Digital inclusion: Strategy of reconstruction of the social fabric

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Abstract. Digital inclusion is seen as one of the strategies that allows people linked to different social, academic, labor groups, among others, to develop certain activities without having to make physical presence in a specific meeting place. However, talk of inclusion is not limited to the simple acceptance, demand a compromise which covers not only share knowledge, but rather generate a tool that tends to learn and learning to learn. Identify the possible factors that affect ownership and evidence that computer literacy is not delimited in a type of mechanistic approach but must also be supported in a continuous construction of knowledge are it is the central idea of this writing. Also, it specifies that Information and Communication Technology can’t be converted in differentiating agent, or that it is designed to measure a community that identifies its citizens skill in the use of computer resources, but Information and Communication Technology should serve as a tool to the continuing evolution of society without leaving aside its history, custom and culture.

1. Introduction
With the continuous increase and ease of acquisition of technological tools, interaction and the need for learning in the use of technological devices, it has become an everyday activity for any community. Recent studies show that 80% of Colombians use the Internet and that the socio-economic strata that most use it is stratum 1 and 2. The possibility of digital inclusion in terms of Internet coverage is a reality, however it is evident the need to optimize such inclusion in various fields, for example the social one. Generate digital inclusion in Colombia, will allow the solid construction of processes of equivalence of opportunities in economic terms to promote the reconstruction of the social fabric, deteriorated in various areas because of the digital divide.

2. Inclusion
The term Inclusion is perceived as the total integration of a group of people with respect to a particular topic, that is, to make participation part of inclusion allows us to live in common unity. Currently and for several years, attention to diversity in a digital context constitutes one of the fundamental and priority challenges at the international level [1]. Digital inclusion has become one of the strategies of greatest need and need in a society that continually evolves in favor of the optimization of computing resources, in addition, seeks to effectively reduce procedures that generate unnecessary time investment for a user of a respective activity. In an economic activity, it is very useful to make transfers, payments or
purchases by electronic means, since the expenditure of money and travel time is avoided. Regarding the academic activity, there are books, texts and articles in digital form, which allow investing in other activities, the time that is used in the bibliographical consultation. Electronic resources are increasingly used because they have become a tool that minimizes the time in execution of a particular task.

2.1. Digital literacy
With the technological advancement, both in hardware and software, the user can develop different tasks in a more efficient way, however, this requires a progressive improvement in the skill with respect to the use of the resource, that is, to be updated and trained. Continuously due to the interaction with the tools. In the last decades, digital literacy programs have become a governmental priority through which it is intended, on the one hand, to contribute to the integral development of the country and, on the other, to reduce the socioeconomic gaps of its population [2]. In relation to the above, the need to create mechanisms in which people can access such digital literacy is notorious, however, it should be clarified that in addition to this it is essential to generate a culture in which users continue independently their own learning in front of the new technological tools that are in the middle, in training the person trained integrally is autonomous in their learning, is able to generate their own criteria based on in the things they observe, looks, listens and reads[3]. Then it is possible that the question becomes evident: are universal access and computer literacy the keys to ending the digital divide? Socioeconomic inequality and social exclusion require a more aggressive and nuanced plan to deal with this problem and cannot be based solely on the transmission of information or only on the teaching of competencies [4], because you must understand the learning as building and restructure models to interpret the information it receives [5]. They advocate a digital human capital framework, taking into account the complex nature of social exclusion in the information age [6].

It is possible to observe that the answer to the previously formulated question is very subjective, because it is a punctual question and thinking about computer literacy contemplates a series of questions that do not depend exclusively on their cognitive abilities. Computer literacy is not just a series of rules to follow to learn how to use a technological tool, such as the use of a computer or the use of a specific application or software; This type of learning or knowledge is routine and sequential, knowledge from a mechanistic approach conceives the subject as a passive being who only receives information from their environment [7].

The information and knowledge society demand a growing digital literacy of its citizens. Education, in formal and informal settings, has a remarkable role in favoring inclusion and social inclusion, since it helps to develop skills that allow access, record, edit, publish and share content on the network, autonomously, critically and responsible. In this regard, it should be noted that governments must provide the necessary resources to make this possible [8].

