ASIDE

Adult Social Inclusion in a Digital Environment

ADULT SOCIAL INCLUSION IN A DIGITAL ENVIRONMENT

EXCHANGE OF GOOD PRACTICES

Częstochowa, 2021

Instytut Badań i Innowacji w Edukacji

Project information

Project: Erasmus+

Project title: Adult Social Inclusion in a Digital Environment

Acronym: ASIDE

Project No.: 2019-1-PL01-KA204-06568901-09-2019 - 31-08-2021

Project coordinator: *Instytut Badań I Innowacji w Edukacji* [INBIE], Poland
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Editorial preparation: Fundacja Instytut Badań i Innowacji w Edukacji

Cover graphic design: Renata Ochoa-Daderska

Printing and binding:

ISBN: 978-83-960065-0-9

DOI: 10.5281/zenodo.5516367

Free publication

Programme: Erasmus+ Sub-programme: Cooperation for innovation and the exchange of good practices Action: Strategic Partnerships for adult education Project Reference: 2019-1-PL01-KA204-06568901-09-2019 - 31-08-2021

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ABOUT THE PROJECT

Renata Ochoa-Dąderska, Luis Ochoa Siguencia - Instytut Badań i Innowacji w Edukacji

The **A**dult **S**ocial **I**nclusion in a **D**igital **E**nvironment project (ASIDE) intends to support inclusive education and digital skills, improving the competences in digital social inclusion of social educators and social volunteers. ASIDE project addresses social inclusion through the definition of a portfolio of basic digital competences that are necessary for developing ICT-based social inclusion initiatives/services.

More precisely, our project aims to:

- foster social inclusion improving the competences of social educators and social volunteers
- engaged in designing/implementing social inclusion initiative/projects (Priority: Social inclusion).
- enhance the support, participation, and learning activities of social educators and social
- volunteers engaged in inclusive education and digital social practices (Priority: Extending and developing educators' competences).
- improve social inclusions through digital innovation practices, innovative ICT-based methods and pedagogies, as well as online participatory models, where appropriate (Priority: Open education and innovative practices in a digital era).

This project fosters synergies with researchers and professionals through the exchange of good practices between partners engaged in social inclusion activities. ASIDE project is in line with the 2011 EU Modernisation Agenda's priority areas:

1. Strengthening the links between education, research, and social educators' professionalization.
2. Extending and developing competences that can growth social inclusion
3. Using open and innovative practices based on digital social inclusion , namely the use of technology to satisfy social inclusion needs.

The main addressed needs are:

- enhancing social inclusion improving professional competences of social educators and social volunteers in a topical sector such as digital social inclusion and in the use of technology for social inclusion practices;
- educators empowerment in the use of online educational processes.
- empowerment in the use of online educational processes is crucial for social inclusion.

The current literature shows that the new technologies can be relevant in social inclusion programs since they reduce the mobility and give the opportunity of personalized inclusion paths. Nevertheless, the use of new technologies requires specific and structured competences.

The target groups are social educators, more precisely social educator students and social educators engaged in volunteer activities or employed in social services institutions/organizations, are our main target group.

Our project also involves other target groups:

- Vulnerable social groups

- Social services
- Educational institutions
- Associations that support social inclusions

The ASIDE Strategic Partnership is motivated by the following main factors:

- Social inclusion, special education, social services, and social inclusion go beyond national borders
- social inclusion and professional use of new technologies are European goals that need a transnational approach
- our projects wants to contribute to achieve a European objective: creating new operative curricula through the active and responsible involvement of researchers and practitioners

1. **Fundacja Instytut Badań I Innowacji w Edukacji**
   Gabriela Ochoa-Dąderska - Instytut Badań i Innowacji w Edukacji

The main responsible for the project implementation an dissemination and coordinator of ASIDE is “Fundacja Instytut Badań I Innowacji w Edukacji" [INBIE] that promotes equal educational opportunities to all social groups, and fight against social exclusion and support Adult people at risk of marginalization. INBIE cooperate closely with formal and non-formal educational Institutions, local authorities, and Czestochowa Centre of Non-Governmental Organizations.

INBIE has been involved in projects that promote entrepreneurship and New technology applied to business in the Voluntary Sector. INBIE has experience in online collaborative education, development of wikis platforms, web-based applications and Adult education.

INBIE provide Language courses and Information and communication Technology for Adults. Staff from INBIE are researchers and teachers from the local community and educational institutions from our region with a common objective: to improve seniors people’s social and professional life, creating new opportunities to fight against unemployment and social exclusion.

INBIE conducts numerous workshops and training activities for Adult learners who work or are aiming to work as paid members of staff or as volunteers in voluntary or community organisations. INBIE helps Adult people and Seniors to find a place in society: to take initiatives, to experiment actions that increase their sense of responsibility of citizenship and active participation in building up the society.

INBIE offers them a space of possibilities, through what they can develop their autonomy, their identity and involvement in it. INBIE has implemented, in the last years, two important projects in the Adult Education Sector in collaboration with European partners: Education strategies adult education that elaborated methods, strategies and materials useful to improve the teaching and learning among adults.

INBIE staff has experience in the implementation and dissemination of KA1 and KA2 ERASMUS+ for Adults. Our staff work with Adult people interested in the sector Secondary (manufacturing) and Tertiary sector (services), public organisations or enterprises. Key persons involved in the project are specialist on Language teaching, ICT applied to Business and Education, Social inclusion, Art - Music and Culture.

2. ASIDE objectives

Gabriela Ochoa-Dąderska - Instytut Badań i Innowacji w Edukacji

Although there is a broad consensus among researchers and practitioners on the effectiveness of digital-based social services, they have a marginal part in the current education programs for social educators. Accordingly, the principal objective of the ASIDE project is the definition of a basic portfolio for digital social inclusion competences at European level specifically designed for students in social educator study programs, employed/unemployed social educators, and social volunteers. All partners already developed educational programs addressed to social educators and used digital resources in their educational activity with vulnerable social groups.

Partner Institutions share their competences in digital-based educational programs such as competences for Adults with disadvantages, online social coaching, etc., in order to implement the basic portfolio for digital social inclusion competences. On this purpose, they will select, analyse, and comment the best practices and methodologies about the use of digital technologies in designing, implementing, and running social inclusion solutions.

Social educators were involved in all the project activities through meetings, seminars, and online discussions. A short term learning event was organized involving educators and experts of media literacy that will introduce new techniques to evaluate and interpret what we see online.

In synthesis, the project's objectives are:

- to exchange good practices between organizations active in social education and social inclusion
- to increase the competencies of Digital social educators
- to define a basic portfolio of competences for social educators and social volunteers in digital social inclusion practices at European level
- to create a comprehensive (and commented) list of topics and practices essential for digital social inclusion initiatives/activities
- to create a network active in digital social inclusion

The current literature shows that the new technologies can be relevant in social inclusion programs since they reduce the mobility and give the opportunity of personalized inclusion paths. Nevertheless, the use of new technologies requires specific and structured competences.

3. Importance of ASIDE project

Renata Ochoa-Daderska - Instytut Badań i Innowacji w Edukacji

The ASIDE Strategic Partnership is motivated by the following main factors:

- Social inclusion, special education, social services, and social inclusion go beyond national borders

- social inclusion and professional use of new technologies are European goals that need a transnational approach
- our projects wants to contribute to achieve a European objective: creating new operative curricula through the active and responsible involvement of researchers and practitioners

Finally, the participation to a European project gives to partners the opportunity to share their
experience and knowledge

The ASIDE project is expected to produce the following results:
- to define the competences that are essential to implement ICT-based social inclusion
- initiatives/services (social inclusion);
- to motivate/engage social educators and social volunteers into social inclusion ideas/initiatives (social cooperation);
- to support social educators and social volunteers in acquiring and developing basic skills and key competences in digital social inclusion , in order to foster their socio-educational and personal development, as well as to improve their employability (social inclusion).

More in details, we will develop the following tangible results:
- to define, at European level, a basic portfolio of competences in digital social inclusion for social educators and social volunteers (this is the premise for creating a specific curriculum, “Digital competences for social educators”)
- to create a comprehensive (and commented) list of topics and practices essential for implementing digital social inclusion initiatives/activities
- to create a network of social educators and social volunteers active in digital social inclusion

Accordingly, we expect that the portfolio will be made available via the Erasmus+ dissemination platform as well as via the project website and, of course, we also expect that our project concretely contribute to satisfy the needs of users of social services.

4. The partnership

Gabriela Ochoa-Daderska - Instytut Badań i Innowacji w Edukacji

The proposed project capitalizes on the previous experience of the Consortium partners since all of them already developed projects, investigations, and activities in social education and social services. Moreover, all partners are involved in educational projects at different levels.

The partnership was chosen on the base of their engagement and expertise in the various sectors of digital social education (social media use for social integration, online parent training, online coaching, online social learning, etc.) and, of course, their interest in the ASIDE project activities.

INBIE decided to limit the number of partners in order to minimize the project management effort and concentrate our activity on the project objectives. However, we included 4 Adult education institutions INBIE from Poland, SHEM from Turkey, FUE-UJI

from Spain, and ITC International from Czech Republic. In this way we attempted to represent the various educational needs and the point of view both of researchers and practitioners from different European countries and Turkey.

The ASIDE project is a multidisciplinary project and each partner will contribute to it with its specific expertise:

1. INBIE from Poland, expertise in collaborative learning, ICT applied to education and entrepreneurship
2. SHEM from Turkey, expertise in social inclusion, migrations & refugees inclusion and computer science
3. FUE-UJI from Spain, experts in cyberspace threats, online social coaching, social educator education, sociology, psychology, and social inclusion.
4. ITC International from Czech Republic, Computer science and Information Technology and language learning expertise, education IT online education, social learning,

Tasks and responsibilities were distributed among partners on the basis of three principles:

- exploiting their specific competences and expertise
- creating effective synergies in order to minimizing costs and reducing risks
- involving partners in all activities in order to enhance their collaboration and empower their engagement in the dissemination of results

5. Project implementation

Renata Ochoa-Daderska - Instytut Badań i Innowacji w Edukacji

1. INBIE coordinate the project and the activity concerning online social learning, social inclusion and the use of the new technologies in parent-training as well as the use of ICT to supporting social inclusion. INBIE organized the kick-off meeting that will focus on the topic “Professional use of ICT-based solutions for social integration”. INBIE is responsible of the communication and realize the project website.
2. FUE-UJI coordinates the analysis of social networks to sustain social inclusion intervention as well as the involvement of social educators in the project. FUE-UJI will coordinate the review of practices related to the use of social media in social innovative activities, such as the use of online community to sustain social integration and to combat behavioural addictions. FUE-UJI will organize the second transnational meeting on “Digital needs for social services”.
3. ITC will coordinate the activity concerning the professional knowledge about behavioural disabilities and the comparative analysis of ICT-based operative solutions in this sector. ITC will also organize the third transnational meeting on “Digital technology and new relationship between learners and education providers”.
4. SHEM coordinated the definition of the basic educational portfolio for social educators and social volunteers practices and the selection of the appropriate evaluation methodology for online inclusion procedures, including online parent-training programs. SHEM will also organize the fourth transnational meeting (the final conference) that will focus on “Digital social inclusion ”.

All partners contributed to:

- Stakeholders' involvement
- Collection and analysis of materials relevant to the project objectives
- Discussions
- Results evaluation
- Dissemination of the project outcomes

Dissemination and exploitation was organized in a synergetic way under the responsibility of SHEM. We have integrate the competence and the interest of Adult educational institutions with the competence and expectations of NGOs.
The Associate Partners were selected in order to maximize the impact of the expected results of the project. In addition to that, the associated partners will support the promotion of the project in terms of disseminating informational material and, to communicate the objectives to interested people.

Bringing closer the project to the society and to potential users is essential for the success of the project. For this reason, the associated partners will give support from the very beginning since they will help to communicate and promote it: their aims, target, duration, partners and intellectual outputs. They will transmit this information, among their networks through, mainly, online channels such as newsletters, social network, web page and emailing. Moreover, they will assist in engaging stakeholders to participate in different activities of the project.

Once the project has results, the associated partners will give support in the dissemination to the potential users and applicators in order to create new collaborations and give continuity to the project. They themselves will also be an option to apply the results to their associations and entities. Moreover, they will spread the outputs so that enterprises can apply them in their work area. They will assist in publishing in magazines to enhance the dissemination of the project's results and in allowing the project to reach more audience. They also will help boost the dissemination process by transmitting information concerning the project in national and international congresses and events in which they participate.

The participants in the ASIDE project are:
- Consortium partners
- Social educators and social volunteers
- Stakeholders (educational institutions, public social services, social educators' associations, social users associations, NGOs, social enterprises)

The Dissemination plan was prepared by INBIE in collaboration with all partners before the kick-off meeting. It will provide strategies and tools in order to:
- organizing and sharing information/ opportunities with key target audiences;
- involving key stakeholders;
- successfully reaching the targeted groups.
- using print formats for brochures, one-page descriptions, newsletters, executive summaries, or technical reports;
- organizing conferences, press conferences, workshops, meetings organization and distribution of slide presentations;
- taking relationships with radio and television;
- organizing computer-based forum

The target groups of our dissemination activities inside and outside our partnership are

- Educational institutions
- Social educators and student social educators
- Students in education sciences

The direct beneficiaries are:
- Social educators
- Educational institutions

The indirect beneficiary are:
- Students
- Social NGO
- Social enterprises

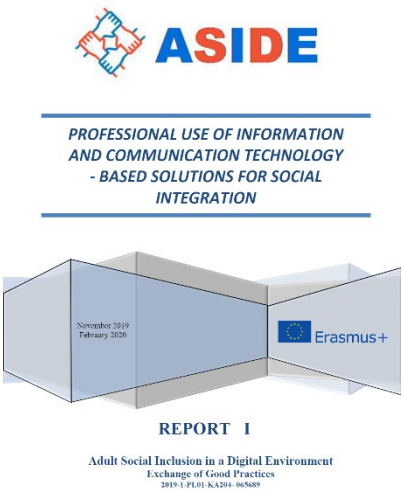
The Stakeholders are:
- Adult Education Institutions
- VET institutions
- Social services
- Healthcare services

6. About the publication

Gabriela Ochoa-Daderska - Instytut Badań i Innowacji w Edukacji

The following publication is the recompilation of four reports implemented by ASIDE consortium during the two year project implementation activities.

The publication contains the first report of the Adult Social Inclusion in a Digital Environment - Exchange of Good Practices, ERASMUS+ project number 2019-1-PL01-KA204- 065689. The first report presents a desk research about "PROFESSIONAL USE OF ICT- BASED SOLUTIONS FOR SOCIAL INTEGRATION" carried out by ASIDE consortium and contains: Introduction Professional use of ICT- based solutions for social integration: The Polish case Professional use of ICT- based solutions for social integration: The Czech Republic case Professional use of ICT- based solutions for social integration: The Spanish case Professional use of ICT-based solutions for social integration: The Turkish case Conclusion: How to use ICT for social integration



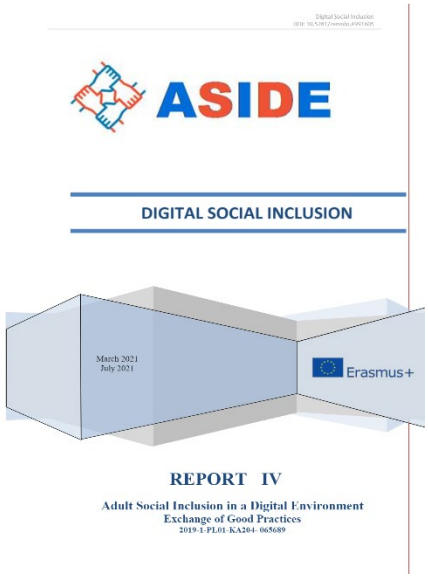
Ochoa Siguencia, Luis & Ochoa-Daderska, Renata & Sánchez-García, Javier & Nur Akarcay, Yeliz & Velinov, Eng. Emil & Kopiec, Agnieszka. (2020). Adult Social Inclusion in a Digital Environment: PROFESSIONAL USE OF INFORMATION AND COMMUNICATION TECHNOLOGY - BASED SOLUTIONS FOR SOCIAL INTEGRATION. 10.5281/zenodo.3737920.

The publication contains the second report of the Adult Social Inclusion in a Digital Environment - Exchange of Good Practices, ERASMUS+ project number 2019-1-PL01-KA204- 065689. The second report presents a desk research about “DIGITAL NEED FOR SOCIAL SERVICES” carried out by ASIDE consortium and contains: Introduction Digital need for social services: The Spanish case Digital need for social services: The Polish case Digital need for social services: The Czech Republic case Digital need for social services: The Turkish case Conclusion Bibliography

Sánchez-García, Javier & Ochoa Siguencia, Luis & Gródek-Szostak, Zofia & Ochoa-Daderska, Renata & Kopiec, Agnieszka & Szeląg-Sikora, Anna & Velinov, Eng. Emil & Sikora, Jakub & Niemiec, Marcin & Nur Akarcay, Yeliz. (2020). Adult Social Inclusion in a Digital Environment: DIGITAL NEEDS FOR SOCIAL SERVICES. 10.5281/zenodo.3944800.

This publication contains the third report of the Adult Social Inclusion in a Digital Environment - Exchange of Good Practices, ERASMUS+ project number 2019-1-PL01-KA204- 065689. The third report presents a desk research about “DIGITAL TECHNOLOGY AND NEW RELATIONSHIP BETWEEN LEARNERS AND EDUCATION PROVIDERS” carried out by ASIDE consortium and contains: Introduction. 1. Digital technology and new relationship between learners and education providers: The Czech Republic case. 2. Digital technology and new relationship between learners and education providers: The Polish case. 3. Digital technology and new relationship between learners and education providers: The Spanish case. 4. Digital technology and new relationship between learners and education providers: The Turkish case. 5. Conclusion. Bibliography.

Velinov, Eng. Emil & Ochoa-Daderska, Renata & Ochoa Siguencia, Luis & Sánchez-García, Javier & Nur Akarcay, Yeliz & Gródek-Szostak, Zofia & Suder, Marcin & Szeląg-Sikora, Anna & Niemiec, Marcin & Sikora, Jakub & Kotulewicz-Wisińska, Karolina & Kopiec, Agnieszka. (2021). Adult Social Inclusion in a Digital Environment: Digital technology and new relationship between learners and education providers. 10.5281/zenodo.4616165.



This publication contains the fourth report of the Adult Social Inclusion in a Digital Environment - Exchange of Good Practices, ERASMUS+ project number 2019-1-PL01-KA204- 065689. The fourth report presents a desk research about "DIGITAL SOCIAL INCLUSION" carried out by ASIDE consortium and contains: Introduction Digital Social Inclusion: The Turkish Case Digital Social Inclusion: The Czech Republic Case Digital Social Inclusion: The Spanish Case Digital Social Inclusion: The Polish Case Conclusion Bibliography.

Nur Akarcay, Yeliz & Ochoa Siguencia, Luis & Sánchez-García, Javier & Ochoa-Daderska, Renata & Velinov, Eng. Emil & Niemczyk, Agata & Gródek-Szostak, Zofia. (2021). REPORT IV Adult Social Inclusion in a Digital Environment Exchange of Good Practices. 10.5281/zenodo.4991605.

PROFESSIONAL USE OF ICT- BASED SOLUTIONS FOR SOCIAL INTEGRATION

Gabriela Ochoa-Daderska - INBIE

In the era of ubiquitous modern information and communication technologies (ICT), these tools and methods cannot be missing in the process of adult education. Modern adult education is moving away from teaching encyclopaedism in favour of combining traditional lecture methods with the use of Information and Communication Technology, with active group work methods, workshops, trainings and moderation methods.

Modern adult education is one in which the educator does not have the "one right" role and the only effective method of education. In return, as a trainer, facilitator or moderator, he/she uses the personal interests, experience and internal motivation of adults to learn. By creating a positive and supportive learning environment, it motivates an adult student to learn independently, inspires and strengthens learning processes. The learner, thanks to such activities of the educator, independently manages the process of learning and development, strengthens self-esteem, and therefore self-esteem[1].

Adult education in the 21st century faces many new challenges that result from the growing possibilities of using and integrating ICT in every aspect of both professional and personal life. The great potential lies in the development of ICT integration in the professional environment and the activation of professional life and adult education.

An important and key element of adult education is strengthening education to adapt it to local conditions with the possibility of global use and modelling effective practices. In the digital age, the competences of adult educators in the field of ICT enjoy great research interest because adult educators play a key role in promoting the use of ICT by adults in a variety of situations.

The aim of the study is to consider, based on literature and four case studies, the use and assessment of practices using ICT in Poland as a lever for educational change and innovation. With each case study, we include suggestions for more effective linking research and practice based on international analyses carried out covering the following countries: Poland, Spain, The Czech Republic and Turkey.

