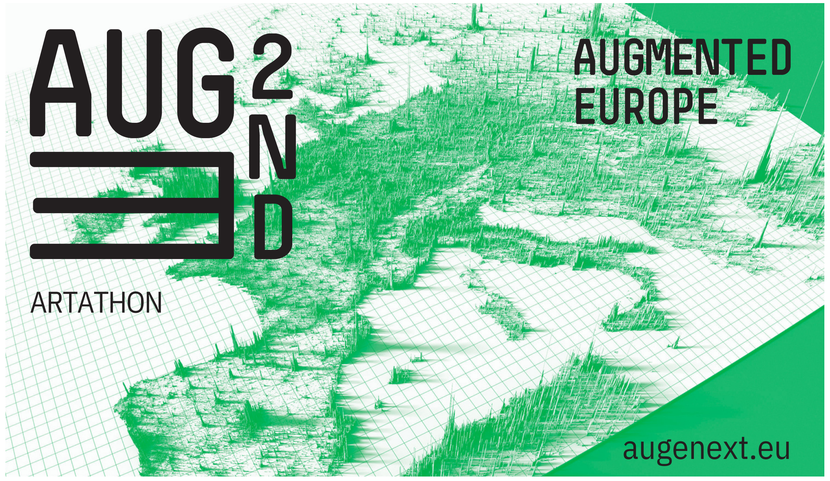


ARTATHON BARCELONA

MIL AN
BARCELONA
BERLIN
GDANSK
RIGA

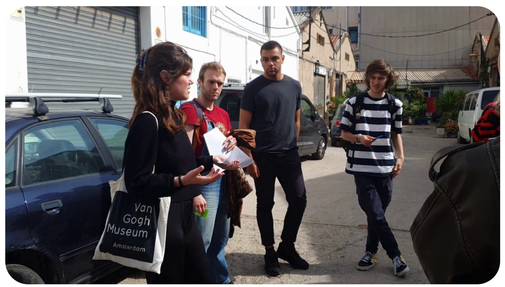
Ref. Ares(2023)5281613 - 31/07/2023

ESPRONCEDA
INSTITUTE of ART & CULTURE

AUGMENTED EUROPE. OUR FUTURE IS CONNECTED. DIGITAL AWARENESS AS AN OPPORTUNITY FOR INCLUSION AND SOCIAL JUSTICE, FOR A BETTER EUROPE.

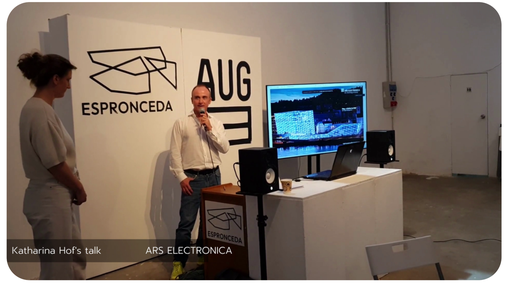
AUGE AUGMENTED EUROPE IS
A PROJECT FUNDED BY THE EUROPEAN COMMISSION

FROM BARCELONA PASSING THROUGH MILAN AND OTHER EUROPEAN CITIES LIKE BERLIN, GDANSK, AND RIGA, OVER 156 ENTHUSIASTIC YOUNG STUDENTS CAME TOGETHER DURING THE TRANSNATIONAL ARTATHON. DURING THIS INSPIRING EVENT, THEY ENGAGED IN MEANINGFUL INTERACTIONS, CREATING A PLATFORM TO DEVELOP INNOVATIVE INITIATIVES AND PROPOSALS AIMED AT CREATING A BRIGHTER FUTURE FOR THEMSELVES AND FOR ALL OF US.