3. Academic strategy for inclusion
For the development of an optimal strategy for inclusion, it is essential to identify which are the most obvious factors that influence the use of technological tools. The key factors, with their corresponding proposals for action, as essential to favor the changes that must occur in education are strategic management, generalization of access to technology, ongoing teacher training and evaluation and monitoring of policies and actions that promote digital inclusion [8]. This type of factors contains several elements that seem imperceptible, one of them as a factor that directly affects digital inclusion is that of resources, since it is necessary to have the tool to carry out processes in which it is possible to practice what has been learned and enter, this is where the idea of starting with the technique comes from. The computer is used as a support tool in academic, economic, communication processes, the elaboration of personal and social files, in simulations of various models of natural phenomena, etc. Another factor that influences is knowledge, because as companies develop more technological devices, they bring with them new tools, new applications that generate ease of use, but when they are ignored, we underutilize these tools. For this reason, it is very important to generate the culture of self-learning, that is, not only learn but learn to learn [9].
Taking into account that the information and communication technology (ICT) tools are a source of support and that they are in constant and continuous change; It requires a learning methodology that allows acquiring the ability not only to learn to use a certain computer tool, but also to strengthen knowledge of it, and generate self-learning of any other tool. In the search for the methodology, the Universidad Industrial de Santander designed and developed an educational process to learn how to use computer tools, which was called “self-learning system for the use of computer tools” (SAHI) whose general objective is to learn to learn and learn [9]. Even if you have the necessary tools and competence in the use of certain tools, it is necessary that quality content be provided digitally for the continuous improvement of the knowledge society, and we cannot ignore that The Internet is a tool that allows better and greater access to information, under a more efficient form of communication, for this reason it is important to analyze the efforts of computer scientists to ensure the authenticity of online comments that are crucial for e-commerce and social media sites [10,11,12].

Social inclusion is seen as the search for the reduction of inequality, a balance between the rights and duties of individuals and the increase in social cohesion [13]. Digital government has become a catalyst to allow social inclusion through greater access to services and the democratic process. However, it is essential to ensure that those who lack access, skills and / or the desire to make use of technology are not excluded from access to information and / or the democratic process [13].

4. Results and discussion

In Colombia, the ministry of information and communication technology (ICT) and Ipsos Napoleón Franco carried out and presented a study on digital consumption in March 2014, which showed that 8 out of 10 Colombians are using the internet and the greatest increase in the use of the network occurred in the strata, 1 and 2. It was also observed that 54% of Colombians who use the internet use it daily and invest between 2 and 3 hours browsing. 64% of the houses in cities with more than 200 thousand inhabitants have a connection, 71% of the respondents access from their home and 20% from an internet cafe. 26% connect to perform free courses such as those offered by Servicio Nacional de Aprendizaje SENA, 24% do it to find employment and 22% to quote products. Regarding the administration of their free time it was found that 30% of respondents watch movies from a computer, 15% watch movies online and 12% download them, 40% listen to radio from their cell phones. Finally, the survey that was conducted was able to establish how digital Colombians are, 33% are in the group of novices and interested, 31% in digital advanced, 19% are unaware, 12% are the most curious explorers and 6% are the apathetic internet [14].

To demonstrate the dynamics of using digital tools with respect to the instruments that are acquired such as the computer or the Smartphone, a measurement instrument was applied to 80 people each in a small or medium-sized company in the city of Floridablanca in the department of Santander Colombia. This sample size was taken from a population of 264 companies with a 90% confidence level of 1.28 and a possible measurement error of 6%. The instrument investigates sociodemographic data and then addresses knowledge and the use of technological tools, then questions are asked about the applications that most use. The instrument was applied to 67 women and 13 men, 27 of the 80 respondents are between 18 and 27 years old, which is equivalent to 33.8% and only 13 people surveyed are older than 47 years, which is equivalent to 16.3%, where 43.8% live in a stratum 3. Regarding the use of smartphones, 80% said they had one and of these 25.8% said they had a data plan with Internet payment, that is, the rest uses the Smartphone through networks wireless wifi at home or in the workplace. Regarding the question about the application that 67 people used the most, corresponding to 83.75%, they answered that WhatsApp.

With the above, there is an allusion to what we know today as the technological gap, that is, although we recognize the valuable contribution that advances in computer resources have, there are obstacles that keep us away from interaction with these tools and we focus on the use of them in basic applications that do not need too much physical resources. The sectorial report of the ministry of information technology and communications shows the access gaps that persist in the interior of the country. In the first quarter 2013 report, a total of 6634659 internet connections were recorded, of which 4013553 are
fixed and 2621106 mobile. The highest penetration rates per subscriber (over the total population) are led by Bogotá with 16.45%, Antioquia with 12.54%, Risaralda with 11.63%, Santander with 11.17%, and Valle 9.9%. The penetration in departments like Córdoba, Cauca, Nariño, Arauca, Chocó, Caquetá, La Guajira and Putumayo does not exceed 3%, and in the case of the national territories Amazonas, Vichada, Vaupés, Guainía and Guaviare does not reach 1% [15].