[1] Mikołajczyk Katarzyna, „Nowe trendy w kształceniu dorosłych", Ośrodek Rozwoju Edukacji maj 2019, https://www.researchgate.net/publication/333339666_Katarzyna_Mikolajczyk_Nowe_trendy_w_ksztalceniu_doroslych Accessed 13.01.2020

1. Professional use of ICT- based solutions for social integration: The Polish case

Renata Ochoa-Daderska, Agnieszka Chęcińska Kopiec, Gabriela Ochoa-Daderska - Instytut Badań i Innowacji w Edukacji

Adult education in the area of ICT and new technologies brings several challenges, especially relevant to seniors. For the broader context of the selection of the age group of seniors, it is worth considering, in addition to age, additional social and economic elements, such as place of residence, education or purchasing power, which may affect the real needs of this group; it is worth, if possible, reaching for e.g. psychographic aspects to build a more complete picture of the senior based on the way of spending free time, interests, personality type or even more detailed aspects such as attitude to technical innovations.

Thanks to these elements, it is possible to more accurately distinguish subgroups and better identify the needs of seniors in order to more accurately adjust both the educational offer and the strategy of using the opportunities that the contemporary market of digital products and services brings (both 60-year-olds and people in their nineties participated in the activities).

Efficiency in searching for effective solutions increases thanks to participatory design (co-design). It is particularly important when designing services and products based on new technologies, addressed to seniors. The second important issue is the intergenerational aspect and the related breaking of intergroup and generational stereotypes. In this context, one should also remember about the other side of interaction, i.e. young people.

These include a variety of people from volunteers skilled in ICT to entrepreneurs, programmers and designers creating digital solutions. They often see the potential inherent in the silver economy, but equally often they are victims of stereotypical thinking about seniors by offering them services that they believe are needed by seniors.

For example, in one of the research activities a group of young programmers and designers emerged who had difficulty seeing more than just the end customer in the senior group; these teams have prepared cliché solutions based on stereotypical thinking about seniors and their needs. On the other hand, some young teams were able to break through and apply an open enough approach to see the elderly as a potential partner that allows them to better penetrate into the essence of real problems that the target group is facing.

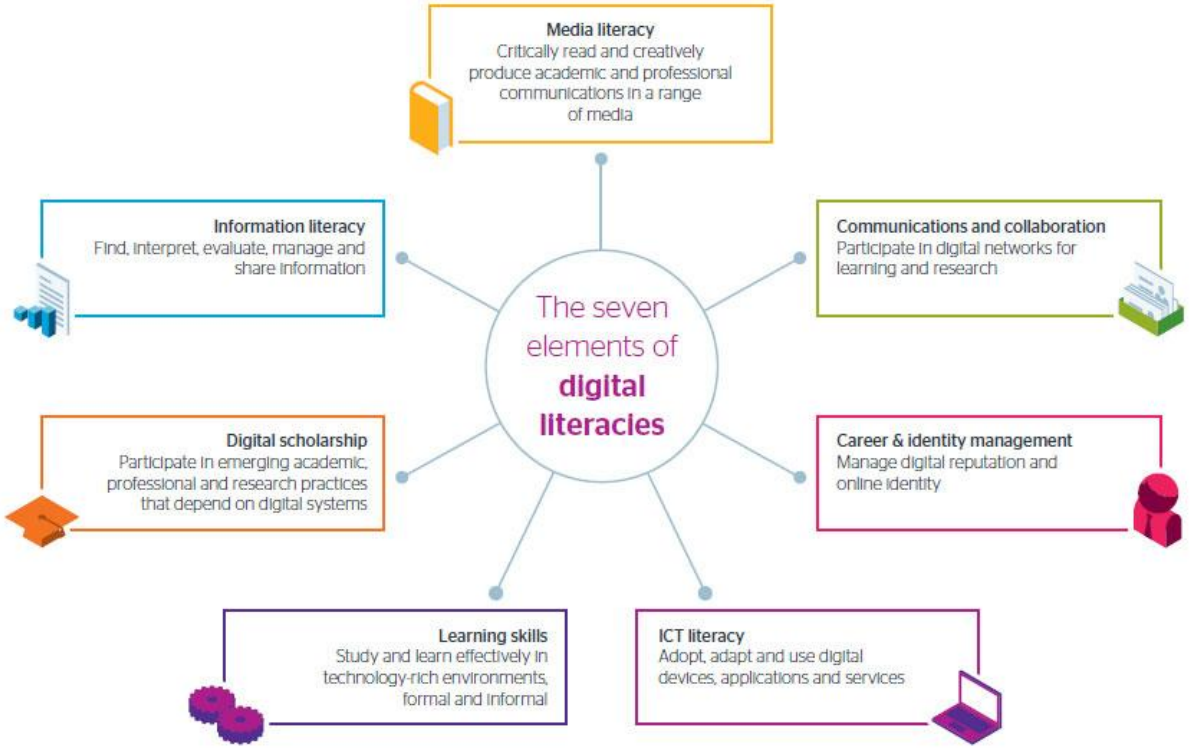
Thanks to joint action not only the inter-group stereotypes were broken, but real needs were discovered and better solutions were proposed. The intergenerational participatory approach enables direct interaction between solution developers and potential recipients, providing benefits to both parties.

Thanks to the unconventional approach, seniors have completely new possibilities of contact with the latest technologies, which go far beyond standard forms of adult education dominating in relation to seniors. For example, seniors have repeatedly participated in tasks related to the co-creation of new ICT solutions, from developing the content of courses,

through co-creating mobile applications with young programmers to applying the latest trends such as virtual and augmented reality (VR, AR) and voice assistants (VA).

In conclusion, Living Lab's activity is an example of unconventional educational activities for seniors, based on an active participatory approach to new technologies and the silver economy. Remember to consider seniors not only as recipients, but also as potential partners who can contribute to the solution.

On the other hand, this approach requires the inclusion of young /adult entrepreneurs, designers and programmers, or even volunteers as young enthusiasts of new technologies, who also need support to more widely use the potential of seniors. Such a comprehensive approach can effectively overcome inter-group stereotypes by referring to specific desires, needs and aspirations that this target group has, just like other age groups[2].



Picture 1: EPALE, Adult learning EU, Jul 20, 2015
[https://twitter.com/epale_eu/status/623151647984893952]

[2] Kopeć Wiesław, NOWE FORMY WSPARCIA I EDUKACJI ICT SENIORÓW. 01.07.2019, https://kometa.edu.pl/artykuly/228,nowe-formy-wsparcia-i-edukacji-ict-seniorow Accessed 13.01.2020

2. Professional use of ICT- based solutions for social integration: The Czech Republic case

Emil VELINOV, Iva BROZOVA - ITC International

The Ministry of Education in the Czech Republic did not set and standardize the key skills of pupils in the field of information and communication technologies (ICT) even after five years from the approval of the digital education strategy. This follows from a review of the Supreme Audit Office (SAO), which examined measures and projects that were to support the development of digitalization of education at primary and secondary schools in 2011–2018.

The Ministry has made number of steps have been taken in the area of the Digital Education Strategy up to 2019. For example, Ministry of Education of the Czech Republic created a framework of digital competences of teachers, where it plans to intensively support teacher education in the area of digital technologies. A number of tutorials and workshops have been created for school ICT coordinators and the modernization of the ICT education area for the period 2015-2019. Accordingly, International Training Centre (ITC)-Prague has put lots of efforts to develop ICT courses in its portfolio for the last 4-5 years. ITC is adult education institution for in-service teacher training, established by the Czech Ministry of Education and listed in the school registry.

ITC is active on the adult education market from 1996 and has a seventeen years long experience in the education field with specialization on the innovative teaching methods for teachers and education specialist from whole EU.

ITC is a modern and dynamic company with a long tradition and professional organizational background. The mission of ITC is to provide good quality language education together with other courses in various fields. Our main goal is to provide complex services on a professional level ensuring our clients' satisfaction.

At the moment the training centre provides the following trainings to teachers, students, seniors and minority groups as follows: Going Digital, Using Tablets in the Class, ICT for Education, Social Media and Entrepreneurship, Agile Project Management, STEM, Virtual Reality and Human Resource Management and Digitalization. ICT aims at the following milestones:

- define a basic competences portfolio specifically targeted for social inclusion
- create comprehensive list of topics and practices essential for digital social inclusion initiatives/activities
- to create a network active in digital social inclusion
- improve competencies in digital social inclusion of social educators and volunteers
- improve social inclusions through digital innovation practices, innovative ICT based methods and pedagogies, online participatory models

ITC sheds a light on developing digital skills and competencies among teachers, principals and educators, who are possessing different professional background and their ages differ quite a lot. There is certain percentage of third age people, who attend ITC trainings and courses in order to keep intact with the current ICT development and in order to stay in the professional circle of educators, who are fully aware of basic ICT enhancement on the job.

3. Professional use of ICT- based solutions for social integration: The Spanish case

Javier SANCHEZ GARCIA - EuroFUE-UJI

Digital Agenda for Spain

On February 15, 2013, the Council of Ministers approved the Digital Agenda for Spain as the Government's strategy to develop the digital economy and society. This strategy was configured as the umbrella for all the Government's actions in the area of Telecommunications and the Information Society. The Agenda was jointly led by the Ministry of Energy, Tourism and the Digital Agenda and by the Ministry of Finance and Public Function.

The Agenda set out the roadmap for Information and Communication Technologies (ICT) and e-Government to meet the objectives of the Digital Agenda for Europe in 2015 and 2020, and incorporated specific objectives for the development of the digital economy and society in Spain.

To this end, the Digital Agenda for Spain was designed as an agile instrument that, in addition to addressing these objectives, could be adapted to the rapid technological development that characterises the ICT sector.

Objectives

Initially the Digital Agenda for Spain contained 106 lines of action structured around six major objectives:

1. To promote the deployment of networks and services to guarantee digital connectivity.
2. Develop the digital economy for the growth, competitiveness and internationalisation of Spanish companies.
3. Improve e-government and digital public services.
4. Strengthen confidence in the digital environment.
5. Promote R&D&I in the industries of the future.
6. **Promote inclusion and digital literacy and the training of new ICT professionals**. This sixth objective try to achieve an inclusive Information Society in which citizens and professionals are well prepared to reap the benefits of intensive use of ICTs. To this end, the Agenda proposes two fundamental areas of work: promoting inclusion and digital literacy and adapting training systems for digital training and the training of new ICT professionals.

An advanced digital society requires that many of its citizens have regular access to the Internet and benefit from the opportunities it provides. To this end, the Digital Agenda for Spain establishes the development of a Digital Inclusion and Employability Plan through public-private collaboration and with the participation of civil society.

Spanish plans made in ICT and Information Society

Overview of digital inclusion and employability plans in Spain

The Digital Agenda for Spain establishes the elaboration of Digital Inclusion and Employability Plans that integrate the largest possible number of agents, serve as an umbrella

for their initiatives, join forces and multiply the effect of the measures adopted. These Plans are the result of the contributions of multiple actors, public and private, who have joined forces in the common objective of improving the quality of life of citizens and improving the competitiveness and positioning of SMEs using ICTs.

Structure of the plans

Axis I: Accessibility

The first axis of the Plans focuses on providing the population in general and certain disadvantaged groups with access to the use of the Internet and ICT tools to reduce the risk of digital exclusion.

Axis II: Literacy

The second axis works on the objective of equipping the population with basic digital skills to offer them a better quality of life, especially for older, less qualified people and those other social groups that are reluctant to use ICT.

Axis III: Equality

The third axis focuses on reducing the gender gap in the use of and access to new information technologies. The measures included are directly related to the Actions to promote the Equality of Women and Men in the Information Society.

Axis IV: Employability

The fourth axis is aimed at improving on-the-job training for new ICT professionals and professionals from other sectors. It also articulates measures to encourage entrepreneurs, SMEs and self-employed for the development of new businesses in priority ICT lines and training in skills for entrepreneurship.

The implementation of the Digital Agenda for Spain has been articulated through the following specific plans that developed the six objectives of the Digital Agenda for Spain:

1. Plan for telecommunications and ultra-fast networks to promote efficient investment in ultra-fast networks and establish the bases for achieving the European broadband objectives for 2020.
2. ICT plan in SMEs and e-business to use ICTs to improve SMEs' productivity and competitiveness and to achieve European e-business targets.
3. Plan to boost the digital economy and digital content to realise the growth potential of the digital content industry for the digital economy.
4. Plan for the internationalisation of technology companies to increase the visibility and international presence of Spanish technology-based companies.
5. Plan for confidence in the digital environment to establish a climate of confidence in the digital environment so that ICTs contribute to the economic and social development of the country.

6. Plan for development and innovation in the ICT sector to take advantage of the potential for growth and employment generation in industries of the future.
7. Plan for digital inclusion and employability to ensure that the majority of the population uses the Internet and to achieve the European objectives of digital inclusion in order to minimise the digital divide.
8. Digital public services plan to continue promoting the digitalisation of public services to achieve greater efficiency and structure.
9. National Smart Cities Plan to promote the Smart Cities technology industry in Spain and to help local entities in the transformation processes towards Smart Cities and Smart Destinations.
10. Plan to promote Language Technologies to foster the development of natural language processing and automatic translation in Spanish and co-official languages.
11. National Plan for intelligent territories that is developed based on the experiences and results derived from the implementation of the National Plan for Intelligent Cities and the consultation carried out with the different agents in the sector.

To analyse the results of these plans, the Ministry of Economic Affairs and Digital Transformation of Spain has prepared a report of Outstanding Indicators of the Digital Economy and Society, with the latest data available (2019), which shows the evolution of the main indicators on ICT use in Households and Companies in Spain (digital inclusion in Spain).

The report focuses on two topics: the equipment and use of ICT in households and the use of ICT and e-commerce in companies, both published by the National Institute of Statistics (INE). As the results are of great interest both topics are shown.

Firstly, it analyses the indicators related to households.

In 2019, household access to a broadband connection exceeded 90%, 5.1 percentage points higher than in 2018. On the opposite side, households without an Internet connection cited lack of need and low awareness as the main reasons (75.5 and 51.3 per cent respectively). The growth in the percentage of households using mobile telephony continues in 2019 with 98.5 %.

In terms of Internet use, the percentage of users who regularly use the Internet continues to rise with 87.7%, increasing by 5 percentage points compared to 2018. Regarding the devices used to connect to the Internet, it observes that women make greater use of mobile devices than men, while men use laptops, tablets and consoles to a greater extent than women. The specific purposes for which the Internet is used include: sending and receiving e-mail (72.2%); reading or downloading newspapers (71.1%); listening to music (62.5%); making video calls (55.1%) and Internet banking (54.9%).

About software skills, there is an increase with respect to 2017 in the percentage of individuals who have basic or above basic software skills, both in women and men, reaching 57.9 % in women and 60.7 % in men.

Looking at e-commerce, the percentage of people who have bought over the Internet in the last month was 33.2%. Most individuals spent their purchases on holiday accommodation (56.1%), sports equipment (55.7%) and tickets for shows (49.2%).

With all this, the degree of confidence in the Internet for this year is considerably higher than in 2018, with 67.6% of individuals stating that they have a lot or a fair amount of confidence in the Internet, increasing by almost 9 percentage points compared to the previous year.

Finally, it should be noted that among children aged 10-15, the use of both the computer and the Internet is very high, with 89.7% and 92.9% of children using the computer and the Internet respectively. By sex, we observe that girls use new technologies to a greater extent. For this year, the percentage of girls who have a mobile phone is 67.1 % compared to 65 % of boys.

Secondly, indicators related to ICT use and e-commerce in enterprises are analysed.

The main form of business Internet access is broadband (fixed or mobile). Most businesses (43.1%) access with speeds equal to or greater than 100 Mbps.

Half of the enterprises use social media. Of these, 95% use social networks (Facebook, LinkedIn, Google+, etc) in 95% of cases, half (47%) use websites that share multimedia content (YouTube, Flickr, etc), and 38% use company blogs or microblogs.

Regarding security, the growing trend in the use of internal security systems continues, with 92.8% of companies having some kind of security system. The main types of internal security used are: up-to-date software (87.4%); data backup in a separate location (83.6%) and strong password authentication (70.6%).

Regarding electronic signatures, 80.6% of enterprises with Internet access use digital signatures, almost 4 percentage points more than in the previous year. The main reason for the use of signatures is to interact with the public administration (99.3%).

In relation to e-commerce, the percentage of businesses selling over the Internet continues to grow, reaching 33.9%, compared to 32% in 2018.

Finally, with regard to the use of advanced services, 8.31% of companies declared that they had carried out big data analyses in 2019 and 28% had purchased some cloud computing service.

4. Professional use of ICT- based solutions for social integration: The Turkish case

Yeliz NUR AKARÇAY, Sarıçam Halk Eğitimi Merkezi Müdürlüğü, Turkey

Technology literacy is the ability to use technology effectively to access, evaluate, integrate, create and communicate information to improve the learning process through problem solving and critical thinking. Technology literacy helps a person communicate, solve problems, and develop lifelong learning skills to move forward.

It can be seen that technology literacy is mainly related to the individual's technology ability and skills. Emphasis on ability and skill dimension is in line with the studies carried out by the European Union. Accordingly, technology literacy is defined by the European Union as the necessary qualifications to achieve digital competence and to use information and communication technologies safely and critically in business, daily life, learning and communication with individuals. This 'digital competence' is one of the eight key qualifications defined in the European Parliament and the European Union Council's Basic Competences for Lifelong Learning advice, which European citizens must develop in a community structure surrounded by information and communication technologies. It is stated that these qualifications including digital competence are necessary for the individuals to realize and develop themselves, to participate in society as an active citizen and to provide employment. On the other hand, it is widely accepted by the United Nations that technology-related digital skills can help improve social inclusion, similar to the European Union's emphasis on participation in life.

While social, cultural, economic and political developments cause individuals and social needs to change constantly, the content of the literacy phenomenon created socially in the context of cultural practices also changes in the context of different needs. Literacy appears to be related to the concept of technology, especially after the latest developments in the field of information and communication technologies. Technology in every area of daily life greatly affects the way individuals live and work. In the new order, where information and communication technologies are decisive, it is important for individuals with different social, cultural or economic backgrounds to adapt to their new life and environment surrounded by technology. In order for them to exist as individuals in society and take advantage of the opportunities provided by technology, it is inevitable for them to develop their competences in technology and to become technology literate.

In a study conducted to reveal the basic level of technology literacy and the state of technology use in Turkey, an answer was sought to the question of acquiring and using computer and internet technology, which can be seen as the basis of information and communication technologies. According to the results of the study, although there are high usage rates in some evaluation parameters, computer and internet usage rates among individuals are not sufficient yet. Compared to other segments of the society, it is seen that individuals who are already disadvantaged socially, culturally and economically , such as women, the elderly, those with low education levels or those who are not in the labour force,

still use computer and internet technologies at a limited level. Therefore, due to the insufficient use of technology, the sector in question cannot take advantage of the possibilities available in a wide area where technology is used today. However, the social, cultural and economic development of individuals is taking place in a technology-related manner and it is accepted as a prerequisite that technology can be used in many areas. Therefore, not only the technology dimension, but the differentiation in all areas of life is growing, which creates a deeper gap among individuals every day.

On the other hand, when the research results are evaluated in terms of problem-solving skills in technology intensive environments, a more hopeless finding is encountered. According to the results, it is seen that individuals between the ages of 16 and 65 have the lowest level of competence in terms of problem-solving skills in technology-intensive environments (only 0.9% of individuals are in the high-level skill class). Turkey lagged far behind the OECD average scores in each rating level. Accordingly, it is not possible to talk about a technology literacy, which is commonly defined in the literature, as an individual who is aware of the technology, acquires the ability to use technology and develops critical thinking.

According to a research result, the factors affecting the digital competence performance of adults in Turkey can be defined as follows:

Formal education background of adults: Information Technologies and Software Courses were removed from the list of elective courses and included among compulsory courses in 2012. When adults are evaluated in terms of age, it is possible to say that the majority of them did not receive any training on computer skills in formal education since there was no information and communication technologies course among compulsory courses. Lack of basic computer skills in formal education negatively affects the use of technology . However, some adults use information technologies in their daily and business lives with mobile or computer-based tools. But, they may not have received any training for this use. Therefore, it is possible to say that the use of technology is learned by trying especially in business life.

Social Prejudices: There are some social barriers such as prejudices or dogmas preventing people from connecting to the internet in terms of digital competences. Even if the internet was not used during the formal education period, the false belief that the internet will teach some misbehaviours and not using the internet later may negatively affect the acquisition and updating of skills.

Bias against using technological tools: Especially the elderly may be hesitant about using technological devices. Today, the internet is seen as the shortest way to access information. However, the limited use of information and communication technologies by adults may lead to a lack of access to up-to-date information and this situation may affect the ability to use technological tools, which are seen as the fastest way to access information. In addition,

online fraud situations cause adults to be cautious about performing certain transactions with technological tools.

