



WP4. M1-M24

Inclusion, privacy, and ethics in the (d)HL Strategy

Cristina Fernández García. Coordination team. WP 4 leader

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WP4

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Task 4.1: Inclusion and gender-specific issues (M1-24)

Lead by EIWH
Vanessa Moore
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Task 4.2: Ethics and privacy components of the EU (d)HL Strategy (M1-M24)

Lead by SESPA
Beatriz Braña Marcos
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Carina Dantas from CE



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**D4.1 : IDEAHL inclusion,
ethics & privacy toolkit (M8)**



TASK 4.1: INCLUSION AND GENDER-SPECIFIC ISSUES

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Key Policies

* EU Gender Equality Strategy 2020-2025





TASK 4.1: INCLUSION AND GENDER-SPECIFIC ISSUES

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Key Policies

- * EU Gender Equality Strategy 2020-2025
- * SDG5: Gender equality



EU trend of SDG 5 on gender equality

The goal of SDG 5 is to achieve gender equality and empower all women and girls

WHAT?



5.1 End discrimination against all women and girls



5.2 Eliminate violence against women and girls



5.3 Eliminate all harmful practices such as child marriage



5.4 Recognize and value unpaid care and domestic work



5.5 Ensure women's participation and leadership in decision-making



5.6 Ensure universal access to sexual and reproductive health and rights

HOW?



5a. Undertake reforms to give women equal rights to economic resources including land



5b. Enhance the use of information and communications technology



5c. Adopt and strengthen policies and legislation



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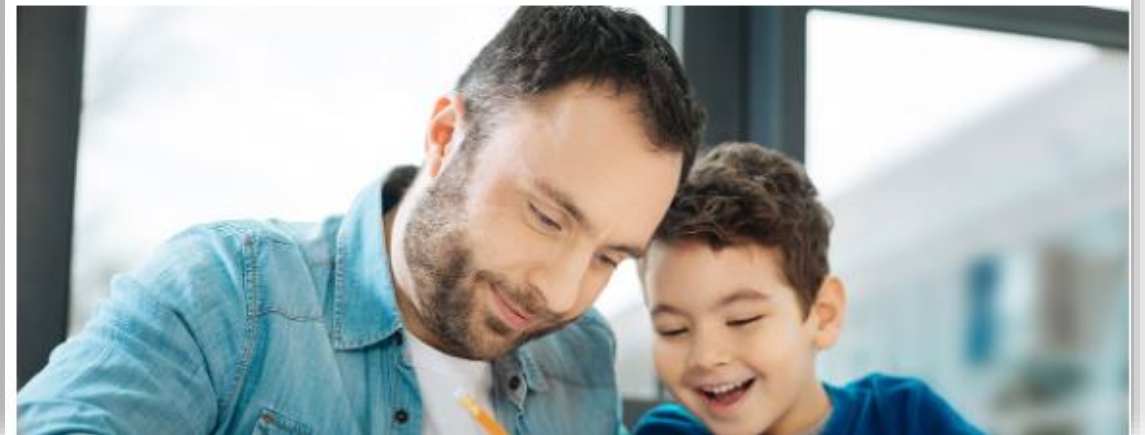
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Key Policies

- * EU Gender Equality Strategy 2020-2025
- * SDG5: Gender equality
- * 2019 EU Work-Life Balance Directive

EU Work-life Balance Directive enters into force

The Work-life Balance Directive, which aims to improve families' access to family leave and flexible work arrangements, has entered into European Union law and must now be adopted by Member States.





