Digital Social Innovation: new educational competences for social inclusion

Project no. 2018-1-IT02-KA204-048479

Final Report from Spain

1. Introductory remarks

On the national scale, Spain needs to support the development and improvement of digitally competent citizens who will use digital technologies in a confident and safe way for various purposes, such as: working, getting a job, learning, shopping on-line, obtaining health information, being included and participating in society, entertainment, etc.

Having a look into digital competencies globally, it appears that approximately 40% of Europeans have insufficient or no digital skills and 42% of those people who have no digital skills are unemployed (DigComp. *The digital competence…*, 2019).

In this context, in the case of Spain, there is a strong necessity for increase the skills that are essential to implement the attention of social demands and problems that, specially in the social services scope, require of this type of competences, together with transversal skills (such as language skills, communication skills or entrepreneurship) and professional skills of highly qualified staffs; digital skills are crucial for effective performance in today's world, as they are those that allow reading digital content, assessing its credibility, as well as its implementation in the social problems of daily life and thereby expanding the capacity to attend to these demands and public social services.

2. Digital Social Innovation (DSI) competence description

2.1. Digital competence in school curricula

The development of digital competence shows its presence "[...] through school curricula, teacher-specific digital competencies, the assessment of students' digital competencies and the use of technology in assessment and testing, and finally, the strategic approaches to digital education across Europe with specific reference to policies supporting schools" (*Digital Education at School in Europe*, 2019, p. 9).

The development of digital competence is included in the huge majority of European Union countries at all education levels. However, in contrast with traditional school subjects, it is not only considered as a topic in its own right, but also as a transversal key competence. The education system in Spain, such as other countries, combines two approaches: digital competence is either addressed as a compulsory separate subject or integrated into other compulsory subjects. Learning outcomes relate to all five digital competence areas set out by the European Digital Competence Framework for Citizens - known as DigComp and launched in 2015:

➢ information and data literacy,
➢ communication and collaboration,
➢ digital content creation,
➢ safety,
➢ and problem solving.

As regards the area of information and data literacy, schools focus on the competence of evaluating data, information and digital content.

For the area of communication and collaboration, particular attention is given to collaborating through digital technologies and to managing digital identity.

As regards digital content creation area, the emphasis is given to developing digital content and programming/coding.

For safety area, particular significance is addressed to protecting personal data and privacy, as well as protecting health and well-being.

As regards problem solving area, identifying digital competence gaps is stressed, in particular.

2.2. Digital competences for school social workers / educators

In Spain, currently, similarly as in other European Union countries, there is an unquestionable demand for assistance and support provided by social workers in school environments. Professionals in this field are equally necessary for students with behavioral disorders or for those with cultural and economic disturbances and difficulties, as for children who are exposed to cyber threats, whenever their safety is at risk. Research shows that professionals who possess extensive skills and knowledge as school social workers are expected to have digital competences in the following scopes:

● Digital technology understanding - this encompasses knowledge about the multifarious dimensions of the digital revolution and the impact on school activities.

● Digital-based educational processes - these comprises both theoretical and practical knowledge of online educational models, as well as teaching-learning practices that can support the implementation and running of e-learning and distance learning programs.

● Some sectorial knowledge - this includes knowledge in specific fields, such as social learning, social telerehabilitation, and social networking tools" (Marzano, Lizut, Ochoa, 2019, p. 324).

To master social media and to be thoroughly proficient in the use of mobile phones, and the Internet, in general, constitute indispensable conditions for effective performance of the school social workers in their everyday work.

2.3. The dimension of competences within the area of communication and collaboration

This area is reflected by a set of competences that can be grouped in the following six dimensions:

● Interacting through a variety of digital technologies, which means understanding appropriate digital communication for a given context.

● Sharing through digital technologies, which means sharing data, information and digital content with other users through appropriate digital technologies, as well as acting as an intermediary, and knowing about referencing and attribution practices.

● Engaging in citizenship through digital technologies, which means participating in society with the help of public and private digital services, seeking opportunities for self-empowerment and for active, participatory citizenship through appropriate digital technologies.

● Collaborating through digital technologies, which means using digital tools for collaborative activities that lead to the construction and creation of resources and knowledge through combined efforts.

● To be aware of behavioral norms and know-how while using digital technologies and interacting in their environments, as well as to be aware of cultural and generational diversity in digital environments, and to adapt specific communication strategies.