It is seen that people's perception of old age in our country is earlier than in Europe. While people in their fifties are trying to find a second or third job to stay in the labour force or be active in countries such as Germany, the fact that people in the same age group define themselves as elderly in our country also affects learning. Studies in the literature have proved that today's adults, who have not been exposed to information technologies since the day they were born, experience difficulties in adapting to this new world from time to time, but this adaptation is easy for the Y generation, who was born between 1980-2000, and has witnessed the development of technology since childhood.

Psychological barriers: The belief that learning will slow down as we get older or that it will not be learned after a while and the lack of motivation and self-confidence preventing acquiring new skills are serious psychological barriers in the use and learning of digital skills.

In addition to the external factors affecting the educational environment, the hesitant approach to the use of technology has emerged as another dimension of the picture due to the individuals' own habits, lack of self-confidence, fears and not being able to internalize lifelong learning. Not having basic skills leads to some problems such as not being able to make certain inferences, not being able to establish a relationship between events, and not being able to access information in a world where the information required by daily life is rapidly transferred to the digital environment.

Considering the traditional definition and meaning of literacy, as well as the emphasis of international institutions and organizations such as the European Union or the United Nations technology literacy can be seen as a means of inclusion in society. In addition to the inclusion of technology related to this phenomenon and the expansion of the concept content, the natural consequence of the individual's self-actualization will depend on her/his ability to use technology today. For this reason, reaching information and communication technologies in our country, obtaining these technologies, integrating them into life as needed and being technology literate are considered valuable for all disadvantaged people in society such as the elderly, the disabled, women and individuals with economic or educational barriers. These people should be included in life socially, culturally and economically without any discrimination.

Given that young people grew up in a technology-intensive world, they can easily adapt to changes in technology and use computers and the Internet as an essential part of information and communication technologies, so it is extremely important to ensure that adults become technology literate. Before the disadvantages, divisions and gaps arising from the current conditions reach larger dimensions in our country, it is of great importance to increase the technology competencies of adults, to regularly evaluate the relationship between technology and technology use, and to implement policies to ensure technology literacy

depending on the results obtained. There is a distinction between people who have and use information technology and those who do not have or cannot use that technology. This division can be the greatest obstacle to political and social equality among individuals and development of a democratic society.

5. Conclusion: How to use ICT for social integration

Adult education in the 21st century faces many new challenges that result from the growing possibilities of using and integrating ICT in every aspect of both professional and personal life. The great potential lies in the development of ICT integration in the professional environment and the activation of professional life and adult education

Researchers from different countries and backgrounds give some answers on "ResearchGate" to this important question.

Technology has begun to impose itself in all aspects of life, one of the most important of these is the social aspect. **[Yousif Yaqoob Yousif, Department of Educational Sciences psychological, University of Baghdad]**

Earlier the teacher had his or her students within reach for oral communication in a classroom. The students did not normally interact with other than teacher and peers during class time. That is what for the teacher appeared as his or her class to teach, the learners within reach, which he used for constructing collaboration in best cases. The social qualities of interaction varied a lot - we seem to only remember the nice and ideal parts when comparing to ICT-enabled learning communication.

Today the friction of information is very low indeed, it flows through classroom walls without problems. But it creates problems for the teacher that want absolute attention. But in some cases, the teacher may not deserve this absolute attention - and students do their facebooking, listen to other teachers on the same subject on youtube or communicate with students or experts in another country - from the classroom, when a lecture is ongoing. This is a conflict - classroom does not obstruct information flows as before. On the other side, if students and teacher use these new possibilities, they can be on another level of learning communication. What says that your peers sitting physically close to you are the most important ones in your life or for learning this module? And it is clearly unlikely that the teacher is the best one to explain x to you with a student with his/her special conditions. **[Anders Norberg, Department of Applied Educational Science, Umeå University]**

Adults are unique in how they learn and hence the process of using ICT in adult education needs to integrate such uniqueness and provide latitude in how an adult is able to interact with others using dvierse ICT platforms. **[Ruth W. Mwangi, Department of Psychology, University of the Witwatersrand]**

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DIGITAL NEED FOR SOCIAL SERVICES

Javier SANCHEZ GARCIA

The social services sector has suffered major financial cuts in recent years, yet this sector is facing increasing economic needs in all European countries. In contrast, we are currently seeing a reduction in public budgets, yet the world's population is ageing. In this scenario, the digitalisation of social services can help to do more with fewer resources. The digitisation of social services has the potential to improve the quality of care and life of people who use these social services.

The increasing role of technology in social services may take many forms, such as the use of artificial intelligence, case management systems, technology driven services, or assistive technology. These technological advancements can help improve social services planning, management and delivery, but it is also important to understand the challenges digitalisation raises, such as the lack of knowledge about new technologies, its cost and how to ensure privacy and security are protected.

The process of digitisation of social services can be analysed from various points of view:

- use of artificial intelligence,
- case management systems,
- technology driven services or assistive technology.

The planning, management and delivery of social services can be greatly enhanced by the application of these digital technologies. However, it is important to analyse in depth the challenges posed by digitization, such as the lack of knowledge of new technologies, their cost and how to ensure privacy and security protection.

In the specific case of adult education, information and communication technologies (ICT) and digital education processes for this segment of the population cannot be ignored. From a modern perspective of adult education, it is moving away from the encyclopaedism of teaching in favour of combining traditional teaching methods with the use of information and communication technology, with active group work methods, workshops, training and methods of moderation.

At present, adult education is not the educator's "one right" and the only effective method of education. On the contrary, the educator takes the personal interests, experience and internal motivation of adults as a reference for learning. By bringing forth a positive and supportive learning environment, he or she motivates an adult student to learn independently, inspires and strengthens the learning process. In this way, adult learners independently manage the learning and development process, strengthen self-esteem and self-assessment.

Because of digitisation and the application of ICT in social services focused on adults, the education of this target group has to face new challenges related to professional and

personal aspects. The challenge is focused on the integration of digital skills acquired by adults with their professional and personal environment.

In today's digital environment, it is essential for adults to strengthen their education adapted to the local conditions of everyone, but with a global perspective.

In relation to adult educators, their ICT skills are essential for the promotion of ICT use among adults in various real-life situations.

The aim of this report is to examine in the four countries involved in the project (Turkey, Poland, Czech Republic and Spain) the digital needs of social services in each country.

1. **Digital need for social services: The Spanish case**
   Javier SANCHEZ GARCIA - EuroFUE-UJI

In Spain, the Ministry of Economic Affairs and Digital Transformation is responsible for proposing and implementing economic policy and reforms to improve competitiveness, telecommunications and the information society. This Ministry is also responsible for proposing and executing the Government's policy for digital transformation and the development and promotion of artificial intelligence. This Ministry is structured in the following higher entities:

a. State Secretariat for the Economy and Business Support.
b. State Secretariat for Digitalization and Artificial Intelligence
c. State Secretariat for Telecommunications and Digital Infrastructure.

On the other hand, the Ministry of Social Rights and 2030 Agenda is responsible for social services. This ministry carries out the proposal and execution of the Government's policy in the areas of social welfare, family, child protection, cohesion and care of dependent or disabled persons, youth, as well as animal protection. In addition, the Ministry of Social Rights and Agenda is responsible for proposing and executing the Government's policy on promoting 2030 the implementation of the United Nations 2030 Agenda.

This Ministry is structured in the following higher entities:

a. State Secretariat for Social Rights.
b. State Secretariat for 2030 Agenda.

This means that in Spain, two secretariats of state must agree to analyse the needs and subsequent development of the digitalisation of social services.

Having seen the reference framework on digitisation and social services in Spain, the study focuses on the digital needs of social services in Spain. To this end, the study by the CEOE (entrepreneur' s confederation) regarding the digitalization of Spanish society is taken as a reference. As a general objective it is proposed that through digital technologies it can be achieved: (1) maximise the efficiency and quality levels of social services and (2) provide an effective response to citizens' demands for social services. Digital technologies are the great ally of social services.

In order to achieve the overall objective, there are several needs relating to the digitisation of social services:

1. Define a digital social services strategy led by the Ministry of Social Rights and 2030 Agenda. To this end, it is necessary to provide the system with an appropriate governance structure to address the process of digitalisation of social services, as well as to allocate specific funds for the development of the strategy with a defined time horizon.

2. Make effective the right of the patient to access social services and information by digital means (extension of the application of Law 11/2007 to the health field so that digital social services are a right of citizens).
3. Adopt the necessary measures that promote, respecting the rights of users, the exploitation of the information of the social services system for the purpose of improving the quality, efficiency, planning, management, evaluation of social services, research, development and innovation. Recognise a legitimate interest in the re-use of data for research purposes, with no need to seek consent again, in line with the provisions of the data protection section.
4. Exploiting Big Data in the social services environment to develop and foster the use of intelligent cognitive systems. This exploitation of data should be accessible to social services professionals. To this end, it is necessary to advance in the secondary use of data in accordance with the legality of data protection.
5. Implement decision support tools in social services. This tool should be indicative and based on the best practices used by social services. It could take as a reference the systems based on cognitive technologies used in health.
6. Develop analytical tools of population information that allow the identification of risk factors and the determination of patterns to define and implement preventive measures.
7. Make the social services system more transparent and measure the impact and evolution of digital social services.
8. Create an information exchange system that includes the key aspects for the management of social services. The aim would be to create a standardised digital data repository accessible to all actors involved in social services. This system should be available at any time and from anywhere.
9. Develop digital tools that favour the empowerment of users of social services, such as access by citizens to their digital records, by means of electronic ID cards or other appropriate identification systems.
10. Social services should be aware of and apply existing laws on the development of apps.
11. Implement new indicators that focus on the value of results in social services and not only on process, structure or cost indicators.

The following are actions carried out in Spain to promote the digitalisation of social services.

a. **Barcelona Provincial Council organizes a course on digitalization in social services.** This course was aimed at people in the social field (professionals, staff of entities, university students, etc.). The objective was to present the current models and trends in digitalization of organizations that offer social services. It also showed the ICT tools to improve the efficiency of the entities related to social services and to optimize the time of the professionals working in them.

   The points discussed during the course have been:

- use of online services to be able to collaboratively edit documents, share them securely,
- cloud storage,
- image and multimedia file editing,
- productivity, etc.

b. **Regional Ministry of Equality, Social Policies and Conciliation of the Junta de Andalucía has invested 12 million to digitalize social services and speed up their provision.** This project favours the continuity of care within the Andalusian public system through the application of information and communication technologies. In this way, the Single Electronic Social History (HSUE) will collect all the relevant information on the needs of care, planning, monitoring and evaluation of the Social Intervention Project. Approximately 500,000 users of Andalusian social services will have a Single Electronic Social History by the end of the project, so that at least 30% of the administrative procedures of the social services will have been digitised. This project is a response to the commitment of Law 9/2016 on Social Services in Andalusia to intersectionality, to the coordination between social services, health and other systems of social protection, employment, housing, justice, to solve the problems of citizenship.

2. Digital need for social services: The Polish case

Renata Ochoa-Daderska, Zofia Gródek-Szostak, Luis Ochoa Siguencia, Anna Szeląg-Sikora, Agnieszka Chęcińska Kopiec, Jakub Sikora, Marcin Niemiec, - Instytut Badań I Innowacji w Edukacji

In Poland, over 9 million people aged 50+ are digitally excluded, which in practice means that they do not have access to electronic services, Internet resources and work tools. Others, although they have access to the Internet, rarely use it. Digital competence of adult Poles processing to the lowest in Europe. It is a real civilization catastrophe that costs Poland 24 billion zlotys annually (PwC, 2013), reducing the quality of life of a quarter of our country.

The study clearly shows how important it is to inspire and support activities leading to universal digital education of adults (especially over the age of 50), dissemination of e-competences and effective use of digital technologies in everyday life and at work.

Social innovations also apply to specific social services or services which attempt to use or apply more technology[3]. An example of an innovative social service that is not systemically present in Poland is the "One Button" service. It is available in the Scandinavian countries, Spain, Italy and Great Britain. It consists in the fact that sick people, lonely, disabled, unaccompanied, infirm receive a special digital device, permanently installed on their body in the form of a large electronic button. In the case of malaise, fainting or sudden illness (or for other reasons), after pressing the button, an electronic signal is sent to the operator, who is subject to local sanitary and emergency services. A public or private operator sends an ambulance or paramedic immediately, who are usually non-public subcontractors for this service. The system is supported by the Global Positioning System [GPS[4]] so as to quickly track the victim[5].

"One counter / window" for entrepreneurs

From March 31, 2009, the possibility of registering business activity in the so-called "One window". This means that everyone who wants to start a company submits one application CEIDG-1 to the Commune / City Office in accordance with their place of residence. Business registration, change of data or its liquidation are not subject to any stamp duty.

"One counter" is a facilitation for entrepreneurs (and thus also associations and foundations conducting business activity), which was introduced by the Act of 19 December 2008 amending the Act on freedom of economic activity and amending certain other acts. The facilitation was to speed up the possibility of starting operations and protect against visits to many offices.

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[3] Grewiński M. [2009], Wielosektorowa polityka społeczna – o przeobrażeniach państwa opiekuńczego, Warszawa, Wydawnictwo WSP TWP Google Scholar

[4] GPS Stands for "Global Positioning System. GPS is a satellite navigation system used to determine the ground position of an object

[5] https://przedsiebiorstwo.waw.pl/resources/html/article/details?id=174078&language=pl

It consisted in the fact that the organization - entrepreneur, submitting to the "Entry to the National Court Register [KRS]" application for registration or notification of any changes, immediately submitted forms to other offices: Social Security [ZUS], tax office [US] and office statistical (REGON). After entering the organization or its changes into the register, the National Court Register (KRS) sent them via post to other offices.

After the change of regulations, since December 2014, the "one stop shop" principle applies not only to entrepreneurs, but also to organizations that do not run a business. The flow of information between the registry court and offices has been significantly improved (thanks to the ICT system), and organizations do not have to fill out a number of additional forms unnecessarily. Offices, such as the tax or statistical office, collect most information about the organization from KRS forms.

Regional Warning System

The Regional Warning System (RSO) is a free service that allows you to notify citizens about threats. The information is provided by the RSO Mobile Application, MUX-3 terrestrial digital multiplex programs and posted on the websites of provincial offices.

RSO also has an educational role. The system includes guides on, among others how to give first aid or how to behave during a storm, flood or terrorist attack.

Thanks to cooperation with the Institute of Meteorology and Water Management in RSO, meteorological and hydrological warnings (including a map showing the state of waters on the most important water gauges of Polish rivers) are placed. In addition, the system also contains other warnings, e.g. traffic.

National Map of Security Risks

The National Safety Threat Map is an interactive tool that lets you familiarize yourself with the most important information about safety and threats at your location. The map also helps to identify places where local services should pay special attention. The police verify threat signals and, if the information is true, take appropriate action.

Citizens most often report the threats that are most burdensome at their place of residence. These include: incorrect parking, exceeding the speed limit, drinking alcohol in unauthorized places, improper road infrastructure, use of intoxicants or poor organization of road traffic. After confirming the police officers, they really help in solving the problem. For example, in the event of a bad traffic organization that threatens safety, they ask the road administrator to change the traffic organization at this place.

Social security (insurance and benefits)

a. **ZUS Electronic Services Platform** - provides ZUS e-services, including:

- allows all clients to check the data saved on an individual account at ZUS, track the status of their cases and receive e-mail or SMS notifications,
- booking a visit to the ZUS unit,
- the insured allows checking, among others account balance, insurance information for which it was reported, and the basis for calculating premiums,
- beneficiaries can check, among others information on benefits awarded and paid out (pensions, disability and benefits),
- for premium payers, it allows checking due premiums and deposits, information on persons reported for insurance, and also provides the ePłatnik application, thanks to which, through the pue.zus.pl portal, you can register persons for insurance and settle premiums.
- receiving sick leave electronically by employers (e-ZLA) - a service available from January 2016.

b. empatia.mpips.gov.pl website - provides information on social benefits and the possibility of submitting some applications online, including:

- applications for family benefits and maintenance,
- applications for social assistance,
- applications for social assistance for another person / family,
- applications for a certificate of assistance,
- motions regarding changes in the repayment of receivables / payments,
- e-registration of rehabilitation stays,
- searching and browsing entities entered in the Register of Rehabilitation Camp Organizers,
- e-registration of nurseries and children's clubs,
- searching and browsing of entities entered into the Register of Nurseries and Children's Clubs

Integrated POL-on network

"2018 EUNIS Elite Award for the POL-on system for the best solution in Europe in the field of information systems on higher education"

This is the most comprehensive data repository on Polish science and higher education. Nearly 40 modules were identified in it. It is the largest public system operating from the point of view of the scope of collected data.

First of all, the data collected in the system is used by the Ministry of Science and Higher Education to shape policy based on evidence. Its operation and scope of the collected data, as well as its role in the area of state information systems, are defined by relevant laws and regulations.

The recipients of the data, in addition to the Ministry of Science and Higher Education, are other government agencies, e.g. the Central Statistical Office, the Central Commission for Degrees and Titles, the National Centre for Research and Development, and the National Science Centre. The basic goal of the system is a real impact on the effective spending of

public funds for science and education. The POL-on system has facilitated many reporting obligations for universities by enabling remote reporting.

Thanks to advanced artificial intelligence algorithms, the system investigates various types of violations and trends, which gives the possibility to track events and verify them in real time based on big data sets. A certain range of information collected in the system is made publicly available.

3. Digital need for social services: The Czech Republic case

Emil VELINOV – ITC International

Regardless of our intentions, digitization penetrates into all areas of daily life. Whether it is the economic sphere, business sector or public or private spheres. The society and the institutions wish that both the Czech Republic and EU would manage successfully to do their best to motivate the development of digital technologies and help where it is needed. Instead of feeling threatened with digitization and development of technologies, the public and private institutions rather focus on challenges that await us in connection with the transformations of society. The public and private institutions in Czechia are putting efforts to modernize and reform the education, introducing of new elements into lifelong learning and continuous courses and training. Therefore, at the moment is crucial for individuals to focus on acquiring relevant skills, whether it be digital literacy, soft skills, or the support of creative sectors and crafts, i.e. the areas, where robots cannot replace human creative activities.

In the recent years there are numerous of innovations, which have been made in the area of digital tools development for social services. For example, the so-called "Klicenka", which is a key ID chip designed to identify the location and basic health status of elder people in the Czech Republic has been emerging. This digital product and the services related to it are promoted to several Czech regions, where private companies, start-ups and municipalities are trying to develop practical and handy digital tools for variety of social services. This is triggered by increasing number of older people and increased cooperation between the public and private sectors in terms of creating added value social services for kids and adults.

Another successful project so far in digital education for seniors is the project called Seniors Communicate Program, organized throughout the whole Czech Republic under the patronage of the Livia and Václav Klaus Foundation. The project is implemented at 7 branches of Czech Saving Bank branches in Prague, Brno, Plsen, Kladno, Liberec, Usti 41nd Labem and Hradec Kralove and some other selected organizations that help seniors. The initiative involves education in modern communication technologies, specifically a three-day course focused on learning mobile technologies – with tablets, smart or touch phones and laptops for 10 participants. The course lasts 12 hours over the 3 days in total. Participants bring their own devices (tablets or smartphones).

The main goal of the initiative is to teach participants the basics, to recommend some applications to them and to warn them before possible threats. Also, individual counselling focused on tablets, smartphones or laptops and related services. The individual counselling takes place during Thursdays, between 9 am and 5 pm. The target is to help the participants correctly set up their devices, help them to add or to remove different apps, and advise them on internet or mobile banking (DigiCoalition, 2020).

These are only few examples of developing and providing digital services for kids, adults, seniors and students in the Czech Republic as numerous of NGOs, universities, schools and municipalities are trying to enhance the latest technologies and digital platforms to enable more comfort life and to support especially the seniors to learn digital skills and to keep them informed in the globalized world. Surely, there is a bigger need to develop and elaborate further digital tools for social services in the Czech Republic as still many seniors and other social groups have the big need of services for their lives.[6]

[6] Online source accessed [29-03-2020] available at www.digikoalice.cz

4. Digital need for social services: The Turkish case

Yeliz NUR AKARÇAY, Saricam Halk Egitimi Merkezi Mudurlugu

Information and communication technologies that develop at an unprecedented pace create changes not only in economic and social life, but also it leads to new chances and opportunities for individuals, institutions and states. Meeting the needs of an e-Government ecosystem will only be possible by facilitating a more effective public administration where technology is used at the highest level and more efficiently in the relations of all stakeholders with the government.

In Turkey, A Digital Transformation Office of the Presidency was established to coordinate the digital transformation of public institutions. The Ministry of Transport and Infrastructure is responsible for the eGovernment Strategy and the Action Plan.

