



Track Title: ICTs and Intergenerational Partnerships for a Sustainable Future

"As we overcome the pandemic, as we prepare necessary reforms and as we speed up the twin green and digital transitions, I believe it is time to also adapt the social rulebook. **A rulebook which ensures solidarity between generations.**

A rulebook that rewards entrepreneurs who take care of their employees.

Which focuses on jobs and opens up opportunities. Which puts skills, innovation and social protection on an equal footing."

- President Ursula von der Leyen, 20 January 2021

Intergenerational partnerships mean that "all generations work together to create change, rather than having to compete for their right to participation" (The Youth – Friendly Guide to Intergenerational Decision Making Partnerships, 2004).

Creating intergenerational partnerships is challenging and will not happen overnight. This WSIS Special Initiative and Special Tracks brings together the stakeholder groups to explore and discuss how such partnerships could be created, facilitated and fostered to contribute to a sustainable future for all.

This track on *ICTs & Intergenerational Partnerships (ICT&IPs)* will take place from 2023-2027 as part of the WSIS process. The inaugural edition in March 2023 will focus on:

The Use of Digital Tools that Facilitate Effective Intergenerational Relationships (session 220).

Three key questions will be debated during this session:

1. Could digital tools enhance intergenerational collaboration at the workplace and how?
2. What are the necessary conditions to support such digitally based intergenerational collaboration?
3. Is the workplace the right social setting for such an intergenerational collaboration?

Location: International Telecommunication Union, Room 14 (2nd floor)

Time and Date: 11h00-12h00 CET, 16th April 2023

Registration for Online participation:

<https://www.itu.int/net4/wsis/forum/2023/Home/Registration>.



www.csend.org

2023 Edition on “The Use of Digital Tools that Facilitate Effective Intergenerational Relationships” (session 220)

Background Note

One of the key benefits for intergenerational relations could be the mutually beneficial collaboration of developing digital competence. “Digital Competence” is considered to be one of the key competences for lifelong learning representing an essential aspect of healthy and active ageing and adaptability to the evolving demands of future world of work. Such a competence could be vital for both generations, old and young.

Research generated evidence that social computing applications can support both students and workers in their development of new learning processes and skills (Redecker, Ala-Mutka & Punie, 2008). Yet, the entrenched digital divide continues to prevent participation by all generations in this new reality. This barrier exists, not only in the context of access and connectivity to the internet, but also regarding access and skills for the use new social computing tools (e.g., blogs, wikis, Twitter, RSS, instant messaging, multi-gaming, and open source development). Older persons, unemployed people and workers with low educational levels tend to have reduced internet access and skills compared to, for example, the European average (Eurostat data 2007) and therefore are prohibited from learning to use and benefit from these social computing tools. As a result, they tend to be left behind especially now due to the rapid technological innovations which makes it difficult for them to master the Learning 2.0 methodologies which has both economic and social implications.

Digital competences as defined by the European Commission in its DigComp Framework (Joint Research Centre, 2022)¹, consists of the following five dimensions:

1. Information and data literacy
2. Communication and collaboration
3. Digital content and creation
4. Safety
5. Problem solving

Each competence dimensions involves specific competences. A total 21 competences have been identified². Whereas Dimension 1 and 2 form the conceptual reference framework, additional dimensions are Proficiency level (Dimension 3) which provide knowledge, skills and attitudes (Dimension 4) and application cases (Dimension 5) (Joint Research Centre, 2022).

Developing digital competence and proficiency is to ensure the “confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society. It is defined as a combination of knowledge, skills and attitudes” (Council of EU Recommendation on Key Competence for Lifelong Learning, 2018)³

¹ <https://publications.jrc.ec.europa.eu/repository/handle/JRC128415>

² https://joint-research-centre.ec.europa.eu/digcomp/digcomp-framework_en#:~:text=The%20DigComp%20framework%20identifies%20the,the%20source%20and%20its%20content.

³ <file:///C:/Users/lichia/Downloads/key%20competences%20for%20lifelong%20learning-NC0219150ENN.pdf>

Digitalisation of society from schools to workplaces has been accelerated by the onset of COVID-19 pandemic. Disparity of skills and knowledge development, especially related to the Artificial Intelligence, have turned into future barriers of labour market participation for young persons of school age known as “the lost generation” and employability of the older workers who are not equipped with the skills to learn and advance their digital competence to remain employable in a workplace that is continuously automating and digitalising. The focus of our debate is how to mitigate these disparities through the use of digital tools in promoting intergenerational partnerships at the workplace for mutual learning. The vital question remains: To what extent does the use of digital tools promote closer and more effective intergenerational collaboration at the workplace?

This hybrid session will take place on 16th March 2023 at 11.00-12.00 CET/ 5.00-6.00 EST and will last 60 minutes. The recording of the session will be available on the WSIS 2023 website. An outcome report will be prepared and submitted to the WSIS secretariat.

The agenda of this Session is as follows:

All three speakers will have 7 minutes to make their opening remarks, then the audience will be given the opportunities to ask short clarification questions. Participants present in the room will then form groups to discuss what young and senior employees can do together to harness the power of ICT tools and to strengthen the digital competences and proficiency of both age groups. The small group discussion will last for 10 minutes and will be followed by a short feedback session to the plenary. Closing remarks of 1 minute each will be given by the three speakers.

11.00-11.05	Objective of panel session	Lichia Saner-Yiu, President, Centre for Socio-Eco-Nomic Development (CSEND)
11.05-11.15	Managing ICT versus being managed by ICT for older and younger employees	Raymond Saner, Prof Em. Basle University & Director, Diplomacy Dialogue/CSEND
11.15-11.25	Data on intergenerational collaboration through the better use of digital tools	Vitalija Gaucaite (ret.), Formal Chief, UNECE Population Unit (Ageing)
11.25-11.35	Future challenges of intergenerational collaboration through ICT	Jovan Kurbalija, Executive Director, DiploFoundatio
11.35-11.45	Working in groups	Facilitated by Lichia Saner-Yiu, CSEND
11.45-11.55	Feedback by participants	Moderated by Raymond Saner, CSEND
11.55-12.00	Closure	Lichia Saner-Yiu, CSEND (moderator) All panellists