● Managing digital identity, which means to create and manage one or multiple digital identities, to know how to protect one's own reputation, and how to deal with the data that come from various digital tools, environments and services (*DigComp. Digital Competence Framework for Citizens*, 2019).

3. Receivers and beneficiaries target groups of digital competences

From among five key digital competence areas, a particular importance should be directed towards the second area of communication and collaboration that consists of:

● interacting through digital technologies,

● sharing information and content through digital technologies,

● engaging in citizenship through digital technology,

● collaborating through digital technology.

Digital competences can be put to practical use across diverse sectors in order to facilitate and support collaboration and development work for social workers, social educators, trainers, employers, professional bodies and policy-makers. From among an extensive list of users of digital competences, the following receivers are particularly important:

● employment services assessing and certificating job seekers' competences and providing career guidance and necessary training;

● job seekers' who are able to certificate their own level of digital competences with the help of the Europass CV;

● teachers improving their professional development;

● learners working on their digital competences which they expect to apply in the future.

4. DSI practices in social education in Spain (MANRA)

4.1. GENIOS project

Organization: « Ayuda en Acción » in collaboration with Google

Is a non political Spanish NGO fighting against poverty and inequality around the globe since 1981. In 2015, with the collaboration of google, this NGO take on the challenge of bringing the world of science and technology to children on equal term. Through was born the project GENOS.

Digital Innovation:

-   Virtual Reality.

-   App creation using MIT App Inventor.

-   Web Design using the software Scratch.

-   JAVA programming.

The Genios project is a collaboration between Google and an NGO "Ayuda in Action" with the main objective of bringing the world of science and technology to children on equal term (Economic and gender). This project specificity is that it introduced and formed the students to a creative and better use of digital innovation but it also formed the teacher to be able to continue those digital courses through the implementation of digital instructors into a network of schools all over Spain.

GENIOS project

The project objectives are to implement into a network of schools, all over Spain, instructors that will give, accompanied by the teacher, digital courses.

The first year of the project concerned 31 schools, 2.700 pupils and has formed 230 teachers that are still teaching digital courses in their respective schools.

One of the objective was also to democratize the access to new technology, that's why besides that the project was aimed especially toward families with economic issues it also took in account the disparity in the use of digital technology between sexes and had gender equity in their participant.

The project teaches students, between the ages of 8 and 12 in groups of 3, digital courses. Those courses changes the view of the students on technology, from a simple object of consumption (videogames, audiovisual, social media) to a useful creation tool that could grow in them a vocation for STEM (Science, Technology, Engineer, and Math). All of that while inculcating about the necessity of teamwork, creativity, digital consciousness and social acceptance thanks to a methodology aimed toward achievement instead of judgment and competition.

The students of primary cycle learn by using a software named SCRATCH, that allows them to make very colorful and flashy programs in a very simple way, which is very useful to start with boys and girls of these ages; ehile the students of secondary cycle learn about web designing, digital manipulation, app creation through and finally programming with an introduction to Java.

The Project also offers the opportunity to other activities to the students like Genios Club (extracurricular activity for kids that desire improving in that field, students with less difficulties can help their companions) and Genios Party, an event designed to introduce students to new technologies in a recreatif way, that proposed in its last occurring Robotic, virtual reality and the presence of a Youtuber.

The results of the Project were very convincing to a point where it has been selected as the most innovative educative Project of Spain in 2016 and the third in the world of the top 100 innovation according to the "Fundacion Telefonica".

4.2. Hacesfalta.org

Organization: « Hazloposible »

With the main purpose of facilitating and boosting, through innovation, the participation of people and companies in social causes and volunteering it has an online website proposing online volunteering since 2000.

Digital Innovation:

- Online website that allows NGO's and volunteers to collaborate.

- Possibility to volunteer Online.

- ICT courses.

Hacesfalta.org

The website put directly volunteers in contact with NGO's to work side by side on a common goal.