The 2016-2019 National eGovernment Strategy and Action Plan was Turkey's first comprehensive national eGovernment Strategy and Action Plan. The objective of the 2016-2019 National e-Government Strategy and Action Plan is to form the necessary capacity in line with Turkey's 2023 national vision and provide a leverage effect to the welfare of the country. In this context, the vision of the 2016-2019 National e-Government Strategy and Action Plan has been defined as "Improving the Quality of Life for Society with ETKİN (EFFICIENT) e-Government".

With the implementation of the eGovernment Strategy and Action Plan, eGovernment will be more Integrated, Technological , Participatory , Innovative and Qualified with its focus on being an efficient eGovernment Ecosystem, with a more competent and agile position as the enabler of transition to an information society and sustainable development.

In line with the vision of the 2016-2019 National eGovernment Strategy and Action Plan, 4 strategic aims, 13 objectives and 43 actions were determined.

The following strategic aims were determined to achieve the vision an eGovernment ecosystem:

- Strategic Aim 1: Ensuring Efficiency and Sustainability of the eGovernment Ecosystem;
- Strategic Aim 2: Implementing Common Systems for Infrastructure and Administrative Services;
- Strategic Aim 3: Realising eTransformation in Public Services;
- Strategic Aim 4: Improving Usage, Participation and Transparency.

The developments within the scope of the 2016-2019 eGovernment Action Plan are summarised below:

- Institutions carry out the process and method transformation studies to provide all the services as eGovernment services.
- Electronic Document Management System is used in all central institutions.

- MERSIS, which is a registry for businesses, has been integrated into the eGovernment Gateway.
- Data dictionary studies have been started.
- Services such as job search, employment, unemployment and retirement applications can be done through eGovernment Gateway.
- Certificate of inheritance interrogation can be obtained from the eGovernment Gateway.
- Many service steps for vehicle acquisition and registration have become available from the eGovernment Gateway. Efforts are underway to provide services in a holistic manner.
- Applications for the consumer arbitration committee can be made via eGovernment Gateway.
- A social media guide for public institutions was prepared and published in 2019.

The portal http://www.edevlet.gov.tr/ offers a means for participation and monitoring of the progress of the Action Plan and allows users and authorities to share announcements.

Tenth Development Plan (2014 - 2018)

The Tenth Development Plan (2014 - 2018) was adopted in the 127th General Assembly of the Turkish Grand National Assembly on 1 July 2013, in accordance with Law No. 3067, dated 30 October 1984. The Tenth Development Plan covering the 2014 - 2018 period was a turning point in bringing the society to high welfare levels in line with 2023 targets. The Plan was prepared in a global economic environment where risks, uncertainties, changes and transformations took a long time, and there were rising and reshaping power balances between developed and developing economies.

The Tenth Development Plan was designed to include not only high, stable and inclusive economic growth, but also issues such as the rule of law, information society, international competitiveness, human development, environmental protection and sustainable use of resources. In the Plan, Turkey's economic and social development processes were handled with a holistic and multidimensional perspective, and a participatory approach was adopted within the framework of human-oriented development.

One of the objectives and policies of the plan was 'Qualified People, Strong Society', which also included the title of 'eGovernment Applications in Public Services'. The main aim of the plan was to create an eGovernment structure that provides personal data privacy and information security,and offers services designed in accordance with user needs, including disadvantaged groups, through various platforms in a user-oriented, collaborative, integrated and reliable manner. This contributed to an effective, participatory, transparent and accountable public administration. eGovernment activities were carried out by a strong coordinator authority that would ensure strong management and coordination with an effective public management approach.

The basic information systems required for eGovernment service delivery were completed. Efforts to establish shared infrastructure and set common standards continued. Common practices in the public sector, including local authorities were expanded. In this context, the priority was given to the completion of MERSİS, TAKBİS, Spatial Address Registration System (MAKS), EKAP, the National Geographical Information System Infrastructure and Information Systems Disaster Management Centre projects. Institutional eGovernment projects continued to be created within the framework of joint action plans. eGovernment applications and services will continue to be developed and integrated to the eGovernment Gateway. Distribution of the new eID card to all citizens was completed and eGovernment services became widespread. The eCorrespondence Project which provides an electronic environment of official correspondence among public agencies was expanded. There were also issues with interoperability, mobile applications, eParticipation, sharing and reuse of public data.

eGovernment Gateway (e-Devlet Kapısı)

e-Devlet Kapısı, Turkey's eGovernment Gateway (portal), was put into service on 18 December 2008. The portal provides citizens and enterprises with a single point of access to eGovernment services. The gateway also serves a third group of users, the public sector agencies themselves, allowing them to interact with each other and exchange information. The contractor of the eGovernment Gateway is a governmental company Turksat, Turkey's main provider of satellite services and one of the biggest providers of IT infrastructure services.

As of June 2019, eGovernment Gateway had 4,808 services, 601 integrated organisations, and more than 42 million users. In order to provide accessibility and user friendliness, the eGovernment Gateway has been made accessible via the eGovernment Gateway call centre. The call centre, specifically designed for disabled people, started to operate for eGovernment requests in 2018. Access to eGovernment services is also possible through both iOS and Android applications. The number of mobile applications provided on the platform was 2245 in June 2019. A secure, reliable and single authentication service center can be used for many public services.

There are different information and articles about services provided through

e-Government Gateway and home portal links in Turkey. The services provided include:

1. Individuals and society: Access to information on issues such as homeless children, social assistance and solidarity, female gender issues, housing and gambling.
2. Legal procedures, rights and defense: legal measures, voting procedures, consumer protection, address registration system, access to notaries, application and necessary information.
3. Birth: Information and services such as birth registration, prenatal and postnatal leave, maternal and infant health.
4. Military service and mobilization: Military service, officer ranks and reserve military service, abroad or payment in foreign currency for military service.

5. Education: Kindergarten, primary and secondary schools, distance learning
6. Traffic: Traffic safety, motor vehicle operations, driving license procedures, highway control.
7. Health: Family health, public health, oral and dental health, nutritional information and making an appointment at hospital.
8. Disabled Citizens : Health, education, employment, social rights and services, home-care services.
9. Turkish citizens living abroad: Information and services such as e-Consulate, population registrations, diploma equivalency, military service and marriage.
10. Arts, culture and sport: Information and services such as cultural heritage,cultural events, theatres, festivals, sport activities, fairs and local events.
11. Job and career: Social Security Institution services for employees.
12. Family: Information and application forms on marriage, family health, birth registration, children and teenagers and children's rights.
13. Travel and tourism: General information about Turkey, types of tourism in Turkey, services for Turkish citizens living abroad, information about rail and road transportation.

Actions carried out to promote the digitalisation of some social services:

- **Barrier-free Health Communication Center** project (Engelsiz Sağlık İletişim Merkezi - ESİM) which provides 7/24 visual support in sign language, was put into service by the Ministry of Health in order to facilitate the access of the hearing-impaired citizens to health services and to eliminate the communication problems that may arise in the provision of health services. The citizens can immediately notify Emergency Services via mobile applications that they can download to their personal phones free of charge, if they wish, they can start video calls or send instant messages. They can save serious time in emergency cases, where even seconds are very important. Thanks to the applications developed using the latest technology, they can report to Emergency Services at the touch of a button, and send their location using GPS along with the notification, and send photos of the accident if they wish.
- With the service **'No Barriers in e-Government Gateway' (e-devlette engel yok)**, the hearing-impaired citizens, who are users of e-Government Gateway, are able to get the call center service they need through mobile applications. The services provided at the e-Government Gateway, whose number of users reaches 45 million, is increasing day by day, "When the type of e-Government-related service has become more widespread and all services become available from there, it can be provided services across the country to the citizens who do not have IT literacy or have disabilities. The hearing impaired citizens can download and use the Video Call Center Service application from application markets, and easily communicate with the operators on mobile devices using sign language or text. In addition, the citizens can easily access their questions, problems, requests and suggestions and they will be able to report and resolve them easily.

5. Conclusion: Digital need for social services

Gabriela Ochoa-Daderska

The social services sector has suffered major financial cuts in recent years, yet this sector is facing increasing economic needs in all European countries. In contrast, we are currently seeing a reduction in public budgets, yet the world's population is ageing. In this scenario, the digitalisation of social services can help to do more with fewer resources. The digitisation of social services has the potential to improve the quality of care and life of people who use these social services.

European Foundation for the Improvement of Living and Working Conditions released on April 2020 the report “Impact of digitalisation on social services”. It is apparent from this study that the initiatives of the EU and its member countries on the digitisation of health and social care focus primarily on health-related issues (e.g. electronic prescriptions or disease prevention). Actions related to the digitization of social services are often coordinated with healthcare, mainly focused on databases to share medical and social histories.

The main conclusions on the digitisation of social services in Europe are as follows:

- The use of robots is focused on the supervision of the elderly. These actions focus on:
  - Cognitive tasks.
  - Interaction between the robot and the eldest person.
  - Help caregivers provide physical assistance (e.g. lift patients).
- The use of robots in social assistance is limited by three fundamental factors:
  - High cost.
  - Security issues.
  - Opposition from caregivers and society at large.
- The use of the Internet of Things in social services will be helped in the future by the reduction of the costs of the devices and by the greater familiarity of the population with these technologies.
- The use of AI in social services can be used for a variety of things:
  - > Plan resource management.
  - > Process applications for benefits in cash or in kind.
  - > Predict individual user needs.
  - > Help public employment services assign jobs to applicants more effectively.
- The impact of the digitization of social services is limited, being in an initial phase of implementation. This digitization has positive and negative effects.
  - > Positive effects include:
    - Increases staff productivity.
    - Staff can spend more time on other tasks.
    - More efficient use of resources.
    - Avoid more expensive and intensive assistance.

        - Detect social services fraud.
        - Digitization has allowed users to increase their perception of security of new technologies.

    > And the negative effects include increasing the workload, as staff need to spend more time informing, monitoring, or helping users unfamiliar with new technologies.
- There is resistance of staff and users of social services to digitization. The root cause of this resistance is a lack of knowledge and digital skills. Reducing this problem requires engaging users in the joint design of digitized social services.
- The main difficulties for the digital transformation of social services are:
    > Fragmentation of social services.
    > No institution responsible for the process of digitization of social services.
    > Fragmentation of information in different databases.

If these problems were solving, the digitization process would be much easier.

Although the conclusions of the EUROFOUND report were made before the COVID-19 virus appeared, the findings are useful for policy makers in addressing the variety of issues that will arise after the pandemic. In general, digitization of social services can help reduce the risk of contagion and ensure continuity of care in times of confinement, confinement, and physical/social estrangement. Reducing the digital divide and investing in infrastructure and digital skills are crucial aspects, as these technologies are important tools to prevent contagion.

To complete these conclusions, the results obtained by the researchers who are experts in the digitalisation of social services are shown. First, the results obtained by Philip Mccallion (School of Social Work, Temple University, Philadelphia) are shown:

In work around supports for independent living for people with intellectual/developmental disabilities, with colleagues and a provider I am looking at the use of navigation app using smart phone and a smart watch to both support adults with intellectual/developmental disabilities in independently travelling around their neighborhoods while offering real time connections to family and other caregivers so they may support these activities. We are looking at increasing community engagement, greater variety in community activities and greater confidence about community engagement in both the persons with intellectual/developmental disabilities and in their caregivers.

In my small regional city, I have seen how Facebook has become a primary means of community engagement and activism in the COVID-19 crisis. There are grassroots initiatives, such as Caremongering Groups and Sew the Curve (making cloth masks, scrub caps, etc.) that have sprung up to care for members of the community.

On the other hand, Silvia Straka (School of Social Work and Human Service, Thompson Rivers University) concludes that:

However, I see a disconnect between these grassroots initiatives and social work practice. Even in a technologically advanced country such as Canada, there are commonly low levels of technological literacy in terms of social work practice on the part of students, practitioners, and educators. We have not embedded these means into our practice and our education for practice.

The other disconnect I see is that over the years, we have seen a shift to clinical practice and a de-emphasizing of group and community practice (in the Global North). This leaves us without the theoretical and practice knowledge to engage with community at times such as these.

While I am excited about these grassroots initiatives, when they are not supported by existing agencies and/or social workers, I worry about the potential and risk for harm to vulnerable people. For example, volunteers helping seniors and single mothers of young children get groceries without an understanding of the risks of predators or people with very poor boundaries entering this picture concerns me. I love the volunteer and grassroots energy -- but I think as a field we need to think of our role in all this and how we can support and secure these initiatives (rather than take them over).

Finally, the contribution made by Mamia Tetvadze(Department of Marketing, Ivane Javakhishvili Tbilisi State University) is collected::

Epid-situation is forcing some institutes around the world to depend heavily on digital services. Such as - education, pharmacy and many other. ,,Non-essential" jobs is adapting and trying to be as competitive as they can.

Because of this in a small country like Georgia, Facebook, Zoom and Teams became vital applications to interact for academic and job purpose.

For example educational or career based institutes are using Zoom app. They are recording and saving it. For schools Georgia successfully uses Microsoft Teams. I think when this situation will be over, some of the companies and institutions will continue to use digital tools, to be more successful.

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DIGITAL TECHNOLOGY AND NEW RELATIONSHIP BETWEEN LEARNERS AND EDUCATION PROVIDERS

Emil VELINOV, - ITC International

Digital technology development has been emerging in the last couple of years. Moreover, the pandemic period has accelerated the implementation of various video conferencing systems. Nowadays, virtual collaboration became imperial not only in the secondary, but in the higher education as well. Wide variety of digital platforms have become common practice in adult education regardless the age category of learners and educators. Furthermore, the digital disruption radically has changed how the educators and learners perceive the entire process of education. The digital technology considerably has affected the relationship between education providers and learners on the other side due to the different way of teaching and learning process in comparison to the pre-COVID era.

Technological advancements have changed the relationship between learners and educators. Also, it helped the education to become more accessible. This is especially true after the disruption of COVID-19 and the global switch to online learning. Teleconferencing software such as Adobe Connect, Skype, Google Meet, Microsoft Teams or ZOOM provide educators and learners with the opportunity to engage with counterparts across the globe. For example, Google Drive and other collaborative platforms enable virtual teamwork on international projects. Via email and other communication channels such as Viber App and Google Hangouts, both instructors and learners could interact effortlessly and without expense in real time.

The digitalization of communication has given way to global networked learning environments, where a reciprocal exchange of ideas between trainers, instructors and their counterparts could take place. Exceedingly more educators are utilizing the opportunities that online collaboration across borders offers them to link different virtual classrooms and conduct research. Digital Platforms Development offers educators more than the development of goodwill and mutual respect, which conventional exchange opportunities offer. Faculty compare and reassess their pedagogical practices, share individual as well as institutional perspectives and develop new approaches and research cultures (Craig, Poe & Rojas, 2010).

The collaboration between educators and learners through digitalization previously discussed began as a grassroots collaboration between instructors interested in joining their classrooms in virtual teams' projects. Many education providers carried the projects out in addition to their regular course load and administrative duties. Months in advance of the digital education projects, as well as during and after the projects, the instructors meet virtually and communicate regularly through email and the collaborative digital platforms.

They test out the software and platforms, which the learners are expected to use such as Prezi, Adobe Spark, Canva (a free software for creating storylines) and Big Blue Button as well as prepared demonstrations of the technology for the classroom.

This included showing recordings with glitches in order to illustrate the instructors' experiences and make the project more tangible for students. The obvious rapport and fun that the instructors have during the ZOOM recordings also appear to have a positive effect on learners anxious about working with unfamiliar teammates on a virtual project (Dean Corenelia, 2007).

1. **Digital technology and new relationship between learners and education providers: The Czech Republic case**
   Emil VELINOV - ITC International

The current generation of learners is very familiar with new technologies and they use them instinctively. By integrating digital media and innovative technologies efficiently in a sustainable and more diverse curriculum, the students can experience a more bespoke learning and teaching environment (Adams Becker et al., 2018; Barbera et al., 2014; Bigatel et al., 2012; Gabel et al., 2018; Koehler et al., 2013). Current studies showed that so-called Digital thinking includes awareness, creativity, innovation, digital skills and intercultural skills are associated with current pedagogical developments (Adams Becker et al., 2018; Sohn et al., 2015). Within this context, innovative learning and teaching approaches, a well-developed infrastructure, and an appropriate usage of digital tools all serve to attract and motivate the current generation of learners.

Digital skills, a global team spirit, corporate social responsibility-awareness, international experience, and more flexibility are essential ingredients for efficient employees in the workforce of the 21st century (van Laar et al., 2017). Besides, for the current generation of learners, it is necessary to have the option of creating a start-up. Due to the accessibility of a variety of digital tools, starting a new business is easier than in the past. People who are invested in or convinced of specific topics, can more easily start a digital initiative and cooperate with existing initiatives worldwide, e.g., social or environmental initiatives. Mostly, those initiatives or start-ups are based on strong interests and convictions on the part of the initiators. Giving students the option of following up these interests, cooperating with peers internationally, and discussing CSR-related topics within an educational setting, are important factors in raising a new generation of more reasonable, social, and sustainable students as prior projects at different educational institutions across the Czech Republic.

Due to the current developments – amplified by the impact of the Covid-19 pandemic – there is a need for change to secure future competitive graduates as key figures during and after the crisis (Maritz et al., 2020). The learners' perspectives of the working world, as well as their expectations of higher education systems and how educators and learners prepare for these environments, must be taken into consideration. The integration of adaptive learning environments, digital and sustainable-related lecturing units, and self-regulated approaches are acknowledged as being preferred by the current learners' generation (Adams Becker et al., 2018; Pimmer et al., 2016; Velinov, 2020).

New approaches, providing students with the opportunity of virtual experience exchange, are especially noteworthy in this context. These learning environments can be enriching in respect of skills and experience for both students and educators (Bartel-Radic et al., 2015; Honal et al., 2017). All participants will become accustomed to new media and virtual communication as a result of this learning experience (Bigatel et al., 2012; Barbera et

al., 2014; Dahlstrom et al., 2015). A study by Deloitte showed that most millennials regard business as a force for positive change in society and global issues. Business involvement in social issues and good causes goes beyond the tangible impact or the reputational benefits created. Being part of sustainable initiatives helps to provide a sense of empowerment among the students and raises CRS-awareness (Deloitte, 2017; Sohn et al., 2015).

Aguinis & Glavas (2012) also highlight the major role educational institutions fulfill in shaping the students' values throughout their educational development. implementing CSR in educational curricula must take place on a flexible basis and possess an appropriate balance of theoretical input and hands-on tasks for the relevant industry. Regardless of which topic, tool, or format is recommended by the faculty or university, all educators must be trained, prepared, and informed about ongoing developments and trends on a global level (Gosler & Ifenthaler, 2014; Ostler et al., 2016).

Modern and blended learning environments, in which students can independently acquire new information, but also have face-to-face exchange with their instructor, have proven to be highly effective for the new generation of students, regardless of whether digital education related subjects or entrepreneurship are taught in the classroom (Dahlstrom et al., 2015; Thai et al., 2016).

STEM education in the Czech Republic

In recent years across a wide variety of high schools, colleges, universities, training centres and other educational providers in the Czech Republic has grown the importance and applicability of so-called Science, Technology, engineering and mathematics (STEM). This phenomenon was accelerated particularly by the pandemic period, when the education providers were closed and the entire teaching and learning processes had to go online, which has opened the door for STEM education not only in the capital of Prague, but regionally as well. STEM has created new challenges and opportunities for learners and educators not only from the perspective of new technologies utilization but from curricula development and changed relationships between those, who teach and coach and the learners. Imminently, the educational institutions across the Czech Republic have introduced virtual reality, 3D visualizations and modelling, utilizations of platforms allowing the learners to get engaged and committed in their online activities and the teachers to become better prepared for tomorrow's challenges from stand point of virtual teaching and digital enhancement..

2. Digital technology and new relationship between learners and education providers: The Polish case

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E-learning is a concept that emerged with the development of modern technologies and is still taking shape, and during the COVID-19 pandemic it is the basis of remote education. Each definition describes a specific evolutionary state of this form of learning and characterizes the model of contemporary learning: distance learning, e-learning, mobile learning, social learning. An analysis of the literature and solutions offered by tool providers shows the continuous development in the development of distance learning tools and its impact on what education will look like in the future. It should be noted that according to various definitions, e-learning is a form of distance education in which (Żołędziewski, 2011):

- teaching takes place over a computer network (Internet or intranet);
- users use both stationary and mobile electronic devices (multimedia are used);
- an IT education system is used, a so-called e-learning platform for knowledge distribution, communication and teaching process management (in formal education);
- unlimited access to knowledge and communication between all users is possible (in informal learning).

By paying attention to the social aspect of education with the use of tools based on intranet or Internet networks, new terminology has appeared in the literature. The terms social learning or network learning can be translated as the process of developing and maintaining relationships between people via the Internet by distributing information and complementing it. Collaboration in combination with innovative technology and teaching models creates added value by acquiring new skills and enriching the knowledge base (Moeng, 2004).