IN A WORLD FLOODED WITH INFORMATION AND TECHNOLOGY, DIGITAL LITERACY IS NO LONGER A LUXURY BUT A NECESSITY. IT ENABLES INDIVIDUALS TO RESPONSIBLY NAVIGATE THE DIGITAL LANDSCAPE, CRITICALLY ASSESS INFORMATION, AND MAKE WELL-INFORMED DECISIONS. DIGITAL LITERACY EMPOWERS PEOPLE TO HARNESS TECHNOLOGY'S POWER, ACTIVELY ENGAGE IN THE DIGITAL REALM, AND CONTRIBUTE SIGNIFICANTLY TO SOCIETY. EMBRACING DIGITAL LITERACY ALLOWS US TO CONFIDENTLY TRAVERSE THE VAST DIGITAL SEA OF INFORMATION, ENSURING A BRIGHTER FUTURE FOR OURSELVES AND FUTURE GENERATIONS.

DIGITAL LITERACY, EDUCATION, AND TRAINING ARE ESSENTIAL FOR EMPOWERING INDIVIDUALS IN TODAY'S TECHNOLOGY-DOMINATED ERA. EDUCATIONAL INSTITUTIONS, INCLUDING SCHOOLS AND COLLEGES, HAVE A CRUCIAL ROLE IN INTEGRATING DIGITAL LITERACY INTO THEIR CURRICULA, EQUIPPING STUDENTS WITH NECESSARY SKILLS AND KNOWLEDGE. MOREOVER, COLLABORATION AMONG GOVERNMENTS, ORGANIZATIONS, AND COMMUNITIES IS NECESSARY TO OFFER DIGITAL LITERACY PROGRAMS TO INDIVIDUALS OF ALL AGES, ESPECIALLY THOSE WITH LIMITED ACCESS TO DIGITAL RESOURCES.



KEY NOTE SPEAKERS

MARTA ORDEIG & KATHARINA HOF

THE TALK HIGHLIGHTED THE POWER OF STORYTELLING IN FOSTERING CHANGE AND COLLABORATION. THE SPEAKER SHARED PERSONAL EXPERIENCES OF OVERCOMING SOsocietal PERCEPTIONS TO EMPHASIZE THE IMPORTANCE OF STORIES IN ENGAGING AUDIENCES AND INSPIRING INNOVATIVE IDEAS. NEW MEDIA, SUCH AS VIRTUAL REALITY AND AUGMENTED REALITY, WAS DISCUSSED FOR ITS POTENTIAL TO TRANSFORM STORYTELLING AND ENABLE BI-DIRECTIONAL INTERACTIONS BETWEEN CREATORS AND AUDIENCES.

AugE 2nd is a project funded by the Europe- an Commission under the Citizens, Equality, Rights and Values Pro- gramme

European Commission

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DIGITAL AWARENESS, INCLUSION AND EQUALITY FOR A BETTER EUROPE

CLICK HERE FOR THE VIDEO

DIGITAL INCLUSION, ECONOMIC AND TECHNOLOGICAL BARRIERS

Cha l lenge1

How can Europe reduce the digital divide? How can equal distribution of access to digital technologies and the internet across different regions and populations be achieved?

Digital inclusion refers to the effort to ensure that everyone has access to digital technologies and the ability to use them effectively. Economic and technological barriers are some of the main obstacles that can prevent people from participating fully in the digital world.
Economic barriers can include factors such as the cost of devices and internet access, as well as the availability of affordable digital services and software. People with low incomes or limited financial resources may find it difficult to afford the necessary equipment and services to get online.
Technological barriers can include factors such as a lack of digital literacy skills, limited access to training and support, and language or cultural barriers. People who lack the necessary skills and knowledge to use digital technologies effectively may find it challenging to participate fully in the digital world.

The workshop began with an overview of the digital divide and its impact on various communities across Europe. The students engaged in thoughtful discussions, recognizing that the digital divide was not solely about internet access but also encompassed issues of affordability, digital literacy, and socio-economic disparities.

