DIGITAL PUBLIC SERVICES AND CITIZENSHIP: AN APPROACH FROM DIGITAL COMPETENCES

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MOTIVATION

Since socially disadvantaged individuals also are more likely to be digitally excluded (Ragnedda et al., 2022), their position in a digital society is further marginalized. People who are used to interact with digital public services can benefit from them, unlike less digitally advantaged individuals (Van Deursen, 2020). And often these vulnerable groups are the ones who most need the opportunities that digital public services offer.

METHODS

❑ A systematic review based on the PRISMA methodology was conducted to identify conditioning factors in the interaction of citizens with digital public services, with our own validated protocol (Morte & Esteban, 2022).

❑ Analysis and comparison of the policies, programs and plans focused on digital skills and digital inclusion published by the European Union and by the Members States of the European Union.

❑ In-depth semi-structured interviews with experts to identify conditioning factors and recommendations to improve the digital competence of citizens.

❑ Survey to Spanish intermediate leaders to delve into the perspective of those working in the field.

OBJECTIVES

❑ The general objective is to propose a set of guidelines for the design of strategies and programs aimed at facilitating citizens interaction with digital public services, taking into account their digital competences in order to avoid risks of exclusion, with special attention to vulnerable groups.

MAIN RESULTS

✓ Most identified conditioning factors were sociodemographic and socioeconomic: age, education, household income. Level of digital skills was also important.

✓ Most recommended proposals are related to lifelong education, improvement of the user experience and use of local centres to facilitate access and support by mediating agents.

✓ It is expected to present a proposal for developing public policies and programs for digital skills at NUTS-2 level.

MAIN REFERENCES

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