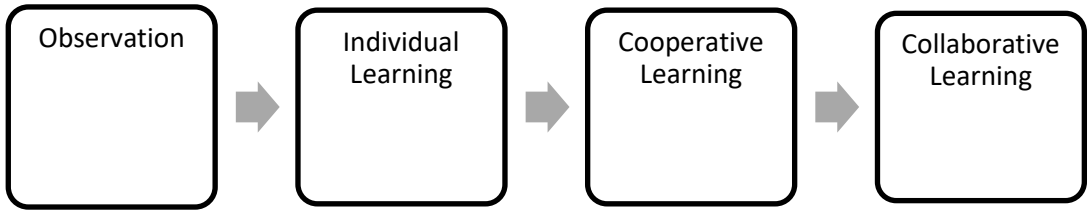
The research conducted by Bersin (2009) shows that since 2009, there has been a huge increase in demand for informal teaching and learning - for social learning and social media. A new era of social or informal learning is based on sharing and using the knowledge and experiences of all employees of the organization without a specific time frame, and learning takes place in real time. One of the faster developing trends of electronic learning and teaching is e-learning, i.e. informal collaborative learning (Bersin 2009). We-learning is also called social or social learning - social learning. The term "social learning" refers to the theory

of social learning and to the place where education processes are carried out, i.e. to social media (Laskowska, 2013).

According to the concept of social learning by A. Bandura, “almost all manifestations of learning resulting from direct experience come to an effect in a surrogate way, thanks to observing other people's behaviour and the consequences they have for others. The ability to learn by observation enables people to acquire [...] patterns of behaviour without having to shape them gradually, through tedious trial and error " (Bandura, 2007).

Social learning is learning with and from others, in which online communication is the dominant form of activity (Bingham, Conner (2010). It has the same features as any other type of non-formal education Kutrzepa, 2005). First of all, development through social media does not result in formal recognition of acquired competences. Social learning is also distinguished by multidirectional interactions, with a clear changeability of roles. This means that in social learning there is no clear distinction between students and teachers. The same person who is once the inspirer may act as a learner in a different situation. In the online learning community, horizontal relationships (as opposed to formal education based on a hierarchical structure) dominate. In addition, social learning is often of the so-called peer education (Fatyga, 2005). It is possible thanks to participation in groups with similar experiences, achievements and interests. In the formula of peer education, communication is based on the principle of "equal to equals" and - due to its informal character - fosters the exchange of views and opinions. It is worth adding that social learning is a very heterogeneous activity. People learn from the community through observation, independent search for information, exchange of knowledge or co-creation of resources. It measures the make-up process of becoming an active social Learner (Fig. 1), the first step is watching the actions of others, and the last - full involvement not only in the sharing of resources, but also their creation.

Figure 1. Stages of participation in the social learning process



Source: Wankel Ch. (ed.) (2010), Cutting-Edge Social Media Approaches to Business Education. Teaching With LinkedIn, Facebook, Twitter, Second Life, and Blogs, Information Age Publishing, USA.

Each of the stages of participation in social learning requires the so-called social presence. This concept is not about being physically present, but about the individual's sense of being with others, not necessarily as a formal group member (Bani-Salameh, Jeffery, 2011).

Strategic conditions for the development of digital education in Poland

The importance of digitization in all areas of life is constantly growing, as the technologies used are constantly changing and improving (EC, 2019).

In Poland, the key document in the field of digital education development is the Strategy for Responsible Development (SRD) in force from 2017 to 2020 (with the possibility of extension until 2030). It concerns education at ISCED 1-3, ISCED 6-7 and lifelong learning. The SRD is a binding, key document of the Polish state in the area of economic policy.

The assumed objectives include the provision of broadband Internet, in particular to rural areas. All schools should have access to new technologies, including high-speed connectivity and internet services. The strategy also talks about the development of digital competences, including support in the area of education, science, lifelong learning, flexible adaptation to the individual needs of citizens, support addressed to groups with different levels of digital competences, with particular emphasis on activities for digital inclusion (PARP, 2020). Students should be able to find information on their own, modify it and use it.

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Digitization of education should support not only formal learning, but also non-formal learning and self-education.

One of the projects is the creation of the National Educational Network (OSE) - a dedicated network connecting all schools in Poland, which will provide access to the Internet, educational services and content, and ensure network security. The government's OSE project aims to reach almost 31 thousand. schools and over 5 million potential users (students and teachers) to overcome the digital divide and ensure equal educational opportunities for all students, especially those living in rural areas. More than EUR 372 million has been allocated to the implementation of OSE and EUR 38 million annually for the maintenance of the project for the next 10 years (Ministry of Development, 2017).

Example of good practices in Poland

"Dobre Pomoc" can help improve the system of care services. The “Good Support” program is a comprehensive and innovative solution that uses many years of experience of employees of the social welfare system and local governments, based on the latest technologies. The system was created as part of a partnership project of the Science for the Environment Foundation, the Regional Center for Social Policy and Caritas Koszalin and Szczecin. The value of the project co-financed by the European Union under the Regional Operational Program of the West Pomeranian Voivodeship for 2014-2020 is over PLN 10 million. The "Good Support" program was also the winner of the prestigious European Commission competition as the best project of 2019, setting the direction of activities in the cohesion policy.

Babcioterapia - (not only) information brochure "Babcioterapia" is an information brochure, which is the result of the implementation of the project "Babciotherapy". The project was implemented in 2017 thanks to funding from the Government Program for Social Activity of the Elderly for 2014-2020. The brochure includes, among others information, recipes and tips on how to use herbs to reduce our negative impact on the environment. Developed on the basis of herbal workshops. The brochure is divided into 12 months containing the "herbal" block, which has been enriched with information about the changes taking place in the body and psyche over time.

Government programs for seniors for 2016-2019:

- Government Program for Social Activity of Elderly People for 2014-2020;
- "Senior +" multi-annual program for 2015-2020.

Despite the steady increase in the number of operating institutions, research indicates that municipalities have problems with providing adequate infrastructure for the creation of a day house "Senior +" and with meeting the requirements for employment. It can also be the reason why a project is withdrawn after it has been awarded. It is proposed to announce competitions in advance and to support the employment of specialist staff (e.g. by extending the possibility of employing interns).

Day homes and seniors' clubs respond to slightly different groups of needs. Day houses support local government authorities in providing basic social assistance services for the oldest residents, while seniors' clubs are institutions of a more activating character. At the same time, due to the easier-to-meet requirements regarding infrastructure, staff and number of hours as well as lower maintenance costs, clubs are more popular among local decision-makers than Senior + day homes. It is also favored by favorable conditions regarding the relationship between the work input (classes 2-3 times a week) and the funds obtained. When planning the program for the following years, one should consider changing the amount of the subsidy to a level appropriate to the actual contribution and commitment of the organizers.

Professional activation of people 50+ - the nationwide information and promotion campaign begins. Since 2008, the number of employed people over 50 has been steadily increasing. A nationwide information and promotion campaign organized by the Ministry of Labor and Social Policy and the Center for Human Resource Development has just joined the government's activities aimed at further professional activation of people aged 50+.

New programs and forgotten concepts - It is worth noting that the problem of insufficient development of care services has been noticed and has received public interventions in the form of launched programs **"Opieka75 +"** and "Care services for people with disabilities", which from the ministerial level are to be used to invest (in competition mode) in selected municipalities developing this type of service. The budget of both programs, however, is modest ("Care 75+" - 56 million in 2020, and Nursing services - 40 million), and own contribution is required from those applying for local government funds. The impact of the program can therefore be considered positive, but limited in its scale.

The Zaczyn Foundation and the Foundation for Social Dialogue are partner non-governmental organizations operating for the benefit of the elderly, implementing projects for social activation of seniors and testing new social solutions beneficial to the growing group of the oldest Polish inhabitants. Our organizations jointly publish the "Polityka Senioralna" magazine, and independently implement numerous point programs implemented in Warsaw and Mazovia, but also in other provinces of our country. We run community clubs, build Seniors' Councils, organize the National Parade of Seniors, develop digital competences, and support local governments in social consultations. We are proven, award-winning partners for local government projects and projects undertaken by other non-governmental organizations.

Institutions of permanent residence for the elderly. Social welfare homes - Social welfare homes (DPS), depending on who they are intended for, are divided into 7 basic types: for the elderly; for chronically somatically ill people; for chronically mentally ill people; for adults with intellectual disabilities; for children and young people with intellectual disabilities; for people with physical disabilities; for people addicted to alcohol.

Long-term care institutions in the health care system - As mentioned earlier, in Poland, stationary facilities for elderly people operate not only as social welfare institutions, but also in the health-care system. These facilities are: care and treatment facilities and nursing and care facilities. In both cases, these facilities may have a general or psychiatric profile.

Short-term care centre in Opole - There are many challenges ahead for people who intend to take care of an existing patient. This often leads to a thorough reorganization of the work and life system. The challenge for the social policy in the field of care for seniors is to meet the needs of providing them with transitional care - between hospital stay and return home.

Poznań - an Age-Friendly City - Poznań is one of the fastest aging agglomerations in Poland. Currently, there is the highest increase in post-working age people compared to 1990. The city authorities have undertaken a number of activities aimed at preparing Poznań for demographic changes.

Centre of Senior Initiatives (CIS) - Another example of activities carried out for the elderly is the establishment of the Centre for Senior Citizens Initiative (CIS). CIS is a municipal organizational unit, established in 2010 by a resolution of the Poznań City Council

on the initiative of the Ministry of Justice. Importantly, it is one of the first entities of this type in Poland. CIS activities are mainly the organization of projects aimed at people aged 50+ and seniors. The main goal of CIS is to improve the quality of life of seniors, including increasing their participation in social life, especially in the area of education, health, culture and art. These goals are implemented, among others by involving seniors in the creation and implementation of city (district / housing estate) development programs, counteracting negative stereotypes about old age, using the experience and potential of seniors in projects aimed at building intergenerational dialogue, organizing a health promotion system, disease prevention and education to old age based on an active program aging. These are the projects organized by CIS and other local entities for the 50+ environment in Poznań.

Poznań Volunteering 50+ - It is information, competence (eg computer skills), artistic, counseling (psychological, legal), and action volunteering. It is difficult to estimate the specific number of people participating in this project. The group of volunteers active in CIS is about 40 people. In addition, CIS cooperates with younger volunteers as part of Fairs and Senior Events.

Senior-Friendly Place - The main objective of the campaign is to promote places operating in Poznań (e.g. cafes, shops, cultural institutions, public utilities and others) that respond to the needs of older residents by offering attractive products and services, applying discounts or adapting their architecture.

"Senior Tytka" - A handy envelope containing a packet of monthly information for seniors: leaflets, invitations, excursion programs, lectures, workshops, information about promotions and new initiatives. The Senior Tytka is also available in electronic form on the CIS website. It is difficult to determine the number of people involved in this project. So far, about 1,000 copies have been prepared in the printed version - excluding the Senior's Tytka available in electronic version on the CIS website.

Against the digital exclusion of seniors - The latest research proves that people aged 60+ who use new technologies are happier and more satisfied with their lives. The ZACZYN Foundation actively counteracts the digital exclusion of people 60+. This year, with the support of the ASOS program, Metlife and several dozen partner organizations, we have developed digital competences of over 4,000 people.

Economical Senior and the National Senior Card - The MANKO - Senior Voice Association, which has been dealing with social education and organizing social campaigns for many years, has also decided to take care of people 60+. For the sake of the seniors' wallet and their economic awareness, Manko has been implementing the National Senior Card (OKS) program for over 2 years, which already has 60,000 seniors throughout Poland. Thanks to this card, they can take advantage of discounts in over 400 institutions all over Poland. These are spas, sanatoriums, holiday homes, clinics, cinemas, theaters, cafes and travel agencies.

The Leki 75+ program is a key element and the first step in the senior policy pursued by the present government. It is certainly an important change in the lives of many sick elderly people who experience difficulties in obtaining medications on a daily basis. On the other hand, detailed rules for access to and prescribing drugs may be discussed. It is worth taking a critical look at the main points of contention in the debate on the program.

Świdnica Senior Card - In September this year. seniors from Świdnica will receive the first copies of the "Świdnica Senior Card" entitling them to take advantage of discounts and rebates when purchasing services or participating in cultural events. This is the implementation of the postulates of, among others Senior Council. The Świdnica card is addressed to people over 60 years of age who are residents of Świdnica, regardless of the amount of their income. The program was adopted by a resolution of the Świdnica City Council on June 24 this year. Its producer is the "Senior-WIGOR" Day Home in Świdnica.

3. Digital technology and new relationship between learners and education providers: The Spanish case

Javier SANCHEZ GARCIA - EuroFUE-UJI

In Spain, it is considered that in order to improve the relationship between learners and education providers within the ICT field, it is essential to get students to improve their learnings with the use of information technologies. But this means setting up a new scenario in the relationships between teachers, students and the contents of teaching, and also in evaluating the entire teaching and learning process.

From the current perspective of education in Spain ICT is a fundamental element in the mediation of the relationships between the three elements of the interactive triangle – students, teacher, content – and contribute to shaping the context in which these relationships take place. The typology of ICT uses in Spain are grouped into five main categories listed below, along with some representative examples of each of them.

1. ICTs as instruments mediating the relationships between students and the content (and tasks) of learning. Typical and relatively common examples of this category are the use of ICTs by students to:
   - search and select learning content;
   - access content repositories with more or less complex forms of organization;
   - access content repositories that use different forms and rendering systems (multimedia and hypermedia materials, simulations, etc.);
   - explore, deepen, analyze and value learning content (using databases, visualization tools, dynamic models, simulations, etc.);
   - access repositories of tasks and activities with a higher or lesser degree of interactivity;
   - performing learning tasks and activities or certain aspects or parts of them (preparing presentations, writing reports, organizing data, etc.).
2. ICTs as instruments that mediate the relationships between teachers and the content (and tasks) of teaching and learning. Typical and relatively common examples of this category are teachers' use of ICTs to:
   - search, select and organize information related to the contents of the teaching;
   - access repositories of learning objects;
   - access databases and proposal banks for teaching and learning activities;
   - develop and maintain records of the teaching and learning activities carried out, their development, the participation that students have had in them and their products or results;
   - plan and prepare teaching and learning activities for further development in classrooms (develop calendars, schedule, schedule, prepare classes, prepare presentations, etc.).
3. ICTs as instruments that mediate the relationships between teachers and students or between students. Typical and relatively common examples of this category are the use of ICTs to:

- carry out communicative exchanges between teachers and students not directly related to the contents or teaching and learning tasks and activities (personal presentation, request for personal or general information, greetings, farewells, expression of feelings and emotions, etc.);
- carry out communicative exchanges between students not directly related to the contents or tasks and activities of teaching and learning (personal presentation, request for personal or general information, greetings, farewells, expression of feelings and emotions, information or assessments related to extracurricular topics or issues, etc.).

4. ICTs as instruments mediating the joint activity deployed by teachers and students during the realization of learning teaching tasks or activities. Typical and relatively common examples of this category are the use of ICTs:
   - as assistants or amplifiers of certain teacher performances (explain, illustrate, relate, synthesize, provide feedback, communicate critical ratings, etc., by using presentations, simulations, visualizations, modeling, etc.);
   - as assistants or amplifiers of certain student performances (make contributions, exchange information and proposals, show the progress and results of learning tasks, etc.);
   - • to track the student's progress and difficulties by the teacher;
   - to track students' own learning process;
   - to request or offer feedback, guidance and assistance related to the development of the activity and its products or results.
5. ICTs as instruments for the environment or workspace and learning environments. Typical and relatively common examples of this category are the use of ICTs to:
   - set up individual online learning environments or spaces (e.g. self-sufficient materials for autonomous and independent learning);
   - set up online collaborative environments or workspaces (for example, Computer-Supported Collaborative Learning tools and environments);
   - set up online environments or activity spaces that develop in parallel and that participants can join, or can exit, at their own discretion.

In the five categories it is possible to find uses that introduce changes and transformations in educational practices that it is impossible to imagine in the absence of ICT..

4. Digital technology and new relationship between learners and education providers: The Turkish case

Yeliz NUR AKARÇAY, Sarıçam Halk Eğitimi Merkezi Müdürlüğü, Turkey

With its broadest meaning, digital learning refers to learning performed using electronic devices. In traditional learning, the teacher imparts information to the students who are physically present in the same place at the same time to be taught the same thing; however, things could be more complicated in digital learning environments. In a digital learning environment, students and teachers access courses from anywhere they have an electronic device.

Using digital tools and technologies during teaching and learning is called digital education, which is also referred as Technology - Enhanced Learning (TEL) or e-Learning. Digital education could involve the use of fully online or blended courses and programs. The needs for distance education through digital sources include the following factors: providing education to large groups of people, ensuring equal opportunity to all learners accessing education, involving experts from various fields in the education process, and providing students who cannot go to school for various readings with opportunities to fulfil their educational needs. Although the issue of distance learning is not a new concept, the conditions caused by the pandemic have put it in a completely different position. For many parts of the world, while learning through digital tools were considered only supplementary, it has become a real necessity due to the restrictions regarding the pandemic.

Digital learning and teaching could be made more effective by taking a number of factors into consideration. The context of adult learning environments is not new to distant education. Various education materials were provided online through digital sources to adult learners before the pandemic as well. Hence, it is possible to say that such instruction is mainly designed for adult learners as they need to take the responsibility of their own learning. However, this is not something easy to implement in all groups of adult learners. In many cases, there is a need for individual tutoring with real time interaction, or lack of peer learning might be a weakness.

The dominating role of the internet in people's lives has significant effects on their psychological and social development. While millions of people spend hours on the net doing things in line with their interests, some others invest this time to improve their education. This new condition should be well acknowledged by learners and educators to encourage people to participate in self-improvement and career development. Planning and implementation of any digital education content should take these factors into account.

Advantages and Disadvantages of Digital Learning

Online learning performed through various digital tools offers some benefits, which could be listed as the flexibility in terms of time and place of learning and the opportunity to learn one's own pace. The digital tools used to access the education opportunities enable

students to access the education programs from anywhere in the world. In addition to these benefits, the contribution of distance education to lifelong learning is also reported (Akmeşe, Demir & Dünder, 2016).

On the other hand, distance learning through digital sources has some disadvantages as well. The sudden shift to distance education has brought new demands and challenges for both teachers and students. Negative attitudes towards technology and willingness to continue face-to-face education can be considered among the disadvantages as well. The technical issues experienced during this unknown process have caused many difficulties and even lack of motivation for teachers and students (Daggol & Akcayoglu, 2021). According to Gok (2015), limited interaction among teachers and students as well as students themselves is a disadvantage in distance education through digital tools. Various studies conducted in different countries also reported problems in accessing and using information-communication technologies.

Shift to Digital Learning in Turkey

During the Covid-19 pandemic, many institutions experienced a shift from traditional face-to-face education to distance learning and teaching through digital sources in Turkey. Depending on their socio-economic conditions, students' profile and socio-economic background, the institutions offered various online learning opportunities to their students. Therefore, considering universities as adult learning environments, it should be noted that implementations and the rules in relation to digital learning and teaching demonstrated differences among public universities, foundation universities and private schools. While the rules were strict in some institutions, even participation had to be optional in some other institutions that had students who did not have access to digital sources and lacked necessary equipment to provide such instruction online.

This sudden shift experienced under extraordinary pandemic conditions initially caused a great chaos in many institutions. Although the flexibility of learning and teaching in terms of time and place were regarded as an advantage, the technical issues experienced and lack of interaction and real communication were indicated as disadvantages (Daggol & Akcayoglu, 2021). This process of transition to distance learning firstly reflected a kind of resistance to online teaching and learning as both students and teachers thought that such learning experience could never replace face-to-face learning.

Following this sudden shift, which is referred to as "Emergency Distance Education", efforts were made in all institutions to make distance education through digital sources more organized, more interactive, and more effective with the beginning of the new academic year. Millions of students in Turkey started to have access to education materials through digital sources. While the Ministry of National Education (MoNE) provided education through TV channels and actively used the official web site EBA to cater for students' needs, the Council of Higher Education (CoHE) prepared guidelines to offer a framework for the courses to be given online. The implementations of these two institutions paved the way for a more

structured and organized distance learning and teaching experiences. Things done at institutions with more advanced opportunities had more varied and different kinds of practices.