To approach the challenge comprehensively, the students divided into smaller groups, each focusing on a specific aspect of the problem. One group focused on infrastructure and access, brainstorming ideas to expand internet coverage to remote and underserved areas. They explored the potential of government-backed initiatives, public-private partnerships, and the deployment of innovative technologies like satellite internet.

Another group delved into the issue of affordability and accessibility. They discussed the importance of reducing the cost of digital devices, ensuring that everyone, regardless of income, could afford them. To tackle this, they suggested tax incentives for tech companies producing affordable devices and proposed government subsidies or interest-free loans for disadvantaged populations.

The students envisioned a future where high-speed internet and digital technologies would be accessible to all, irrespective of their geographical location or socio-economic background. They recognized the transformative power of digital inclusion, from promoting economic opportunities and educational advancement to fostering social cohesion and community development.

GENDER DISCRIMINATION IN AI ALGORITHMS, ARTISTIC SOLUTIONS

Cha l lenge2

How to promote an ethical and inclusive use of AI, without discrimination of gender or race?

There are several solutions that can be implemented to address gender discrimination in AI algorithms. One such solution is to increase the diversity of the teams developing these algorithms. By bringing together individuals from different backgrounds, experiences, and perspectives, it is possible to create more inclusive AI systems that reflect the needs and concerns of all members of society.

Another solution is to use machine learning techniques to identify and correct gender biases in AI algorithms. This involves analyzing data sets for gender imbalances, evaluating the accuracy of AI-generated content across genders, and adjusting the algorithms accordingly to ensure fairness and equality.

The workshop commenced with an exploration of the challenges posed by AI algorithms and their potential biases. The students engaged in candid discussions, acknowledging that biases in AI systems often stemmed from the data used to train them. They recognized the urgency of developing solutions that could mitigate these biases and ensure fairness and inclusivity.

Dividing into smaller teams, the students set out to tackle different aspects of the challenge.

One group focused on data diversity and quality. They proposed implementing guidelines that ensure AI training datasets represent a diverse range of genders, races, and ethnicities. Additionally, they advocated for continuous monitoring and auditing of AI systems to detect and rectify any emerging biases.

Another team centered on transparency and explainability. They emphasized the need for AI models to provide clear explanations for their decisions, enabling users to understand how conclusions were reached. By making AI systems more transparent, they aimed to empower individuals to challenge discriminatory outcomes and demand accountability.

A third group delved into the importance of diverse perspectives in AI development. They highlighted the significance of promoting diversity within AI research teams and tech companies to foster a broader understanding of potential biases and challenges faced by different communities.

IMMERSIVE AND INCLUSSIVE MULTISENSORY EXPERIENCES

Cha l lenge3

Develop an immersive and interactive experience that is inclusive and multisensory, utilizing technology to create a unique and engaging experience for people of all abilities.

Immersive and interactive experiences inclusive, multisensory refer to an emerging trend in the field of technology and entertainment where users are able to engage with digital content in a more engaging and immersive way. These experiences typically involve the use of technologies such as virtual reality (VR), augmented reality (AR), and mixed reality (MR) to create a sense of presence and allow users to interact with virtual environments.
Multisensory experiences are those that engage multiple senses, such as sight, sound, touch, and even smell, to create a more immersive and realistic experience. Inclusive experiences, on the other hand, are designed to be accessible and enjoyable for people of all abilities and backgrounds.

The workshop began with an overview of the digital divide and its impact on various communities across Europe. The students engaged in thoughtful discussions, recognizing that the digital divide was not solely about internet access but also encompassed issues of affordability, digital literacy, and socio-economic disparities.

To approach the challenge comprehensively, the students divided into smaller groups, each focusing on a specific aspect of the problem. One group focused on infrastructure and access, brainstorming ideas to expand internet coverage to remote and underserved areas. They explored the potential of government-backed initiatives, public-private partnerships, and the deployment of innovative technologies like satellite internet.

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The students envisioned a future where high-speed internet and digital technologies would be accessible to all, irrespective of their geographical location or socio-economic background. They recognized the transformative power of digital inclusion, from promoting economic opportunities and educational advancement to fostering social cohesion and community development.