Finding possible reasons why people who are part of this computer illiteracy do not want to change to acquire skills in the use of technological tools is a difficult task, as well as assessing the effective impact of each of the components of the digital ecosystem in technological diffusion where the persistence of regional asymmetries warns of the urgency of applying more equitable criteria of digital inclusion [16].

As a consequence, the questions arise: what and how should a person be taught to acquire skill in the use of electronic devices? Although the question does not present an immediate answer because as human beings we change continuously and also that we learn in a different way and time, it is difficult to find the answer to these questions, however, if there is a methodology that works with some people, it is not possible to guarantee that it will serve everyone. In Colombia, a strategy was implemented to provide computers to official institutions in any region of Colombian territory. This strategy was an implementation of an action carried out in Canada known as computers for schools, an implementation known by the first lady of the time in which she observed the benefits of this idea and proposed to develop it in Colombia under the name of computers to educate. At the request of the president, the national planning department prepared the compilation document with the number of file 3063 for the national council of economic and social policy, which approved the Program and entrusted its development to the ministry of communications, ministry of education and SENA [16].

The program begins on March 15, 2001 with the collection of computer resources, basically computers that have been written off by public or private companies. These computers are re-powered and delivered to the different selected institutions, which mostly had access to the internet through the compartel program. One of the factors of vital importance for the economic, social and cultural development of Colombia is the use of the opportunities that the information and communications technologies have to offer. The leaders of the public and private sector, educators and parents share the belief that the future of Colombia's economic growth will be based on the effectiveness of our innovation, adaptation to technological change, and taking advantage of opportunities to create jobs, promote equity social and generate well-being [16].

However, given the proposal to provide institutions in the rural sector with computers and the internet, it is clear that the need to learn how to use the tool is not met, much less the digital divide is reduced. It is necessary that an accompaniment be carried out in the maintenance part of the resource, and regarding maintenance it is not only the operation but also that it starts with activities to improve the right place, that is, that activities begin to acquire new equipment and also an educational accompaniment so that activities are carried out so that the people of the community can interact with the tool.

The adequate application of information and communication technologies facilitates having: a more efficient, transparent public sector with better services for the community, a more competitive private sector with greater possibilities of entering the international market and a better prepared community to face the challenges of the modern world, with greater mechanisms of participation and communication, and with unlimited access to information and knowledge [16].

The search for social equity based on the idea of inclusion allows the other to be recognized as a fundamental part of the environment to which it belongs. Under this premise, and with the continuous development of ICT in the government, the concept of digital government has been built, whose benefits are: to facilitate more convenient government services for citizens and businesses; improve economic development; remodeling and redefinition of the community and government processes; what allows greater public access to information and make governments more accountable to their citizens [13].

With the benefit of greater access, greater field of action on the part of the government entity and through the use of the internet, it is possible to know firsthand the different problems of a community,
such as the birth and death rate of a municipality, the access roads to this place, the number of inhabitants, the climate, customs, cultural activities, its history, among other items that characterize a community. This type of activity in which it is possible to know more about one's own culture and the roots of it, generates the space in which people recognize themselves as important active agents in the development of their environment. To be digitally literate is to possess the technological training necessary to survive in the Information Society and to act critically on it. The digital literate society is that composed of active subjects that intervene decisively in matters that affect them, use technologies with competence and critical capacity, and do not resign themselves to the role of mere consumers of technologies and digital content. Digital literacy is important because it is the key to the inclusion and development of an Information and Knowledge Society for all people [17].

5. Conclusions

The ICT should not be the purpose or scale of measurement of our development but the tool in which we can support everything we are, what identifies us as citizens of a digital world and in continuous evolution, without leaving aside all that has identified us as beings with a history, a culture and builders of a community.

It was possible to observe that from a population of 264 employees of 80 the micro, small and medium enterprises or companies, an instrument was applied with 12 questions about the use of technological tools, in which it was evident that 80% of the respondents had a Smartphone and considered it a tool important as support for their work, basing the above only on the use of email and WhatsApp. Digital inclusion is not only focused on the mechanistic learning of a particular tool, because at every moment we observe in the download stores, various applications that can facilitate different processes, but due to the fear of facing these new programs, people they only keep what they have learned, that is, they did not learn to learn. The ICT cannot become the differentiating agent, nor that its purpose is the measurement of a community that identifies its citizens by the skill in the use of computer resources, on the contrary they should serve as a tool that allows the continuous evolution of the society without forgetting its history, its custom or its culture.

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