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Key points

- * Equality and digital accessibility
- * Targets groups: identify special risk
- * Co-design



FOOTNOTE



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Key variable: MAPPING in WP1

- * EU Digital Principles
- * Skill Agenda EU





A Digital Europe needs Digital Skills



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@digitalskillsEU

@eskills4jobs

#Dig

Young People

Nearly all young people are online but they need to be prepared for their digital future



95% of the 16-24 year olds in the EU are regular internet users

Education has to adapt to the digital era

Less than half of children are in schools that are highly digitally-equipped



Only 20-25% of school children are taught by digitally confident & supportive teachers



Curricula need to be redesigned to integrate digital skills & learning



We need to raise the number of students in ICT - especially women

The number of ICT graduates has decreased by 13% between 2006 & 2013



There are twice as many male as female graduates in STEM (science, technology & mathematics)

Students in all domains need to be educated in digital skills, not just those who choose an ICT career



Working Age People

Digital technologies create new jobs



There is rising demand for ICT professionals These jobs are in all sectors of the economy



Every job in ICT creates 3 more jobs elsewhere in the economy



With high unemployment in Europe, these jobs are sorely needed

The whole labor force needs to be digitally trained

37% of the EU labor force have low or no digital skills



9% of the labor force in the EU has never used the Internet

The lack of graduates in ICT is leading to a gap estimated at 756 000 unfilled jobs by 2020



Provide training & support for careers in digital domains

online learning



Coding clubs



apprenticeships



Older People

Everybody needs to go digital

By 2060 one in three Europeans will be over 65 years old



37% of people aged 55-74 have never used the Internet

Services are increasingly designed as digital by default. The need for public services is particularly strong amongst the older population but only 23% access them online



We need to raise awareness of the benefits of going digital

The most common reasons for not going online are

- lack of interest
- lack of skills
- cost factors



Provide support to get online & develop digital skills

Digital services should be accessible to everyone

Use innovative solutions e.g. twinning with younger people online



Disabilities act as barriers to technology use





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Starting point

- * IDEAHL involve 1.200 people in co-creation (WP3)
- * Vulnerable people involve
- * Research and Ethics aspects
- * Data collection: Health special treatment



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1) PARTICIPANTS' INVOLVEMENT AND INFORMED CONSENT

- * Information sheet
- * Fully understood
- * Informed Consent
 - Maternal language
 - Clarity of the document
 - Voluntary signed
 - 2 copies

Information Sheet:

- Describe the aims, methods and implications of the project
- Voluntary participation
- Refuse to participate
- Researches contact data
- Anonymize Data European context transfer



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2) FAIR DATA MANAGEMENT PLAN (DMP)

- * Released in M6 and regularly updated
- * Management: sensitive and non-sensitive data
- * Common strategy data management:
 - Responsible researcher
 - Data collection
 - Storage
 - Management policy
- * DATA ANONYMIZED AND IN AGGREGATED FORM





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3) DATA TRANSFER AGREEMENT (DTA)

- * Data importer
- * Data exporter
- * Researches and institutions
- * Legal aspect





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4) APPROVAL BY ETHICS COMMITTEES

- * Template made by SESPA
- * Each partner present the project
- * Before start the implementation





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TASK 4.2: ETHICS AND PRIVACY COMPONENTS OF THE EU (D)HL STRATEGY

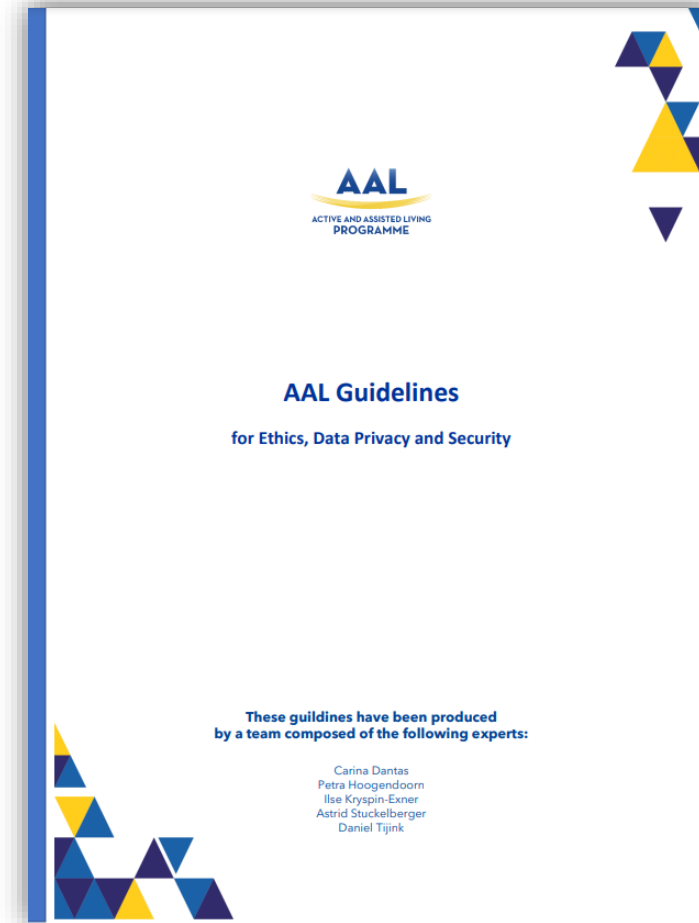
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5) ETHICS EXPERTS