Teachers and Students in The Era of Digital Learning and Teaching

The changes in the delivery of education through digital sources have caused significant changes in the lives of teachers, students, and families. Teachers who had classroom-bound roles and who are assumed to have the traditional image in front of the classroom and at the center of the teaching and learning process have gone through important changes. The roles of teachers have become different than before. Instead of being the only source of knowledge, teachers had to consider the instructional technology as a source of learning for their students. Hence, acting like an intermediary between their learners and the sources available, teachers had to be familiar with the technology to facilitate their students' learning and enhance the effectiveness of learning. In addition, they needed to be aware of the role of technological applications in creating greater access to education and meeting diverse learning needs by enabling access to educational materials in various formats. As education through digital sources offers creative and qualified ideas and information to motivate
students from diverse backgrounds, the new teacher role has become to recognize these opportunities and use them effectively in instruction. The new conditions brought by the new digital learning and teaching require teachers to provide their learners with guidance, encouragement, constructive feedback, objective grading, and timely response to be received and provided from many different digital sources and applications.

One of the notions of distance education is providing mass-education to large groups of people. Although the education is provided collectively, people exposed to this education are expected to learn individually as the nature of digital learning shifts the responsibility to learners themselves. While learners have the flexibility to access the educational content materials any time or place, they are also expected to use computer assisted programs, interactive multimedia, and internet discussion rather than the methods learning limited to delivery of information from teachers to students. As a result, the traditional roles of teachers and students have changed in important ways with the conditions brought by the digital learning and teaching practices.

Digitalization and Social Inclusion

The rapid digitalization of the world has enabled the development of new platforms for adult learners to use. Various applications offer people with opportunities to create and share digital materials. These tools have become an inseparable part of our lives and required an advanced mastery of them in the world of employment. Therefore, lack of knowledge about digital tools and digital platforms may put adult learners in a difficult position in terms of social inclusion. While the digital sources available have the potential to increase social inclusion, lack of access to them , lack of knowledge about them, or lack of motivation to

learn them could lead to social exclusion. Reduced or partial digital literacy could thus have many negative consequences in adult people's psychological, social, and education life. The digital sources should therefore favor interaction, participation, and management of learning content on the internet.

Today, Information and Communication Technologies dominate our lives through the services they provide through various mobile devices such as smartphones, tablets, laptops, etc. The access to information and services anytime, anywhere also requires people from all ages to use them for various purposes including health information, finance, shopping, navigation, etc. Although adult learners show interest in the technologies that make their life easier, it is also important to note that their digital skills are minimal. They were not exposed to the current technological breakthrough, and the differences in the use of digital tools have caused an increasing gap between the younger and older adult groups. This digital divide could be more significant in people with some specific demographic and socioeconomic characteristics, which makes them "digitally excluded". Therefore, increasing older adults' digital competences is of great importance for social inclusion.

In Turkey, education is public and centralized. Although the education provided in the adult education centers through the Ministry of National Education (MoNE), the Council of Higher Education (CoHE) and Public Education Centers (PEC) access large numbers of people to enable an access to quality inclusive education, other large groups of people have disadvantages in accessing and using the digital sources available.

Some factors that cause these disadvantages include high population rates, lack of adequate adult education opportunities, and migration from rural to urban areas. The low levels of education are also reflected in the low levels of digital literacy as well as limited sources to access them. Various PECs located in every city in different parts of the country aim to increase the digital skills of older adults who do not have the opportunity to attend formal institutions.

In the process of digital inclusion, older adults should be helped to see the relevance of the technologies for them and receive family support. When these are provided, they are believed to regularly use and adopt digital technologies Fausset et al. (2013). Many countries, including Turkey, need to facilitate the implementation of technological solutions for this population. If such model is to be implemented by any institution, the following important points need to be considered:

a) Usefulness: The ICT education to be provided should be useful for them. It must respond to their personal and social needs.
b) Collaboration: The ICT education should emphasize teamwork and support
c) Social Inclusion: The education to be provided should include the possibility of expanding communication channels through the web. It may include relatives and friends.

d) Autonomy: The education content should take learning styles, interests and expectations of the participating individuals into consideration.

In conclusion, digital learning and teaching have been at the centre of millions of people's lives today. The changes in student roles, teacher roles, educational content and the way it is delivered have made many things challenging. To make teaching and learning more effective , adult learners should be taught how to make ICTs part of their life. The relevance of the technologies could be explained to them through a comprehensive training starting from the very beginning aspect of digital inclusion; the digital devices available. Despite the relatively minimum levels of digital skills, interests of older people could help them gain the necessary knowledge and skills to comprehend and use technologies as a medium of social inclusion.

5. Conclusion

Based on the above four countries' case studies on digital technology and the new dimension of the relationship between education providers and learners, the report draws on the emerging role and high importance how the evolving modern digital technologies in education are affecting the relationship between the selected education institutions and their respective learners. The joint study outlines how the development of contemporary digital platforms in education are considerably affecting the way teachers, principals, instructors and learners are interacting among each other regardless of their geographical location. Overall, the report underlines that the future development of the latter relationship would be considerably affected by the application of artificial intelligence and digitalization such as virtual reality, hybrid teaching and learning models and remote connection within different settings across EU and non-EU countries. Therefore, the education providers should work constantly on increasing learners' awareness, skills and competencies in the areas of ICT and Social inclusion in order to sustain the bridge between education institutions and their respective learners. To complete these conclusions, the results obtained by the researchers who are experts in digital technology and the new dimension of the relationship between education providers and learners are shown. First, the results obtained by Rebat Kumar Dhakal (Managing Editor - Journal of Education and Research) concludes that: Changing the frame of reference of the conventional teachers and thereby instilling in their mind-set the simple thought of TL was like confronting the dragons. Nonetheless, their engagement in teacher education programmes have exposed how students and educators can co-create TL experiences. Their experiences and also my observation of their training programmes showed that Nepali teachers are in want of TL opportunities. The findings suggest that teacher education should foster Critical Consciousness in teachers so that they can develop the ability in their students to analyse, pose questions, and take action on the diverse social, political, cultural, and economic contexts that influence and shape their lives. Moreover, the community of practice among the emerging transformative education practitioners should grow in focus from critical self-reflection to include an emphasis on promoting a contemplative mode of teaching and learning, which will offer an effective pedagogic model to nurture transformative learning in teacher education On the other hand, Anders Norberg concludes that: For many vocational education providers, I think this is the general direction development, that such a new relationship is being developed. These education providers have to adapt to people's needs and the signals from the work market and employers. Concerning universities - well, not yet - but they really should improve on this, that is my opinion. Adult learners are often "Learning through the back door" and "life-long learning" at many universities is only an expression. Conventional universities prioritise research, often see education as a by-product, and then adult education as an additional marginal possibility. They generally prioritise young traditional campus students who just have moved from their parents and try to find out their identity in a new

environment. They want students without complexities as their own families with kids, having to work for a living, distance from home to university, etc. Adult learners do not fit in well in the general youth-focused centre-periphery model, although the possibilities for universities to do a better job with adult learners is there already - and also the need.

Finally, the contribution made by Samy Azer (King Saud University) is collected:

The theories on adult learning define the relationships between the learner and modes of teaching. Hence the design of the curriculum. Therefore, in adult education, we aim to prepare graduates to join the workforce to acquire needed knowledge, skills, and professional values. The design of the curriculum may need to be flexible. It is usually based on student-centred learning and self-directed learning. We are also moving into blended learning and online/virtual classrooms to address the cultural/social complexity of adult learning and how we can use technology to maximize learning and add value to students' learning needs.

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DIGITAL SOCIAL INCLUSION

Yeliz Nur Akarcay, Sarıçam Halk Eğitimi Merkezi Müdürlüğü, Turkey

We live in an immensely computerized world; the boom in technology is beyond belief now. This new era includes increasingly complex challenges. With the internet revolutionizing all things in life, every step we take requires some kind of digital work, digital reading, or digital production.

People's life improves with digital life in many dimensions of their work and home lives. Without digital technologies an integral part of life, it is not possible to make products, to analyse something, and to communicate with someone. The digital world is so broad that it encompasses almost everything, people from all ages as well as from all societies and regions. Even people who are not actively in work life need to use digital technologies for communication, information and sharing purposes in their daily life quite often.

In the past, all societies were combating and minimizing illiteracy in their population. Now, we are all facing the cyber-illiteracy problem, which refers to the major difficulties with living in an increasingly computerized world. Catching up with the developments in technologies and using them effectively have been a challenge for people, and having digitally-literate individuals has been a challenge for states and governments.

Digital literacy is the ability to understand and use technology. This knowledge and understanding also means knowing the limitations of technology and understanding the dangers. Digital literacy is not merely about consuming media; it is a concept related to finding, using and creating information online in beneficial and useful ways. The baseline level of digital literacy is needed for all people. Digital inclusion is related to the connectivity to the digital world in which people are connected to a new information system that helps them in employment and daily life activities.

Although digital technologies dominate the world, there are many places in different parts of the world that do not have adequate access to the internet for the basic necessities of life. On the other hand, many people who do have access to the internet in the places they live are known to struggle with too slow connections for school, work, healthcare, and other activities. Besides, many people who have affordable devices and networks also lack the skills to take advantage of technology to improve their life. The digital divide is considered to be associated with location and demographics as well as some other factors such as age, economy, education level, etc.

However, the gap caused by the digital divide has to be closed because more than any other time, the conditions caused by the pandemic have made digital inclusion a real need for everyone. Now, digitally excluded people cannot have access to equal education opportunities, they lack career and employment opportunities, limit their communication or

access to public services. The pandemic we are facing today has made the digital divide clearer in terms of many aspects, so the need for closing this gap and enhancing social inclusion through digital inclusion are of great importance.

Countries today are looking for ways to include their citizens digitally and provide the services they need through digital sources in a faster and easier way. However, such initiation requires digitally literate people. Their inclusion in the digital world like the general population thus seems to enhance social inclusion as well.

Accessing and using information and communication technologies is a topic that has gained even more importance with the conditions brought by the pandemic, and it impacts individuals and the community as a whole. Technology is the tool for a digitally inclusive community in terms of economic and workforce development. It also enhances education, healthcare, civic participation, and public safety.

A digitally inclusive community requires the support and participation of all sectors including community-based organizations, public services, business world, policy makers, etc. Digitally included people will eventually become socially included. Therefore, people in disadvantaged groups such as less educated people, people with lower income, seniors, and people with disabilities should be provided with education services to become digitally included individuals in society. Actions taken to achieve these may vary from country to country; this report provides a summary of practices in different countries.

1. Digital Social Inclusion: The Turkish Case

Yeliz Nur Akarcay, Sarıçam Halk Eğitimi Merkezi Müdürlüğü, Turkey

With the first experimentation started at Ege University in 1987, Turkey has had the internet available for the public since 1993. While cable internet has been available since 1998, ADSL has been available since 2001. Like the whole world, the internet and other digital sources have gradually dominated the activities carried out in everyday life and made our lives easier in terms of many aspects.

Lockdown measures all over the world have made it necessary to access many key activities online, which has made it harder for people who have low incomes to get connected. A wide range of activities from education to employment and even access to state aid require the use of the internet, which is a basic need. Lack or limited access to the internet simply limits the things people do, Turkey is no different today. There is no doubt that both the internet infrastructure and the number of firms operating in the internet sector have been developing in Turkey over the years.

TUIK, Turkish Statistical Institute, reports some statistics regarding the internet use in Turkey, which could provide a holistic picture of the issue. Some of the statistics reported by TUIK and other national and international reports are as follows:

In 2009, only 30% of households in Turkey had internet access at home. Today, 91% of households have access to the internet, which was 88.3 % in the previous year.

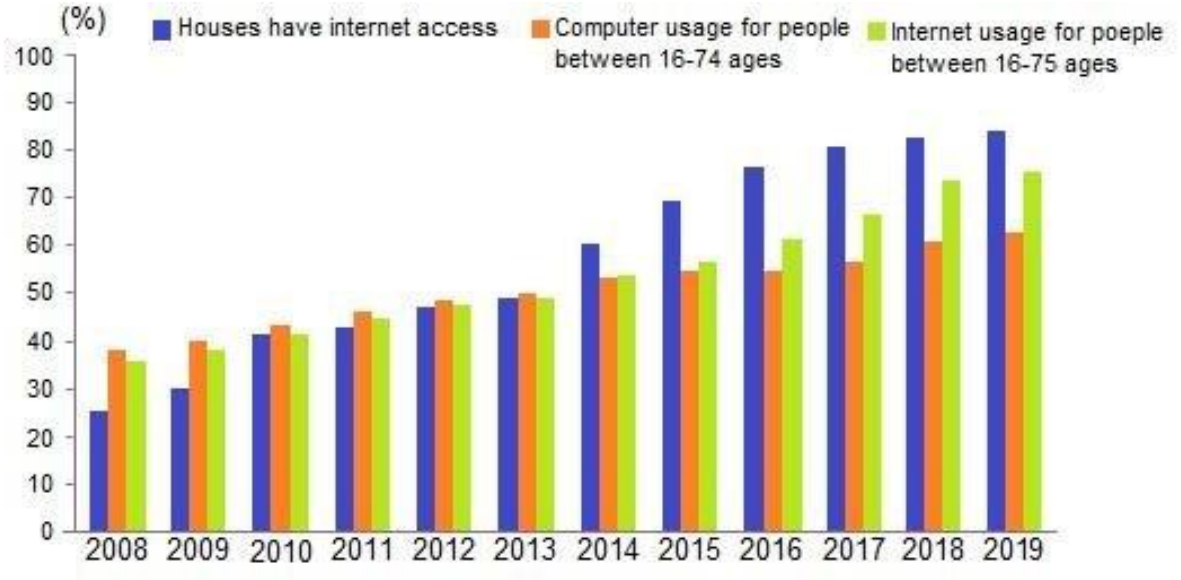


Figure 1. Statistics on Computer and Internet use from 2008 to 2019 (Kaya & Aydın, 2019)

According to a report published in February 2021 (https://datareportal.com/digital-in-turkey), there are around 65.80 million internet users in Turkey. The number of internet users increased by 3.7 million between 2020 and 2021.

The number of social media users is 60 million, equivalent to 70.8% of the total population, by January 2021.

According to the Turkish Statistical Institute, between April 2019 and March 2020, 51.5% of internet users went online to access government organizations or services.

According to the ICT Usage Survey on Household Individuals, in 2020, internet use of people aged between 16 and 74 was 79.0% .

Internet use was 84.7% among males and 73.3% among females.

The proportion of ordering or purchasing products online was 36.5% .

Proportion of households with mobile phones was 96.9% .

Social networks took first place among the activities on the internet and the frequency of regular internet use increased within the past one year.

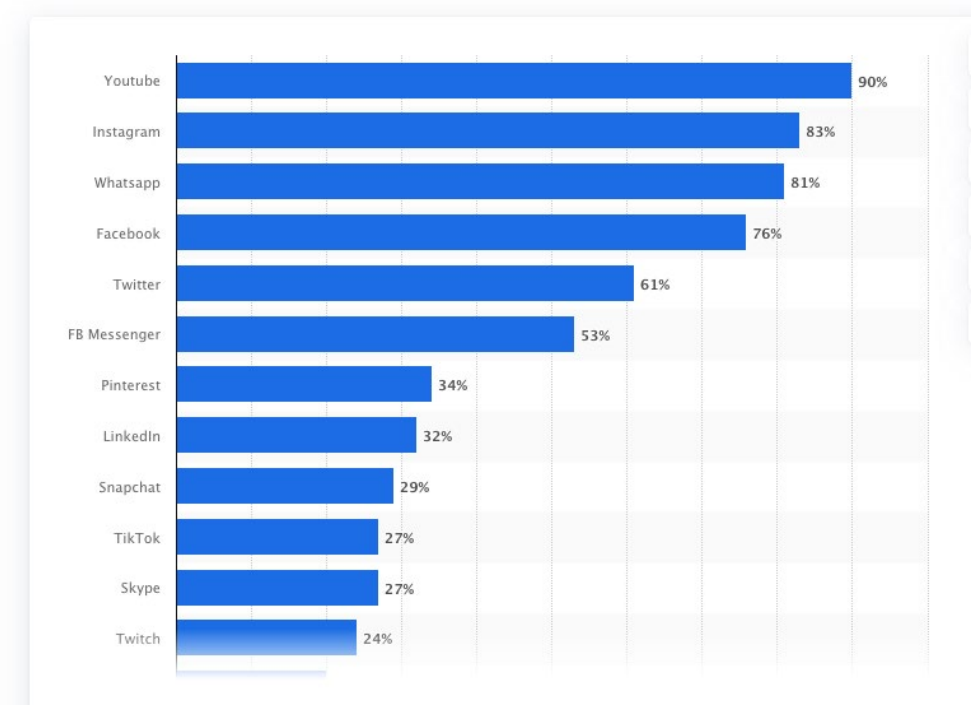


Figure 2. Leading Social Networks in Turkey (Source: Statista, 2021)

Turkey is a developing country and has a young population and growing economy. Several initiations performed over the years have aimed to maintain digital inclusion in various fields. Turkey has long been demonstrating intense effort to promote technology in

education. Early stages of this initiation included providing every school with one computer, in later stages, the purpose was to provide one computer in each classroom. Between the years 1998 and 2004, within the scope of FATIH (Movement of Enhancing Opportunities and Improving Technology) by the Ministry of National Education, the following targets were set: accessibility, productivity, equality, measurability and quality. The project also aimed to provide VPN-Broadband Internet Access, Infrastructure, High Speed Access for every school and Interactive Board, Wired/Wireless Internet Access for every classroom.

Digital inclusion could be utilized as an opportunity to reduce inequality. Digitally available sources could be reached to many under-represented populations in their global context. Turkey has people from diverse socio-economic, linguistic and educational backgrounds, so such inclusion should be considered to enable social inclusion.

In Turkey, the 2016-2019 National eGovernment Strategy and Action Plan aimed to provide the acceleration needed to guide Turkey's digital transformation. The plan aimed to achieve social, economic and environmental development. The implementation of the eGovernment Strategy and Action Plan aims to create an elevating effect for the welfare of the country. In line with this objective, the vision of the 2016-2019 National eGovernment Strategy and Action Plan was defined as 'Improving the quality of life for society with ETKİN (EFFICIENT) eGovernment'. The acronym indicates that eGovernment will be more Integrated (Entegre), Technological (Teknolojik), Participatory (Katılımcı), Innovative (İnovatif) and Qualified (Nitelikli) with its focus on being an ETKİN (EFFICIENT) eGovernment Ecosystem, with a more competent and agile position as the enabler of transition to an information society and sustainable development (https://joinup.ec.europa.eu/sites/default/files/inline).

Like many other countries in the world, Turkey offers digital services for their citizens. Digital Government Infrastructure Portals eGovernment Gateway(e-Devlet Kapısı),Turkey's eGovernment gateway (portal) has been used since December 2008. The portal enables citizens and enterprises to access eGovernment services. The gateway also enables the public sector agencies to interact with each other and exchange information.

Turksat is Turkey's main provider of satellite services and one of the biggest providers of IT infrastructure services. As of June 2019, eGovernment Gateway had 4808 services, 601 integrated organizations, and more than 42 million users.

In Turkey, access to eGovernment services is possible through Both iOS and Android applications, the site was declared one of the most popular apps of the year. The number of mobile apps provided in the platform became 2245 in June 2019. The amount of official papers exchanged among public agencies was then reduced. A secure, reliable and single authentication service center can be used for many public services.

Some services provided include:

- Social security documents
- Forensic clearance
- Address documents
- Tax debts
- Traffic bills
- Mobile telephone number checks
- Deeds
- Student documents
- Family tree

Educational Information Network (EBA) is another important service provided by the Ministry of National Education. EBA is an online social education platform offering digital educational materials such as videos, educational software and educational games free of charge. The educational materials provided by EBA can be accessed at any time and place. The platform aims to support the use of effective digital educational materials through information technologies and to ensure the integration of technology into education. EBA evolves continually according to digital educational content tailored to all class levels by following innovations in education and technology.

Various national and international projects and opportunities aim to teach digital skills to disadvantaged groups. These kinds of learning platforms teach low-skilled adults, women, or other disadvantaged groups some digital skills to improve their employability as well as help social inclusion through digital literacy. A project, for example, includes Syrian and Turkish women (https://epale.ec.europa.eu/en/content/trainings-improve-digital-literacy-turkish-and-syrian-women) in a project aiming to boost their digital literacy and skills.

E-learning technologies and electronic literacy are the essential parts of everyday life, which also includes social life. Social inclusion cannot fully be achieved without digital inclusion in a life that is experienced through digital sources every day. Many people in Turkey access the internet through their mobile devices only, which means that the content of digital sources should be suitable for access and use on mobile devices. Every day, more and more services in Turkey are being made available through mobile applications as well.

Although valuable contributions were achieved regarding internet access and use, there are still some obstacles to overcome since there are many individuals who are not able to benefit from technologies. Most government services are becoming available online. However, effective use of these services requires new educational competences, technological access and skills in line with the new age. Participating in an increasingly online world could be problematic by a number of factors such as poverty, illiteracy, and other disadvantages associated with them (Polat, 2012). Polat (2012) reports that digital exclusion, which arises from the digital divide, increases social and economic inequalities.