WOMEN INCLUSION IN THE DIGITAL CREATION AND ENGINEERING STUDY

Cha l lenge4

How can Europe reduce the digital divide? How can equal distribution of access to digital technologies and the internet across different regions and populations be achieved?

Digital inclusion refers to the effort to ensure that everyone has access to digital technologies and the ability to use them effectively. Economic and technological barriers are some of the main obstacles that can prevent people from participating fully in the digital world.
Economic barriers can include factors such as the cost of devices and internet access, as well as the availability of affordable digital services and software. People with low incomes or limited financial resources may find it difficult to afford the necessary equipment and services to get online.
Technological barriers can include factors such as a lack of digital literacy skills, limited access to training and support, and language or cultural barriers. People who lack the necessary skills and knowledge to use digital technologies effectively may find it challenging to participate fully in the digital world.

The students began by immersing themselves in the world of accessibility and understanding the diverse needs of individuals with varying abilities. They recognized the importance of creating an experience that would be inclusive and enjoyable for everyone, regardless of physical or cognitive limitations.To accomplish this, the students divided into smaller teams, each focused on a particular aspect of the project.

One group took on the task of technological innovation. They explored cutting-edge technologies like virtual reality (VR) and augmented reality (AR) to develop an inclusive environment. Their vision was to create an immersive experience where participants could explore diverse worlds and scenarios without barriers, using customized interfaces tailored to individual abilities.

Another team concentrated on multisensory integration. They brainstormed ideas to engage multiple senses, such as touch, sound, and even smell, to provide a more holistic and enriching experience. This team wanted to ensure that the immersive experience transcended visual and auditory elements to accommodate those with sensory disabilities.

Meanwhile, a third group focused on user experience design. They were passionate about making the interaction with the immersive experience seamless and intuitive for all participants. By incorporating user feedback and conducting usability tests with individuals of various abilities, they aimed to create an interface that was accessible and enjoyable to navigate.

COMMUNITY, INCLUSIVE AND CO-CREATIVE METAVERSES

Cha l lenge5

Design a metaverse that is accessible to people with disabilities, including those with physical impairments, visual impairments, and hearing impairments.

The different highlights from top metaverse examples show how the world is actually gearing up for the metaverse. Practical examples of the metaverse in the real world prove that the concept can move from paper to actual use cases. The promise of a shared and persistent virtual environment does not offer a solid foundation for the future of the metaverse.
On the other hand, the assessment of different real-world metaverse examples presents many opportunities for feasible implementation of the metaverse. A completely operational metaverse encompassing all digital spaces might be far from reality now. However, the emerging examples of the metaverse alongside top brands entering the metaverse space present a bright future for the metaverse.

At the start of the workshop, the students embarked on a journey of empathy and understanding, delving into the challenges faced by people with different disabilities. They recognized that building an accessible metaverse required thoughtful consideration of diverse needs, ensuring that no one was left behind.

The students divided into specialized teams, each focusing on specific aspects of accessibility.

The first team concentrated on physical accessibility. They envisioned a metaverse where individuals with physical impairments could effortlessly navigate and interact. Through the use of motion-tracking technology, participants could engage with natural gestures, allowing them to explore the virtual space intuitively. Additionally, they designed customizable control options, empowering users to adapt the experience to their specific abilities and preferences.

The second team tackled visual accessibility. Recognizing the importance of inclusion for individuals with visual impairments, they integrated audio descriptions and haptic feedback. Navigating the metaverse, users with visual challenges could rely on spatialized audio cues and touch-based feedback to understand their surroundings, objects, and interactions.

A third group took on the responsibility of addressing hearing impairments. Their vision was to create a metaverse where communication was barrier-free. Real-time captioning and sign language interpretation services were embedded into social interactions, ensuring that all participants could engage in meaningful conversations and collaborations.