



Digital Social Innovation



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Digital social innovation: new educational competences for social inclusion (DSI)

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Final report

Information and communication technologies form part of everyday life and support the education of our children. Information and communications technology (ICT) has become an important driver of everyday life and economic activity. The vast majority of people in Europe today use computers for a variety of purposes; especially for the younger generations. Using a computer is a common, everyday activity. The integration of computers into the sphere of education reflects these tendencies. The successful use of computers in the context of education depends not only on the availability but also on the familiarity of users with it. This also applies to internet access.

The term competencies or skills is often used in education. An increasing number of curricula define educational goals in these terms.

Competence essential to implement ICT-based social inclusion initiatives/services

After analyzing the results of the survey that we conducted with educators and beneficiaries of the Educational Rehabilitation Center "Duga" Novi Travnik we created the list of digital competence essential to perform ICT-based social inclusion initiatives/services:

- 1. *Learning how to use social networks for the benefit being more re-socialized (educators & beneficiaries)*** - Through the method of focus groups, the role of social networks in the life of children with special needs, the way of using social networks and the positive and negative sides of social networks that they recognize has been more specifically explored.
- 2. *Enrich the teaching session with the use of new technologies – computers on the network*** - The lack of ICT equipment still affects student teaching. Therefore, the modernization of computer equipment and new technology would advance the development of digital innovations.
- 3. *Learning how to critically (becoming media literate person) use new technologies in personal life as well within the communication process (educators & beneficiaries)*** - Developing an ICT strategy focused on education with the aim of providing the necessary ICT skills to students (especially digital literacy skills) as well as providing training for ICT teachers.
- 4. *Learning how to find, collect and analyze and estimate information from social networks (educators & beneficiaries)*** - Based on new knowledge and skills acquired through the DSI project and participation in the Short training event held in Thessaloniki, Greece, 24-28.06.2019, educators of the Educational Rehabilitation Center Duga will educate users on how to use information from social networks.
- 5. *Use of information communication technologies + critical thinking*** - Include information and media literacy in official documents in the form of desired outcomes of the educational process.
- 6. *Digital competencies as the part of digital literacy through the enrichment of the one's knowledge of overall literacy*** - Learn information and media literacy skills to make students smart media consumers.

Motivation/engagement of social educators and social volunteers

Teachers, social educators, volunteers play a significant role in helping the student to acquire and develop ICT knowledge and skills that he will need later in life. The availability of qualified teaching staff depends on the dynamics of supply and demand of teachers. A number of external factors, such as labor market-related and internal school factors such as working conditions and opportunities for advancement, affect the recruitment of qualified teaching staff. Many studies on the use of ICT in schools show that all countries face difficulties in recruiting teachers and social educators and that school principals often find it harder to find social educators and volunteers.

It is therefore necessary that "Digital social innovation: new educational competencies for social inclusion (DSI)", in addition to basic education, provide social educators, teachers, people working with young people and children with special needs, employees in early and preschool education. knowledge of new and innovative approaches and to encourage them to experiment with digital and media technologies as well as to think about the effects that their teaching practice can have.

Modality to motivate/engage social educators:

- **Support for educators, youth workers, educators and support staff:** priority will be given to activities that strengthen the recruitment and professional development of educators (eg teachers, trainers, teachers, tutors, mentors, trainers, early childhood and pre-school staff) and education), youth workers, heads of educational institutions (for example, principals, rectors, department heads) and support staff Special attention will be paid to activities that better address inclusion and diversity such as children with special needs.
- **Strengthening the profile of teaching professions, including teachers, principals and teacher mentors:** by making the profession more attractive and more diverse; strengthening selection, recruitment and evaluation (staff appraisal, evaluation and feedback models); improving primary education and continuing professional development of teachers and connecting their different phases; support to teachers in the development of innovative teaching models and evaluation methods.
- **A more modern, dynamic, dedicated and professional environment in the organization:** readiness to include good practice and new methods in everyday activities; openness to synergies with organizations active in different fields or other socio-economic sectors; strategic planning of professional development of staff in accordance with the needs of individuals and organizational goals;
- **By acquiring new knowledge and skills, social educators acquire the ability and expertise to work at the international / EU level:** better management skills and internationalization strategies; better cooperation with partners from other countries, from other educational fields,
- **Allocation of more financial resources;** (except EU funds) for the organization of EU projects and international projects in the field of education.

- **Rewarding excellence in learning, teaching and skills development**, including a) developing and implementing quality strategies and culture to reward and encourage excellence in teaching; b) training of academic staff in new and innovative pedagogical methods, including transdisciplinary approaches, design of new curricula and (where appropriate) implementation and evaluation of methods linking education to research and innovation; c) encouraging the entrepreneurial, open and innovative higher education sector by promoting learning and teaching partnerships with commercial and non-commercial organizations in the private sector; d) developing new practices based on educational research and creativity.

Dissemination activities

Representatives of the International University Travnik in Travnik, who are participants in the project “Digital social innovation: new competencies for social inclusion”, in cooperation with the Educational Rehabilitation Center "Duga" Novi Travnik held an online training on april 6th for academian staff of the International University Travnik to present project results. The training was held through the online platform Zoom and was attended by twenty participants.

During the lecture, participants were introduced to the project and its importance, key competencies for the implementation of social inclusion based on ICT, and how to motivate social educators and social volunteers in social innovation.

In developing countries such as Bosnia and Herzegovina, digital social innovations are underdeveloped. Lack of IT equipment and literacy is one of the main problems faced by digital technology users. Procurement and modernization of digital equipment would contribute to the development of new technologies in children in Bosnia and Herzegovina and would help them in their development. This is especially true for children with disabilities such as users of the Educational Rehabilitation Center “DUGA”. But since these are children with special needs, it is necessary to develop competencies that will make it easier to work with new technologies.

The training participants agreed that it is necessary to motivate educators and volunteers in acquiring and developing basic skills and key competencies in digital social innovation. The existence of modern ICT equipment in schools is a major prerequisite for the introduction of innovative teaching methods and the use of interactive software and online materials.

Conclusion of the training participants:

- Development of a high quality system of early and preschool education
- Developing an ICT strategy focused on education with the aim of providing the necessary ICT skills to students (especially digital literacy skills) as well as providing training for ICT teachers.

- Introduction of systematic approaches and opportunities for initial and continuous professional development of teachers, trainers and mentors in digital education and training in school and work environments
- Development of strong quality assurance systems to achieve high quality inclusive education
- Modernization of computer equipment as well as procurement of educational software
- Use of participatory approaches and methodologies based on ICT
- Strategic and integrated use of ICT and open educational content (OER) in education, training and youth systems;
- Use of ICT as a method to develop learning skills, including creativity, problem solving and communication

Social innovation

Although almost all countries include information and media literacy in their official documents in the form of desired outcomes of the educational process, in Bosnia and Herzegovina these two competencies are not sufficiently represented in education, especially media literacy.

Digital and media literacy, knowledge and skills needed to participate in the basic activities of ICT users, today is considered a prerequisite for the acquisition of basic skills, those related to a particular subject as well as those interdisciplinary. Therefore, new study programs are being introduced at the Faculty of Media and Communications of the International University of Travnik, which provide an opportunity for professors and students to further improve and prepare for new digital social innovations.

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