The literature divides digital divide into two: the first-level digital divide and the second-level digital divide. While the first-level divide refers to access inequality, the second-level divide is associated with four barriers including motivation to use digital technologies, technical access, digital skills acquisition, and effective use of the internet. Hence, equal internet access does not guarantee equal use of the internet (Brandtzæg et al. 2011). A study conducted in the Northeast Anatolia region in Turkey reported that the participants had low digital skills; the study did not include non-users. The participants did not have internet access problems, but the internet use in this region (61.3%) is lower than the average internet use in Turkey (75.3%).

Since 2004, TURKSTAT has been conducting 'Information and Communication Technology (ICT) use. Although there is an increase in terms of access and internet use, TURKSTAT data indicates that there is still an important digital divide problem in Turkey. The study conducted by Ozsoy et al. (2020) provided evidence for internet use among people in Turkey living in Northeast Anatolia region and reported that the participants had low strategic skills, indicating that the users studied are not able to translate their internet use into real-world tangible benefits.

A study conducted in the Northeast Anatolia region in Turkey examined the attitudes, online engagement, online activities, and motivation among people with different digital skill levels. The region where the study was conducted had many restrictions in issues such as internet access, internet use, and digital skills. In-depth interview results indicated that those who possessed higher levels of proficiency benefitted from the internet. Results also reported a strong pattern of gender inequality, indicating women's digital exclusion.

Although many private and public education institutions started teaching online in the pandemic process, the Turkish education system still lacks the physical infrastructure, training programs, budget finances and equality for student opportunities (Ercetin et al. 2019). These differences are most significantly demonstrated across the different regions of the country. For instance, western parts of the country benefit from the greater educational advantages while poorer eastern parts display inequality in terms of educational opportunities (Inan & Demir 2018) as well as access and use of the internet. These differences between the regions could be better understood by the literacy rates reported in 2018 by the Turkish Statistical Institute report, the illiteracy rate was indicated as 2% in the western part, while it was 12% in the easter part. Differences in the general public in terms of literacy are actually indicators of some other differences as well. Some examples might include access to education and health services, lower levels of development, more difficulties in accessing knowledge and various facilities, etc.

These differences putting individuals in a more disadvantaged position among their peers also cause social exclusion for many students in the eastern regions. Whether or to what extent more equitable opportunities can be achieved through digital inclusion is a topic worth investigating. Social inclusion is defined as "the process of improving the terms on which

individuals and groups take part in society. For example, improving the ability, opportunity, and dignity of those disadvantaged on the basis of their identity" (World Bank 2019). Living in rural areas with lower education levels and access to services are considered disadvantaged groups and they are potentially excluded.

2. Digital Social Inclusion: The Czech Republic Case

Inclusive and digital education has been a major point of discussion in recent years education both among teachers and among the general public. On a clear and uniform level however, the experts do not agree either. In any case, it represents inclusion in education as a certain indicator of a country's maturity, it is an important turn in society's thinking and in its attitude towards otherness.The majority of Czech society still considers inclusion in education to be a new phenomenon,therefore, she is insecure towards her. In everyday life, however, we encounter differences all the time, namely it comes naturally to us. Both the Czechia and France have committed themselves to enabling and securing their signatures access to education in mainstream schools for all children without distinction as early as 1994, which would in today's democratic world, perhaps it should have been taken for granted. In both states however, educators themselves are often still full of doubts about inclusion. Especially in the attitude to their own competencies or in the question of support. Here, then a lot it depends on the school management. This is a complex problem and a long-term process. If it is to be inclusive, education has been successfully implemented, negative views and attitudes need to be mitigated among teachers and the public. Schools must find the will to transform existing methods and approaches and be open to new possibilities and information.

The origin and development of special schools in the Czech Republic goes relatively far and has a rich history. In the 19th century, with his reforms, the physician and pedagogue K.S. Amerling, who was inspired and seen in the Enlightenment thoughts of J.A. Comenius(Kohout-Diaz 2016). In his pedagogical writings, he focused mainly on students with a mental disability and tried to make education accessible to all (Lechta2016). It was Amerling who founded and ran the first institute for the weak in 1872, to whom he provided both care and education (Kohout-Diaz 2016). At the beginning of the twentieth century, Czech experts first became interested in the issue of specific learning disabilities. As a rule, these are living, irritable pupils, inattentive, with poor memory, and therefore often with insufficient academic results. At that time, however, the causes of such behavior were attributed solely to injury to the brain. As early as 1904, however, psychiatrist Antonín Heveroch noticed an interesting phenomenon, when you are a completely ordinary student with an average or even above-average intellect and extraordinary Memory, however, are unable to master writing and reading skills. He challenged other educators to pay more attention to their students so that they do not miss such situations (ŠvamberkŠauerová, Špačková, Nechlebová 2012).

From the frequent discussion taking place on Digital Education and the topic of digitization, it is clear that the state is aware of its importance. However, the question arises as to what specific steps it is taking to develop Digital Literacy in adults. As Beneš (2014, p. 36) states, in adult education the involvement of non-governmental organizations is growing and the social policy of the state in this area is receding into the background. This assumption can also be based on the approach to Digital Education among development in adults, which is not

comprehensively grasped by the state and depends mainly on the individuals themselves, whether to use commercial courses or other educational paths (eg self-study) and Digital Literacy they will develop.

An integral part of an individual's own activity is the key ability to recognize own shortcomings in the field of Digital Literacy and be able to determine for himself which specific aspects of Digital Literacy the individual needs to improve or update.

Opportunity to learn basic PC use or expand your skills with the use of PC, however, offers, for example, the Labor Office in the form of retraining, because the state recognizes that a higher level of Digital Literacy and knowledge of digital technologies is significantly increasing its application in the labor market and the competitiveness of jobseekers (Median, 2017, p. 29). Here again the question of finances arises, because if the applicant does not meet the specific conditions of the Officework, then they must finance the course independently. However, in order for education to be accessible to all, it is also necessary to offer it free of charge training courses in this area. Mention may be made, for example, of PC clubs which operate within city libraries and offers free basic PC education. Free education also complements the non-profit sector, which is at risk or socially vulnerable; it also offers these courses free of charge to excluded persons. In addition, in the city libraries often a publicly accessible computer with an internet connection for free use, so use it for example, there may be people who do not have a computer at home. The Methodological Manual of the National Library focuses on a specific group of seniors of Czech Republic, which describes the area of educational activation programs and mentions that from the section Digital Literacy libraries organize training courses most often, not only the basics of working on a PC, but also such as digital camera and photo editing courses or tools Google (National Library of the Czech Republic, 2016, pp. 38-49).

3. Digital Social Inclusion: The Spanish Case

Over the last two decades, successive Spanish governments have adopted programmes for digital progress, aligned with European digital agendas, which have served as a framework to promote a process of infrastructure deployment and the development of a business and technological ecosystem in a key area for economic productivity, territorial structuring, and social progress. Thus, the Info XXI Plan, the España.es Programme, the Avanza Plan and, lastly, the Digital Agenda for Spain of February 2013 have enabled a strategic approach that has guided a significant public and private investment effort in this area.

Most of these digital strategies and agendas have been articulated around four main lines of action: (1) deployment of networks and services for digital connectivity; (2) digitisation of the economy; (3) improvement of eGovernment; and (4) training in digital skills. Although progress has been significant in all axes, the public and private investment emphasis has been clearly focused on the extension of physical telecommunications networks.

As a result of these programmes, Spain is in a very favourable position to tackle the next phase of the country's Digital Transformation process, with one of the best digital infrastructure networks in the world, leading companies in key sectors (health, agri-food, mobility, tourism, finance), modern cities and a diverse, dynamic, and agile society able to adapt to change. Our country is also relatively well placed in the digitisation of the administration and has formidable potential in the application of new technologies to information management and the implementation of public policies.

The exceptional situation resulting from the COVID-19 pandemic has accelerated the digitisation process, highlighting the strengths as well as the shortcomings from an economic, social, and territorial point of view. Indeed, during the months of restricted mobility, the capacity and resilience of telecommunications networks to cover an extreme situation of super-connectivity has become evident, with increases compared to 2019 of up to 50% in fixed voice, 30% in mobile voice, 20% in fixed network data, and 50% in mobile data traffic. In addition, digital audio-visual services have consolidated their leading role as a generalised consumer good in leisure and entertainment, as they are an accessible alternative to maintain those activities affected by restrictions on physical mobility. Teleworking has also increased significantly, and the digitisation of education has been boosted, with a radical change in methods and content.

These processes have brought to the fore the need to urgently address the pending challenges to reinforce the social, territorial and ecological structuring of our country, guaranteeing accessibility for society as a whole to the opportunities provided by the new digital economy. This requires a particularly significant investment effort in the coming years to strengthen digital connectivity throughout the national territory, helping to reduce the gap between urban and rural areas. But also to ensure the availability of adequate tools and

equipment for the whole population, to boost the digital training of workers, entrepreneurs, students, teachers and the entire educational community for the future, and to support the digitisation of companies, reorienting the production model towards a more resilient and sustainable economy, increasing productivity, but also improving well-being and inclusion.

The European Commission's Next Generation EU proposal includes a new Reconstruction and Resilience Fund, which also considers as one of its priorities to finance investments related to the Digital Transformation with a view to boosting a strong economic recovery from the second half of 2020. These EU programmes aim to help reduce Europe's investment gap with China and the United States, which the European Commission estimates at €125 billion.

All of this explains the urgency of articulating Digital Spain 2025: an updated Agenda that promotes Spain's Digital Transformation as one of the fundamental levers for relaunching economic growth, reducing inequality, increasing productivity, and making the most of all the opportunities offered by these new technologies. And that it achieves this with respect for constitutional and European values, and the protection of individual and collective rights.

Digital Spain 2025 brings together a set of measures, reforms, and investments, articulated in ten strategic axes, aligned with the digital policies set by the European Commission for the new period. The Agenda's actions are aimed at promoting more sustainable and inclusive growth, driven by the synergies of the digital and ecological transitions, reaching society as a whole and reconciling the new opportunities offered by the digital world with respect for constitutional values and the protection of individual and collective rights:

1. Guarantee adequate digital connectivity for 100% of the population, promoting the disappearance of the digital divide between rural and urban areas (target 2025: 100% of the population with 100 Mbps coverage).
2. Continue to lead the deployment of 5G technology in Europe, encouraging its contribution to increased economic productivity, social progress, and territorial structuring (2025 target: 100% of the radio spectrum prepared for 5G).
3. Strengthen the digital skills of workers and citizens (target 2025: 80% of people with basic digital skills, of which 50% will be women).
4. Strengthen Spain's cybersecurity capacity, consolidating its position as one of Europe's business capacity poles (target 2025: 20,000 new specialists in cybersecurity, AI, and Data).
5. Boost the digitisation of Public Administrations (target 2025: 50% of public services available on mobile apps).
6. Accelerate the digitalisation of companies, with special attention to micro-SMEs and start-ups (target 2025: 25% contribution of e-commerce to SME turnover).
7. Accelerate the digitisation of the production model through sectoral transformation projects that generate structural effects (2025 target: 10% reduction in CO2 emissions because of digitisation).
8. Improve Spain's attractiveness as a European platform for business, work and investment in the audio-visual sector (target 2025: 30% increase in audio-visual production in Spain).

9. Favour the transition towards a data economy, guaranteeing security and privacy and taking advantage of the opportunities offered by Artificial Intelligence (target 2025: 25% of companies using AI and Big Data).
10. Guarantee citizens' rights in the new digital environment (target 2025: a national charter on digital rights).

In addition, Digital Spain 2025 proposes a cross-cutting objective strongly aligned with the Sustainable Development Goals (SDGs) and the 2030 Agenda: to contribute considerably to closing the different digital divides that have widened in recent years for socio-economic, gender, generational, territorial, or environmental reasons. Gaps in access to and use of digital technologies, which have become particularly visible during the first months of the Covid-19 pandemic, and which have led to urgent action by the Spanish government, for example, by making half a million digital devices with connectivity available to students affected by the digital divide, through the Educa en Digital programme.

For all these reasons, Digital Spain 2025 is a State policy with the characteristics of a structural reform for the future. To drive it forward, it is necessary to mobilise a large volume of public and private investment in the country, jointly estimated at around 140,000 million euros over the next 5 years. Given the average investment maturity period and the time required to achieve results, it is necessary to concentrate investment in the first two years, to boost the reactivation of the European economy after the fall in production resulting from the pandemic and to give a decisive boost to this strategy, which must be based on a good coordination of initiatives at the different levels of government (European, national, regional and local) and public-private partnerships.

To achieve this, Digital Spain 2025 envisages the implementation during 2020-2022 of a set of structural reforms, consisting of approximately 50 measures, which would mobilise a significant volume of public and private investment of around 70 billion euros in the period 2020-2022. The scope of the actions financed by public budgets would be around EUR 20 billion, of which approximately EUR 15 billion would correspond to the different programmes and new financing instruments of the European Union. This would be in addition to the expected private sector investment of around EUR 50,0006 million in a moderate deployment scenario.

Below are those measures that refer to inclusion through digitisation.

A. DIGITAL CONNECTIVITY PLAN

Broadband communications infrastructures are a cornerstone of the digitalisation strategy. In addition to having been an ally in the fight against the pandemic, the improvement of digital infrastructures is a key driver for the recovery of economic activity and social inclusion.

This Plan develops a set of measures that will help alleviate, from an inclusive point of view, the effects of the pandemic: (1) guaranteeing connectivity to maintain social and economic activity at a distance; and (2) boosting economic activity through the development of digital infrastructures.

The main line of action of the Connectivity Plan affecting social inclusion will be:

Encouraging the use of digital networks and services: Connectivity Vouchers

The connectivity of the Gigabit Society requires going beyond the availability of broadband infrastructure for the entire population. broadband infrastructure for the entire population. Connectivity between people, objects and businesses only exists if the infrastructures are used. It is necessary to encourage the use of digital services, starting with productive uses, seeking support in the strengths of the Spanish digital sector of electronic communications services, especially in terms of secure digital identity, so that anyone in any territory has access to these services even - or especially - in exceptional circumstances such as the one caused by the COVID-19 crisis.

To this end: (1) a line will be opened to support the connectivity of sectoral digitisation initiatives, which will boost the digitisation in particular of SMEs and self-employed, both in urban and rural areas, with a special focus on those sectors most affected by the COVID-19 crisis; (2) to enable distance education, digital vouchers will be launched to facilitate connectivity for school children, in line with the Educa en Digital programme (3) the possibility of developing social connectivity vouchers for the most vulnerable groups will be explored, linked to other programmes aimed at bridging social gaps and fostering integration.

B. UPDATING PUBLIC SECTOR TECHNOLOGICAL INFRASTRUCTURES

The infrastructures of the General State Administration, which provide private cloud services to the Administration itself, will be reinforced, enabling the hosting of infrastructures and equipment from other management centres. This will eliminate obsolete data processing centres, reducing energy consumption and the carbon footprint. These infrastructures will in turn be complemented by other services provided by public cloud providers to be used for specific needs.

Among the areas with the greatest potential for Digital Transformation within the General State Administration, there are several opportunities for social inclusion:

Digitalisation of Inclusion policies. Social Security and Migration: the analysis and evaluation of benefits, policies, and programmes with an impact on inclusion objectives will be promoted through the digitisation of procedures, innovation, and optimisation of processes, as well as the integration and advanced exploitation of large-scale information from external sources. These results will be the starting point for the review of indicators, the definition of

targets and the design of strategies, policies, and programmes, through evidence-based decision making, with the aim of reducing poverty and inequality, favouring legal migration and promoting inclusive growth.

C. DIGITAL FUTURE SOCIETY

"Digital Future Society (DFS), an initiative promoted by the Ministry of Economic Affairs and Digital Transformation of the Government of Spain and Mobile World Capital Barcelona, builds a fairer and more inclusive future in the digital era to improve the impact of technology on society.

To this end, DFS connects institutions, corporations, civic organisations, and academia to generate debate, share knowledge, create solutions to the challenges presented by digital advancement and bring them closer to citizens. Digital Future Society works in four key areas: public innovation; trust and digital security; equitable growth; and inclusion and citizen empowerment.

The actions encompassed by the project consist, firstly, of the think tank, as a transnational initiative aimed at commissioning and interconnecting research, knowledge exchange and support to address the complex ethical, legal and inclusion challenges arising from the design, use and governance of digital technologies.

Secondly, the Civil Lab, which aims to identify existing Digital Transformation solutions or help create them, in response to the societal challenges described by the think tank.

Thirdly, citizen empowerment and territorial impact, which seeks contact with society and social agents to publicise the results of the programme and debate the challenges and solutions within the territory. And fourthly, the holding of international events such as the Digital Future Society Summit.

4. Digital Social Inclusion: The Polish Case

A decade ago in Poland, people aged 60+ using the global network accounted for a negligible percentage of all Polish internet users. According to the Megapanel PBI / Gemius study from 2005, there were only 3.4% of internet users aged 55+. A large part of them had contact with the internet for the first time due to the emigration of children and grandchildren - the communicator installed on the old computer was the cheapest form of contact with the family. Family members were also teachers of new skills. In this way, the first steps on the internet were taken by some of the users of the portal Senior.pl, which we have run since 2006. Others learned to use the computer and the internet during courses at universities of the third age, libraries or community centers.

Later, the first nationwide initiatives to introduce older people to the digital world appeared. Their authors were computer publishing houses, telecommunications operators, but also non-governmental organizations. A good example is the "UPC e-Senior Academy" program, started in 2007 and continued (although in a changed form), prepared by UPC Polska in cooperation with the Academy for the Development of Philanthropy in Poland. As part of the program, cyclical free courses were held in several cities in Poland, and one of the first textbooks for learning to use the computer and the internet dedicated to the elderly was created. Over time, the number of such initiatives increased, and today Polish seniors have many courses and trainings at their disposal. Every year, textbooks and guides are also created and updated to help mature internet users navigate the global network[7].

The INTERNAUCI 2014 Report, prepared by the Public Opinion Research Center Foundation, shows that in 2014 in Poland 19% of people aged 65 and over used the internet at least once a week. In the 55-64 age group it is already 42%[8]. On the other hand, data from Megapanel PBI / Gemius from 2016 indicate that every fifth person over 55 uses the network[9].

At the end of 2019, the population of Poland amounted to 38.4 million, including over 9.7 million people aged 60 and more (over 25%). Compared to 2018, the number of senior citizens increased by 195 thousand people, i.e. by 2.1%. Despite the projected decline in the population by 4.5 million by 2050, the population of people aged 60 and more will increase in the final stage of the forecast horizon to 13.7 million and will account for over 40% of the total population.

The widespread use of modern technologies (computers, smartphones, the internet, mobile banking, modern office equipment and household appliances, etc.) may constitute a

[7] Gacka, J. (2017). *Polscy seniorzy w sieci: wirtualna złota jesień? korzystanie przez osoby dojrzałe z internetu i nowych technologii.* Konteksty społeczne, Tom 5, Nr 1 (9), 84-91.

[8] Internauci 2014. (2014). Pobrane z: http://www.cbos.pl/SPISKOM.POL/2014/K_082_14.PDF

[9] Megapanel PBI/Gemius. (2005–2015). Pobrane z: http://www.panel.pbi.org.pl/megapanel.php.

barrier to the active participation of older people in social and public life. According to a survey by the Central Statistical Office[10] 60% of people aged 65 and over have never used the internet. Additionally, as many as 82% of those who did not use the network of seniors did not feel the need to use the network, and 71% declared the lack of skills as an obstacle. Only 9% did not use the internet for economic reasons. On the other hand, according to Eurostat surveys, only every fourth elderly person (26%) uses the internet at least once a week, while in the European Union almost half (48%). The digital exclusion of older people is even more visible among people aged 65-74 as only 10% of people in this age group surf on social networks [11].

The data for 2019 indicate that the computer was used (in the last 3 months preceding the survey) by 1,360.3 thousand people aged 65-74, which accounted for 34.1% of the total number of people in this age group (an increase by 2.4 percentage points compared to 2018). The percentage of computer users was higher among men (38.3%) than among women (30.8%). During the last three months, 1,477.2 thousand people used the internet. people aged 65-74, i.e. 37.0% of the total number of people in this age group (40.7% men and 34.2% women).

Taking into account the dynamic development of ICT and its widespread use in everyday life, especially by younger generations, it is necessary to take measures to counteract the digital exclusion of older people. The cited data clearly show the important role of training and courses that strengthen the competences of older people in the use of new technologies. Organized workshops and classes help the elderly to consolidate their acquired knowledge, to get used to technological innovations, but above all to improve everyday activities over time, such as using social media, shopping via the internet, paying bills or settling official matters. This, in turn, means that the elderly remain independent and independent for longer, and have no fear of the constantly changing reality[12].

