



RINOVA

innovar, crear & regenerar

We are an applied research and professional education institute. Our mission is to foster cultural, educational, social, digital and economic inclusion through social innovation.

We're a diverse team of 30+ staff in Spain, London and EU countries with a wealth of various backgrounds and extensive expertise, as well as several associate trainers and other expert professionals.





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Digital Inclusion in Action.

*Young People as Co-
Creators, Not Just Users*

Dr. Sofia Leitão · RinoVA Málaga

The Journey



Rome. Athens. Barcelona.

<https://humanactivists.eu>

ROME

May 2025

First transnational YPD meeting. 17 young people, 7 countries. Building shared identity as Digital Hate Interrupter Activists.

ATHENS

November 2025

Second YPD meeting. Programme redesigned from participant feedback. Culminated in live participation at EU Conference on Children's Rights & AI.

BARCELONA

December 2025

Activism Day run by young people from diaspora communities.

The Voices

ROME

"I felt heard for maybe the first time."

"Wasn't the point of us being there, to genuinely ask us and have us as equals?"

ATHENS

"I am proud of us — we can make real changes if we commit, and the meeting showed it."

"In us there is a potential that I have never seen in any movement, organisation or project."



The opportunity

When Young People Lead, Something Shifts.

1,000+

people reached

200

educators trained

70+

Youth-led podcasts

THE HUMAN PODCAST · Now on Spotify

70 episodes. 7 countries. Youth voices in their own languages — on their own terms.

- Swedish digital activists interview a police officer on how criminal networks recruit young people
- Barcelona digital activists debate racist situations in their own schools — naming them, contextualising them, offering solutions
- Episodes on microaggressions, digital activism, hate speech vs hate comments, global racism

This is not content production as a project deliverable. This is young people exercising analytical intelligence, civic voice and digital skill — simultaneously.

The Challenge



The young people who need it the most are least likely to benefit.

THE SPEED GAP

EPALE Resource Kit, 2025

Technological change is moving faster than adult learning systems can adapt. Unless addressed deliberately, this gap doesn't affect everyone equally — it widens existing inequalities.

The young people most at risk of early leaving are those with the least digital confidence, the least connectivity, the least experience of institutions that trust and support them.

EPISTEMIC POVERTY

Laurie A. Paul, via EPALE Resource Kit

Not just lacking digital skills — lacking the imaginative framework to picture yourself in a future at all.

Many young people in NEET situations, from diaspora communities, with repeated negative experiences in formal education don't lack motivation. They lack the sense of future possibility that would make acquiring skills feel meaningful.

You cannot address epistemic poverty with an app. You address it with a trusted human being, a skilled educator, a youth worker who opens a door.

Rinova's response

Investing in Human Infrastructure

EQAVET4Inclusion

Erasmus+

<https://eqavet4inclusion.eu>

Digital RiskScan tool for VET dropout prevention — built alongside a full training curriculum for VET staff, validated across Europe. The tool without the training is just software.

AI4Creativity

Erasmus+

<https://ai4creativity.eu>

AI tools for creative industries. 30 tool sheets, 24 workflow examples — all in specific learning difficulties -adapted versions. The most excluded learners were in from the start, not added as an afterthought.

Pixel Media Lab

Creative Europe

<https://pixelmedia-project.eu>

Narrative-driven media literacy game for young people 16–30. Paired with an EQF Level 5 certification pathway for educators and international bootcamp scholarships.

*CPD is not a footnote. It is not a dissemination activity.
CPD is the strategy.*



Why This Matters for VET Systems

01

Design for the most excluded

Build AI and digital tools with and for the most marginalised learner from the start. Not as an edge case. As the primary user. Accessibility added afterwards produces tools that widen the gap.

02

Educator CPD as infrastructure

Treat practitioner capability as infrastructure — not a project line. By 2030, 60% of workers will need reskilling (WEF 2025). That will not happen without skilled, supported educators to guide it.

03

Measure your reach

Reach figures are seductive but insufficient. A platform that excludes the 10,000 most at risk has not succeeded — it has scaled a gap. Evaluation must ask: who was served, not just how many?

A question to us all

" Who gets to imagine tomorrow shapes what tomorrow becomes. "

— EPALE Resource Kit, *The Future Is Unwritten*, 2025

Are we designing
AI-enabled approaches
in VET for the learners
who are already engaged
— or for those who have
not yet found their
place?

HUMAN PODCAST
Scan Me!



Where are we based?

Our office in Spain
Polo Digital, Edificio 1, Av.
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... and we have team members in
Valencia, Barcelona, Portugal, and
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