The main characteristic of the website is its triple services that give a complete scope of the collaboration between citizens and NGO's.
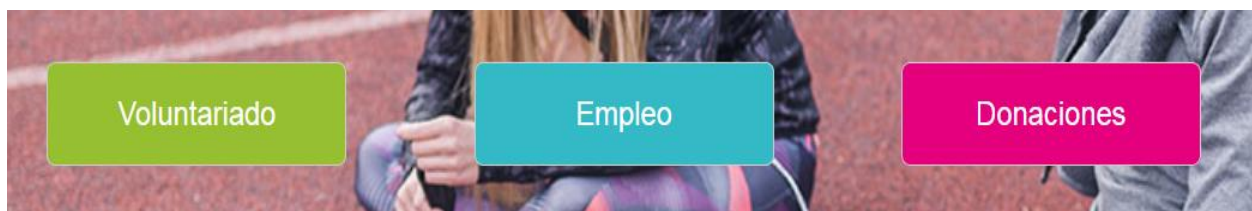
Potential volunteers can chose to act on regional or international sphere and the specific domain; immigration, people with disabilities, addiction, etc. The website has even an ICT domain (among others) for volunteers interested into giving online or face to face training.

It possible for NGO's to upload employment opportunities or to search in the web database for more than 400,000 professional profiles in the employment section.

And finally, in the Donation section NGO's are able to promote their projects, their objectives and the economic necessity to achieve them. The use of a single website as a complete tool for all volunteers, social workers and NGO's help promote a social consciousness, proliferate social project through donation and finally facilitate the achievement of NGO's work.

4.3. The "Redconsejos" Project

Organization: « The Fernando Arce School »

The Fernando Arce school being the only Special Education center participating in this experience lead to the interest and then the collaboration of many Special Educational Center from Madrid, Malaga, Murcia, Valencia, Castilla-La Mancha, Bilbao, Mexico and Cantabria.

The Project goal is to promote the safe use of networks and the awareness of possible internet risks to young people over 16 years of age with intellectual disabilities and with a curricular level corresponding to the 4th year of Primary.

Digital Innovation:

-   Internet safe-use guide.

-   Social integration of teens with incapacities through social media.

The "Redconsejos" Project

The "Redconsejos" Project is a didactic proposal that aims to raise awareness of possible internet risks and train potential users of social networks in the safe and responsible use of these virtual environments, in order to offer a guide to students to optimize their navigation and satisfactory.

The didactic unit work on content related to the safe use of the internet, netiquette, cyberbullying, digital identity or the safe use of social networks, through a proposed methodology based on cooperation and meaningful learning.

After the classroom work, the students create their own guidelines by editing photographs or videos with messages about the safe and responsible use of ICT or with the desirable attitudes regarding 2.0 behavior that they can publish on the blog and instagram account of the project.

This Special Education school innovative methodology through its commitment to the use of the social media as a strategy for the promotion of digital and social inclusion of students with disabilities, is aware of the need for the promotion of digital and media literacy as a fundamental element for participating in today society.

References:

DigComp. The digital competence framework for citizens. Why - what - for whom, https://ec/europa.eu/jrs/sites/jrch/files/Infographics_DigComp.pdf

García-Ruiz, R., & Pérez-Rodríguez, M. A. (2018). La educomunicación como reto para la educación inclusiva. Edu-communication as a challenge for inclusive education. *EDMETIC*, *7*(1), 66-86.

Gonzálvez Maciá, C., Vicent Juan, M., & Sanmartín López, R. (2018). Educación Inclusiva: actitudes hacia la discapacidad en la comunidad educativa. Inclusive Education: attitudes toward disability in the educational community.

Fundación Hazloposible (2018). Programa de voluntariado corporativo. Official website. http://hazloposible.org/wp/empresas/

Organisation Ayuda en Acción (2019). *Educational Innovation GEN10S Project.* https://ayudaenaccion.org/ong/wp-content/uploads/2019/07/Key-note-presentation-Ayuda-en-Accion-2019.pdf

Marzano, G., Lizut, J.,Ochoa, L., Digital Social Innovation: a Preliminary Portfolio of Competencies for School Social Workers, Society, Integration, Education, *Proceedings of the International Scientific Conference. Volume II, May 24th-25th, 2019, p. 320-329*. www.resarchgate.net>publication

DigComp. Digital Competence Framework for Citizens, European Commission, 2019. http://ec.europa.eu/jrc/en/digcomp/digital-competence-framework

Digital Education at School in Europe, Eurydice Report, European Commission/EACEA, Luxembourg 2019, https://eacea.ec/europa.eu/national-policies/eurydice/sites/eurydice/files/en_digital_education_n.pdf