Digital Social Exclusion

Digital social exclusion can be understood not only as the lack of access to technological achievements (mainly computers, tablets, smartphones and the internet), but also as the inability or lack of motivation to use them, along with all its consequences concerning social life, participation in culture, labour market etc. In order to integrate adults to the new technological world, associations and institutions dealing with non-formal education must

[10] *Wykorzystanie technologii informacyjno-komunikacyjnych w gospodarstwach domowych w 2018 r.*, GUS, Warszawa 2018.

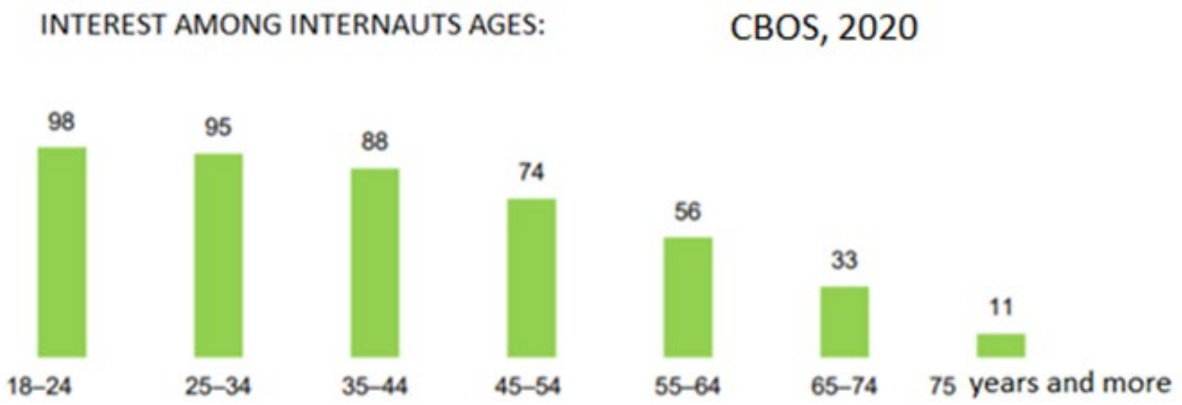
[11] *Aktywność osób starszych. Opracowanie tematyczne*, Kancelaria Senatu, Warszawa 2019, s. 19-22.

[12] *Program Wieloletni na rzecz Osób Starszych AKTYWNI + na lata 2021-2025*, Ministerstwo Rodziny, Pracy i Polityki Społecznej, Warszawa 2020.

prepare courses and workshops to make fully use the computer and the internet, and more important, the user needs:

- motivation to use modern technology
- physical access to devices connected to internet
- appropriate skills related to the use of a computer and mobile devices
- ability to search for information
- issues related to the safety of use
- take care of their own privacy while browsing the internet

The use of devices with an internet connection depends primarily on age, and to a lesser extent also on the level of education, which is important mainly in the case of older respondents. Internet use is almost universal among people under 35 and very common among those aged 35 to 54, the vast majority of whom are also online. Internet users account for more than half of the respondents aged 55-64. In turn, two-thirds of respondents aged 65 to 74 and nine in ten of the oldest respondents (75+) remain offline[13].



Public Opinion Research Center [CBOS], Using the Internet[14]

Some good examples of digital social inclusion in Poland can be found in the following projects implemented in the las years:

"ESenior, or Age-Friendly Warsaw 2.0"[15]

The essence of the project was to counteract digital exclusion of seniors and social integration of people at risk of exclusion through the activities of Digital Integration Animators.

During the project, a Senior Support Point was created, where meetings with seniors were held to improve their computer and Internet skills.

- operating web browsers and searching for information, using social networks,

[13] Ibidem, p.6.

[14] CBOS, *Using the Internet*. https://www.cbos.pl/SPISKOM.POL/2020/K_085_20.PDF [downloaded 9.04.2021]

[15] http://www.um.warszawa.pl/aktualnosci/esenior-czyli-warszawa-przyjazna-wiekowi-20

- making purchases via the Internet,
- handling e-mail.
- Trainings for Digital Integration Animators,
- thematic workshops for the elderly were organized, among others:
  - "Communicators",
  - Online Shopping,
  - "Games and Activities",
  - "Culture and Art",
  - "Internet Science".

The Warsaw Senior Week was organized. The activities of Digital Integration Animators contribute to building a support network for people aged 60+, not only during the project implementation, but also after its completion. That is why it is important for local government units to become an Animator in the eSenior project by any person who meets certain criteria, declares a willingness to conduct meetings, has sufficient competences in the field of electronic equipment and the Internet, but also shows interest in working with the elderly and has the gift of inspiring for further activities. The participants of the project were older residents of Warsaw and younger - Animators of Digital Integration.

The project was implemented in cooperation with many Warsaw non-governmental organizations and cultural institutions.

"Senior MÓVIN" blog, Krakow[16]

Nowadays, the internet is ubiquitous, and using it is something natural. Therefore, with the aim of preventing social exclusion, including digital exclusion of inhabitants, the project enables them to learn how to use the benefits of modern technologies. One of the forms of this type of activation is blogging by seniors.

It is a blog that gives you the opportunity to share your thoughts and feelings with others. The main idea of the blog is to encourage as many residents of the Nursing Home as possible to share their passions, interests, ideas, talents, etc. private coups ".

Seniors living in nursing homes are people with a lot of experiences (good and bad). Each of them has a potential worth discovering and showing. Often, older people lack self-confidence and abilities.

Creating a blog is a great tool to show seniors that there are people (apart from staff) who are interested in what they have to say and show. Small things like the ability to choose clothes or reading books can become a reason for pride and self-esteem.

[16] https://www.rpo.gov.pl/pl/content/blog-%E2%80%9Esenior-m%C3%B3vin%E2%80%9D-krak%C3%B3w

„Akademia e-Seniora”[17]

The online education program for the elderly, initiated by UPC Polska, operates under the prosocial program "In one community". It aims to counteract the social exclusion of older people and include them in the information society. This initiative includes organizing courses in the basics of computer skills and work on the internet. A rich and very useful website was also created (www.upclive.pl/Akademia_e_Seniora/), containing useful information for participants, virtual lessons, a glossary of terms and numerous links to interesting articles.

For the purposes of the courses, an original textbook was developed exclusively for seniors, entitled UPC e-Senior Academy - a textbook, consisting of two parts. The first is closely related to the computer and internet skills course, the second is general in nature and contains articles describing and explaining the modern digital and virtual world.[18]

„Dojrz@łość w sieci”[19]

The aim of this project is to unite companies, non-governmental organizations, offices and institutions to encourage older people to actively use the internet and to counteract e-exclusion.

The members of the organization are: the Foundation for the Jagiellonian University, the Information Society Development Foundation, F-Secure, IBM, Microsoft, Onet.pl, the Polish Confederation of Private Employers Lewiatan and the Polish Scouting Association.

[17] www.upclive.pl/Akademia_e_Seniora/

[18] Morbitzer J. Seniorzy w społeczeństwie informacyjnym, https://depot.ceon.pl/bitstream/handle/123456789/8675/Seniorzy_w_swiecie_nowych_technologii_Im.pdf?sequence=1&isAllowed=y

[19] www.upclive.pl/Akademia_e_Seniora/

5. Conclusion

The digitalized world has been dominating our lives more and more every day, and the pandemic has made it faster than expected. A wide range of activities including education, shopping, navigation, heath, citizenship, banking, entertainment, music, movies, photography, social media are performed in a large digital room that involves the world in it. How many different types of things we do through digital sources demonstrate how dominant the technology is in our lives.

The focus of the future world is digital. While they dominated the world, digital technologies have advanced more rapidly than any innovation in the history of humanity. Technologies have the potential to be a great equalizer by enhancing connectivity, financial inclusion, access to education, health and public services. Services accessed without time and place (and even device) constraints play an important role for all populations worldwide. Digitally included people become socially included. Not only companies but also governments have been providing users with digital opportunities, which has some certain benefits in terms of the human power used, papers consumed, and the speed of the services provided.

However, being socially and digitally included requires digitally literate individuals, which requires acquiring a number of skills and competences. Although gaining these skills is easy for younger age groups and digital natives, it can be more challenging than expected for older age groups and disadvantaged groups of people. All countries in some way or other experience the digital divide problem. Some factors such as advanced age, poverty, lack of motivation, low education, etc. cause the digital divide and hence exclude certain groups. Those people who have never been digitally included or those who have inadequate digital inclusion have difficulties in being part of the digitalized world, which in turn makes them socially excluded.

Therefore, education centres and governments should aim to help disadvantaged groups to become digitally included through various projects or other education opportunities. Countries should learn from each other's best practices and adapt them to their unique conditions. Digitally excluded populations should be provided with more opportunities, motivations and new benefits for being digitally included.

To complete these conclusions, the results obtained by the researchers who are experts in digital technology and the new dimension of the relationship between education providers and learners are shown. First, the results obtained by María Carmen Hidalgo Rodríguez (University of Granada) concludes that:

Social inclusion is a need and a right that must be manifested in all factors of life. Digital inclusion is one more factor that must be considered and that undoubtedly has a lot of relevance today.

On the other hand, Enrique Lemus (Universidad Latina de México) concludes that:

Digital inclusion mean acces to information, knowledge, services, oportunities, and I'm sure there is a direct relationship betwen digital and social inclusion, but the first is not enough to guarantee the second.

In conclusion, the pandemic the World is facing today is accelerating the pace of digital transformation. A digitally inclusive community requires the support and participation of all sectors. Some vulnerable groups are left behind in this fast transformation process. When this gap is not closed, they will be socially excluded. Governments and all stakeholders should develop a framework to close the digital divide.

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BASIC EDUCATIONAL PORTFOLIO FOR SOCIAL EDUCATOR / VOLUNTEERS

1. Education portfolio for social educators

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Portfolios have been used in education for many years in order to assess students' performance. In recent years portfolios have been used for teachers as well, which is called an education portfolio.

An Education Portfolio includes a series of selected, brief, reflections and evidence that highlights the quality of and scholarly approach to one's educational and leadership efforts. Basically, a teacher's practices can be collected in a teaching portfolio, which might include but are not limited to the followings:

- Lesson plans
- Student assignments
- Teacher's written descriptions
- Anecdotal records
- Class newsletters
  Student projects
- Videotapes of instructions
- Annual evaluations
- Letters of recommendation
- Formal evaluations by supervisors, etc.

Including only a collection of professional activities or artifacts is not sufficient. The things included in the education portfolio should:

- Illustrate an underlying philosophy of teaching
- Provide information about instructional goals or teaching context
- Include reflections by the creator on their teaching experiences.

The contents of the portfolio should be manageable, both for the person who constructs it and for those who will review it.

When they are carefully prepared, portfolios can provide significant information about a teacher's professional growth. They also provide good evidence for exemplary teaching. The complexities of professional practice can be demonstrated through portfolios in ways that can be done in no other approaches.

Not only are they an effective way to assess teaching quality, but they also provide teachers with opportunities for self-reflection and collegial interactions based on documented episodes of their own teaching.

A sample outline for an education portfolio, as suggested by Wolf (1996), is as follows

Table of Contents

I. Background Information.

- Resumé
- Background Information on Teacher and Teaching Context
- Educational Philosophy and Teaching Goals

II. Teaching Artifacts and Reflections. Documentation of an Extended Teaching Activity

- Overview of Unit Goals and Instructional Plan
- List of Resources Used in Unit
- Two Consecutive Lesson Plans
- Videotape of Teaching
- Student Work Samples
- Evaluation of Student Work
- Reflective Commentary by the Teacher
- Additional Units/Lessons/Student Work as Appropriate

III. Professional Information

- List of Professional Activities
- Letters of Recommendation
- Formal Evaluations

> Too often, good teaching vanishes without a trace because we have no structure or tradition for preserving the best of what teachers do. Portfolios allow teachers to retain examples of good teaching so they can examine them, talk about them, adapt them, and adopt them (Wolf, 1996).

An educational portfolio is a continual work in progress. Individuals need to continue to revise their portfolio throughout their teaching career.

For your educational portfolio to remain truly valid, it should be updated continually. Taking out older and less impressive pieces with newer and better examples of your teaching expertise is the key to your presentation.

A number of benefits of educational portfolio can be summarized as follows:

- A well-prepared educational portfolio tells a story. While a resume is a dry, factual version of one's career, a teaching portfolio can tell much more a person. It tells what the person has learned and how s/he learned it. A certificate cannot tell the whole story behind the learning experience. A good educational portfolio reflects how the courses attended fit together, how the person who took it put learning into practice, and what skills were learned.
- While a resume gives an overview of what was studied, an educational portfolio zooms in details about the education. It provides more details than what is given in course titles. It includes reflections of what have been learned.
- An educational portfolio provides the opportunity for people to see for themselves. It helps people to see your education in action. Simply the organizations and institutions where you received the certificates are not good indicators of what exactly one gained from them.
- A resume does not give much information about one's unique qualities and personality. However, in an educational portfolio one can communicate ideas and mention the values and belied of teaching.

Two principles are utilized by educators to judge portfolios. Excellence is measured by the quantity and quality of your educational activities. Engagement with the educational community is judged by evidence of a scholarly approach (evidence that the educator's work is informed by what is known in the field), or educational scholarship (how, over time, the educator contributes to the knowledge in the field).

Baldwin et al. (2010) shares a collection of questions to reflect upon before writing the educational philosophy (https://www.aamc.org/professional-development/affinity-groups/gfa/faculty-vitae/educator-portfolio-tool)

Questions to reflect upon before writing about your educational philosophy

1. Looking broadly at the way I like to teach, what is my approach to education?
2. Thinking about why I teach as I do, what principles appear to underlie my teaching?
3. What are the characteristics of a good teacher and a good learner?
4. What are the roles and responsibilities of students and teachers?
5. What are my thoughts about how people learn?
6. What environmental factors promote or impede learning?
7. What personal or interpersonal factors promote or impede learning?
8. How do I decide on the goals of instruction? How are these goals affected by the needs and expectations of learners, the teaching setting, community needs, etc.

9. What factors influence my choice of teaching and evaluation strategies?
10. What are my special strengths as a teacher? What makes me most proud in my practice as an educator?
11. How can I illustrate my educational philosophy or principles with examples from my own teaching experience?

To conclude, the content of the educational portfolio provides evidence of the individual's knowledge, skills, and applications in research, technology, and communication. It could also have career development materials such as the resume and career goals. Some colleagues encourage their undergraduate students to construct educational portfolios to help them reflect on their learning and career goals, which aims to reflect students' academic and personal progress.

The **social educator** is defined as an agent of social change who coordinates social groups through educational strategies that help citizens to understand and participate in their social, political, economic and cultural surroundings, and to fully integrate in society. The role of social educators is thus very much associated with social inclusion. Social educators deliver safe and secure health and social services to people with complex needs

Social educators work with people from a variety of different groups. While the goals of general education are for many ordinary people, the target groups of social educators are those who do not fit in this context. Social educators deal with educational fields in which there are no specific regulations. This may include marginalized people, people who have social problems or difficulties in adapting to their surroundings. They work with people who for some reason cannot manage their lives without support.

Social educators are referred with various names in different countries; some of these names include social workers, special educators, community workers, care workers, or cultural animators. Because there are different factors involved, it is very complex to compare different types of social work. Community development, adult education, and specialized education are some of the main work areas of social educators.

Although good things are done by social educators, the trainings for people in this profession is relatively new in many countries. However, personal and professional development of social educators is a highly important issue. Social educators need to learn to face situations of uncertainty and manage the risks of their future profession via autonomy, creativity, and professionalism. Pallisera et al. (2013) suggest that one way to enhance such educational background is to do it through reflective learning model.

Knowledge of oneself and how experiences, feelings, emotions, values and knowledge affect professional behaviour is an important instrument for carrying out professional work because inappropriate action by professionals in the service can lead to users lacking control over their own lives and futures. Given that people need the professional guidance and

assistance of social educators, equipment of social educators with such instrument is of great importance.

Use of educational portfolio could provide social educators as well as volunteers with a reflexive way of managing professional life. A reflective way of learning and doing things help individuals to internalize their knowledge. Learning from experience and demonstrating this knowledge through educational portfolios is an effective way for social educators and volunteers. Reflection based on experience helps to construct knowledge and learning.

An educational portfolio is an effective way of sharing for social educators due to the following factors:

- Social educators have the potential to help vulnerable groups to access potentially life-saving information, which indicates that there are so many important instances to be experienced and shared.
- Social education deals with excluded and marginalised people in a special way, and this means that the contents and character change according to the social, cultural and educational situations of need that are created by the community.
- A fundamental element in social educational work is to facilitate integration and prevent marginalisation and social exclusion.
- Social education supports and helps exposed individuals and groups at risk so that they may develop their own resources in a changing community.
- Social education is an intentional action and is the result of conscious deliberations converted into a planned and target-oriented process.
- Since the objectives for other people's development and lives are defined, the profession is based on a set of ethical values as well.
- Social educational work is perceived as a process of social actions in relation to individuals and various groups of individuals.
- Using multidimensional methods including care, education, intervention, , development of non-exclusive life space treatment etc., social education aims to achieve full sociability and citizenship to all.
- The social educational programmes become a connecting link between theory and practice. Social educational work takes place in direct contact with children, young people and adults often over a long period of time.

2. Education portfolio for Volunteers

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Volunteerism is a complex social phenomenon, and volunteerism is shaped differently across cultures, countries and disciplines.

According to the functional motivation theory (Clary et al, 1998), people engage in volunteer activities for their own motives, which includes values, social relationships, understanding, career experience, psychological growth, and self-protection. As volunteerism can be motivated by different considerations, volunteers are often engaged for several reasons. Volunteers experience the feel-good factor because they are motivated to do good work for others .

Volunteering has some key characteristics. Firstly, no financial reward should be the primary factor. Secondly the activity should be one voluntarily based on the individual's free will, and thirdly the activity should be of benefit to someone other than the volunteer(UNV, 1999)..

Miscellaneous volunteer activities have been carried out in various parts of the world. Through these activities, volunteers raise awareness on specific issues. They also promote attitudinal change where social norms are a barrier to education. They also fight against social injustice and empower disadvantaged groups. Given the wide range of groups volunteers face and a wide range of activities they are involved in, educational portfolio has the potential to be beneficial for volunteers as well.

People's motivation to help could demonstrate differences. While some choose a particular organization to help, some want to fill spare time for something good, and some others like meeting new people and making friends. Volunteer activities have the potential to teach volunteer individuals valuable experiences and skills and help them access to references. The volunteer activity in which one is involved benefits the volunteer person as well. Volunteers could use these experiences as references for their future career, by showing what they have learned during their volunteer experiences, the new skills they acquired, and how they refreshed their existing knowledge. Putting theory into practice and showing that things learned in this process are transferrable to new situations could be helpful for employment as well. Therefore, these things need to be demonstrated in an educational portfolio.

Volunteer activities one has been involved can be demonstrated in various ways in an educational portfolio. The following is an example, but it could be expanded in various ways. The following

The Organization For the volunteer activity	Dates	Responsibilities and Roles as a volunteer	Hours of working	Skills gained And Things Learned
Write the name of the organizing institution/company	*Specify the dates*	*Write down your main duties in the volunteer organization*	*Write down the total duration of working*	*Write down what you have learned that could contribute to your future career*
Write the name of the organizing institution/company	*Specify the dates*	*Write down your main duties in the volunteer organization*	*Write down the total duration of working*	*Write down what you have learned that could contribute to your future career*

More specific references to your roles, responsibilities, and contribution in the volunteer organization could be documented by the institution organizing the volunteer activity. For instance:

Name of the Organization

Name of volunteer coordinator: ……

Contact information for the organization: ……

Number of volunteers: ……

Type of Activities: ……

Contribution and Benefit of the Volunteer Activity: ……

Hours or working: ……

Ms / Mr. …… (put in name of volunteer) volunteered in our organisation between ……. and ….. for …. hours per week. She had duties/responsibilities in the tasks specified below

……

……

……

……..

During the time s/he was involved in the volunteer activity, we appreciated …… because of his/her developments and key achievements in the following areas:

……..

……..

……

……

Similar to the educational portfolios used for general learning and teaching experiences, portfolios for volunteer could also involve key competences, main motivations for taking part in volunteer organizations, philosophy of teaching and learning, photos, videos, etc.

ASIDE project intends to support inclusive education and digital skills, improving the competences in digital social inclusion of adult social educators and adult social volunteers. Our project addresses social inclusion through the definition of a portfolio of basic digital competences that are necessary for developing Information and Communication Technology - based social inclusion initiatives / services.

ASIDE
Adult Social Inclusion in a Digital Environment

Strategic Partnerships for adult education

Cooperation for innovation and the exchange of good practices

Instytut Badań i Innowacji w Edukacji

ISBN: 978-83-960065-0-9

DOI: 10.5281/zenodo.5516367

Erasmus+

ISBN 978-83-960065-0-9

9 788396 006509