* Carina Dantas

* Advisory Board:

- Virtual Workshop M7
- Virtual Workshop M18



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6) LEGAL ASPECTS. INTERNATIONAL ETHICAL GUIDELINES

- * Declaration of Helsinki
- * Universal Declaration on Bioethics and Human Rights
- * Convention on the Rights of the Child





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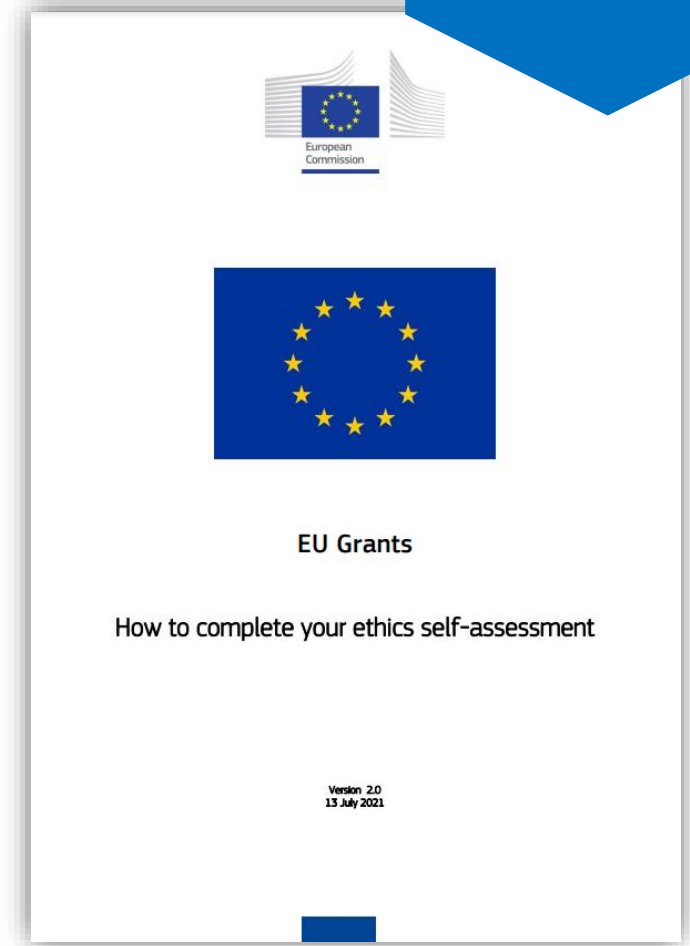
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7) LEGAL ASPECTS. EUROPEAN UNION

- * European Convention on Human Rights (ECHR)
- * Charter of Fundamental Rights of the European Union
- * General Data Protection Regulation: GDPR (EU) 2018/1907
- * EC COM(2006) EU Strategy for the rights of the child
- * Recommendation CM/Rec(2014)2 on the promotion of human rights of older persons
- * Regulation 2017/745





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8) LEGAL ASPECTS. NATIONAL AND LOCAL REQUIREMENTS

* All relevant national laws



CONCLUSION

- Human Rights
- Professional ethics
- Right of privacy
- Person-centre approach



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