We bring together representatives from civil society, governments, technology companies, activism, education, academia and the general public through dialogue and action.

We foster collaboration in research, education, community building and peer activism with individuals and organisations from different disciplines, geographies and cultures.

We are expanding the CDE community of practice, particularly among groups that have historically represented the Global Majority worldwide.

We include groups traditionally excluded from digital governance, whether due to race, ethnicity, gender, sexual orientation, age, social class or disability, amongst others.

We share experiences openly and foster intergenerational practices, based on diversity, equity and inclusion.

3. CDE TO ADDRESS SOCIAL AND EDUCATIONAL ISSUES

Digital education involves teaching and learning with and about digital technologies. To date, educational strategies have focused on teaching using digital technologies (Emejulu and McGregor, 2019). Digital education is key to the exercise of human rights, particularly those of children, in terms of provision, protection and participation (Magnone, 2021). However, digital skills have prioritised the interests of the labour market and the economy of an elite group of individuals, companies and governments (Law et al., 2018).

The implications of these educational digital divides have been observed in the expansion of the field of human rights and digital technologies ('digital rights'). In

particular, since the rapid digital transformation brought about by COVID-19, digital rights have encompassed issues such as: affordable digital access, the protection of activists and journalists, and the participation of diverse communities, amongst others. In turn, the importance of addressing these issues from an intersectional perspective has been highlighted, especially in relation to gender, race, age and class (Abraham, 2024).

This deficit in digital policies grounded in education, human rights and participation has contributed to growing concerns about the effects on democracies and the environment. Educational solutions to remedy and prevent this must foster critical awareness of digital technologies, encompassing the possibilities for the broad spectrum of human rights, and promoting participation in collective decision-making (Magnone, 2024).

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

These are some of the questions guiding collective efforts by Jaaklac alongside key figures and organisations from the fields of activism, education, youth, technology, the arts, research, civil society, and more. In this way, we bridge gaps in digital education by raising awareness on the effects of technology and acting collectively on solutions for the common good. In 2023, we launched the CDE for all campaign, facilitating a global conversation towards equity in the digital age (Jaaklac, n/d).

4. DIMENSIONES ESTRATÉGICAS

Jaaklac promotes human rights in the digital age by linking four key dimensions: (a) Research, (b) Education, (c) Community, and (d) Activism. For 2026/2027, we will continue to refine the conceptualisation of these dimensions and their implementation through actions with the Jaaklac Council, Committee, Community and Collaborations. This will be achieved through the coordination of the Jaaklac Community, the pursuit of funding and sponsorship, and the open dissemination of activities under Creative Commons licences.

The Jaaklac dimensions link horizontal learning with making sense of reality, advocating for social justice and nurturing a community of practice:

(A) Research:

We use Participatory Action Research (PAR) to transform social reality through quality education in the digital age. We challenge hierarchies by putting knowledge into action in ways that reflect the community's interests.

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

We open the black box in an accessible and inclusive way. We decode the personalisation of media, particularly by elevating experiences that have traditionally been rendered invisible and oppressed in the development of solutions.

(B) Education:

We recognise the teaching and learning processes both within and outside formal or private settings, as carried out by the various actors involved in the full development of digital societies.

We develop digital education centred on critical thinking in the face of traditional power structures, human rights across the full spectrum, and active participation to strengthen democracies and protect the environment.

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

(C) Community:

We include different sectors and disciplines, both within and outside the Jaaklac Community (local, regional or international). CDE designs resources in collaboration with and based on the experience of different organisations and individuals.

We build CDE on Diversity, Equity and Inclusion. In particular, we include overlooked perspectives and those who suffer the greatest negative impacts of the issues we address.

We share our work and learning through feminist approaches, across languages, time zones, low-tech solutions and areas with limited internet access, to promote more equitable (digital) societies.

(D) Activism:

We advocate to close the digital knowledge gaps that amplify social injustices. We collaborate with civil society organisations, governments, private companies, journalists, educational institutions, international agencies, and more.

We share our processes and results to expand a global movement, realising quality education in freer digital societies under Creative Commons 4.0 licences.

We promote CDE by openly sharing our research tools, methods and findings in both academic and non-academic media, such as social media, blogs and podcasts.

5. CDE ACTIONS FOR ALL

The Jaaklac Council is dedicated to seeking funding and sponsorship. The Committee is involved in coordinating CDE activities across the Community. The Community is an annual programme involving around 12 individuals or organisations each year to implement and document CDE. In 2026, in addition to being divided by language, thematic areas were established linking CDE with gender and wellbeing for the Spanish-speaking Community; and migration and academic freedom for the English-speaking group. However, cross-group proposals will be encouraged.

Community activities in 2026 were tailored to tasks with more specific objectives through workshops, podcasts, blogs and online social media posts. Each activity focuses on a strategic dimension, although these may overlap. The workshops concentrate on research, examining the state of education in relation to the Community's areas of interest, linked to digital technologies. The podcasts tie in with the workshops, serving as a space to teach and learn about these topics in collaboration with others. The blogs summarise the podcast discussions and aim to develop the Community, for example by highlighting aspects promoted by different sectors. Finally, through social media posts, we aim to influence the policies of various stakeholders with messages encouraging them to join the CDE initiative.

This is how the details of CDE activities are refined year on year, depending on the availability of funds and the interest of the Jaaklac volunteer team. Each iteration involves deepening, refining and expanding the concept and relevance of CDE. In 2024, an initial Strategic Plan (2024/2025) was designed. This was revised for the 2026/2027 period, also incorporating the Principles of Collaboration and Coexistence. The Community's outcomes and processes are shared openly to expand the global movement by addressing emerging gaps and bringing about fairer digital societies.

In 2024, Jaaklac's main actions were organised into Intentions with projects to keep, change and try. These included the campaigns Critical Digital Education for All, Digital Causes, Lingua Café, Tech & Biodiversity: Legado 2060, In Memory of Aziz, and Love is a Participatory Emotion. These explored practices in CDE on topics such as youth, linguistic inclusion, academic freedom, migration, climate justice, and gender. These were disseminated through podcasts, blogs, and open collaborative workshops under Creative Commons 4.0 licences.

In 2024, the Community also launched an open call, formalising collaborations (both past and new) with individuals and organisations from Latin America and around the world. The group comprised 14 registered members representing Uruguay, Ecuador, Bolivia, Peru, Brazil, Mexico, Colombia, Lebanon, France, Indonesia, and Finland. The Community's projects that year consisted of fundraising, dissemination at conferences, and international collaborations in CDE. Progress on Community projects and their connection to the Intentions was facilitated through monthly online meetings and satellite activities.

Between 2020 and 2023 different projects were developed exploring practices and partnerships on CDE. Some of Jaaklac's major past projects include Critical Digital Education for All (2024), Digital Rights in the Caribbean (2022/2024), Digital CSE (2022), No Minor Futures (2022), Latin Data Detox Saga (2021/2022) and Glocal Mesh LAC (2021). These projects involved various activities that subsequently influenced the design of CDE's strategic dimensions. The projects included a series of hybrid workshops (coordinated online and complemented in person), the taking of shared notes on activities and conversations, and the open publication of reflections on the collaborative process and its results in blogs, podcasts and social media campaigns.

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