ASIDE

Adult Social Inclusion in a Digital Environment

# BEST PRACTICE MANUAL

*Digital competences necessary for developing ICT-based social inclusion initiatives / services*

Erasmus+

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Instytut Badań i Innowacji w Edukacji

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# Content

# INTRODUCTION

One of the most important determinants of the information society is the ability to use ICT tools. Since the publication of the Bangeman report[1] (1994) by the European Commission, which popularized the concept of the information society (the concept of the information society itself appeared for the first time much earlier than the Bangeman report, as already in the 1960s in Japan), many definitions of it have been developed, but none of them has gained universal acceptance. Although they laid out the accents differently and changed some phrases into more current ones, their pronunciation still remains similar. The goal of building the information society - "improving the quality of life, social and economic efficiency and cohesion" remains even more stable.

People acquire digital competences in very different ways. An important role, especially for younger people, has been played and will continue to be played by formal education, and in relation to adults - especially seniors - non-formal education. Different components of digital competences are present at all levels of education, from primary school to post-graduate studies. Other, no less important, sources of digital competences are informal education, courses or help from relatives and friends. It is also worth pointing to the large diversification of funding sources for digital competences courses. In addition to EU (co-) funded projects, there is also a large group of free courses (e.g. e-learning or classroom courses financed by technology developers).

The problem of digital competences, inextricably linked with the dynamic development and dissemination of new technologies, can be considered in two main perspectives - in the traditional catalogue approach and in the relational approach, which is the axis of research and deliberations presented in this report. In terms of catalogues, shaping digital competences can be compared with school education, the aim of which is to equip students with an identical set of messages that they can use depending on their needs. The reference point is a rigid catalogue of competences, additionally focused on competences directly related to the use of information and communication technologies (ICT). At best, the differentiating factors are demographic criteria (age, educational level).

The situation is similar in the case of digital, information or IT education based on the catalogue approach - the participant of the educational process receives a certain closed set of messages, previously defined (most often in the course of the work of researchers and experts), which can be used (or not) in various situations. It is important that the basis of such an approach is a deep conviction that it is necessary to eliminate social divisions, also in terms of education and various skills. Therefore, it does not contradict the relational approach, which emphasizes the individual needs and motivations of ICT users, defined in terms of the needs and benefits of all spheres of life. For this reason - although the following considerations on e-competences and activities aimed at e-integration and e-activation focus

[1] Raport Bergmana (1994). http://ec.europa.eu/archives/ISPO/infosoc/backg/bangeman.html

on the relational approach to this issue - the catalogue approach, which has been present in the literature for years, still remains relevant. The catalogue of ICT competences, especially if they are treated optionally, can be the basis for the relational definition of competences. The relational approach to competences is a relatively new concept, developed as a response to the shortcomings of the normative approach, treating competences largely as a closed list of knowledge and skills needed by every citizen. Although the basis for developing this concept are certain thinking gaps in terms of the catalogue of competences, the relational approach should be treated primarily as its complement, potentially positively modelling projects of systemic competence development, but not questioning the ideas of top-down competency programs.

One of the goals of the ASIDE project is to support inclusive education and digital skills, increasing competences in digital social inclusion of adult social educators and adult social volunteers. The project is about social inclusion by defining a portfolio of basic digital competences that are necessary to develop social inclusion initiatives / services based on information and communication technologies.

Lifelong learning is an opportunity for older people to acquire new skills and increase their employability. This fact seems to be confirmed by actively operating Third Age Universities, which are becoming more and more popular among seniors who want to learn new subjects and skills, especially in the field of information and communication technologies (ICT).

The aim of the study is to present good practices in the field of basic digital competences necessary for the development of ICT-based social inclusion initiatives / services. To achieve this goal, the desk research method was used, in which the key determinants of competency development in a virtual environment were identified on the basis of literature studies, and then, based on the analysis of the experiences of the ASIDE project partners, the following were identified:

- social networks aimed at sustaining social inclusion interventions as well as the involvement of social educators
- a basic educational portfolio for the community educator / volunteers, and
- professional competences of social integration workers in the field of ICT.

The ability to early identify digital skills gaps and mismatches is therefore becoming an important issue in socio-economic development policy. The main task is to systematically assess the digital skills of the society and conduct exercises anticipating the development of the situation on the labor market. The practical implementation of such tasks requires the involvement of all potential stakeholders who can indicate specific policy needs, building mechanisms of dialogue with stakeholders, both formal and informal, and ensuring commitment at the highest levels of policy.

# Social learning in online environments

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## 1. Social learning

The digitization of social phenomena and processes causes the requirements for employees' skills to increase or change during their careers (OECD, 2019). To meet the growing demand for highly qualified employees on the labor market, institutions: educational, labor market, and business environment must be accessible to wider social groups (Orr et al., 2020; Adamczyk et al., 2020; Skrzek-Lubasińska, Gródek-Szostak , 2019). Due to the changing demographic structure, the requirements of the labor market, it can also be assumed that the universality of multi-professionalism will increase; a large number of people will be active in various professional fields during their lifetime (OECD, 2017; Ochoa Siguencia et al. 2019; Gródek-Szostak et al. 2019) and that they will have to improve their skills in terms of continuous lifelong learning. To meet the demands of the digital society, educational institutions are expected to provide greater flexibility and individualization so that learners have the opportunity to adapt the learning process to their own needs and specific life phases (Barnett, 2014; Gródek-Szostak, Ochoa Siguencia, 2020). Social learning plays a key role in this process.

The concept of social learning has become popular, in the knowledge-based economy it has gained in importance additionally, and its meaning is very broad. It is used in relation to learning processes and changes in individuals and social systems. In Bandura's influential work (1977), social learning refers to learning that individuals acquire by observing others and their social interactions within a group, e.g. by imitating role models. This concept assumes a repetitive feedback loop between learners and their environment, i.e. the learner changes the environment, and these changes affect the learner (Ochoa Siguencia et al., 2020; Sanchez Garcia et.al., 2020). This approach is too narrow to cover and integrate all learning processes relevant to resource management. One of the main areas of interest is institutional change, ie the role of informal ties and institutional relations and the participatory approach. Institutions such as formal relationships, laws, customs and norms can limit change and learning. The informal institutional environment, in particular the actor platforms, enables institutions to induce and implement changes in the learning process.

Particularly interesting in this respect is the concept of "communities of practice" developed by Wenger (1998), which emphasizes learning through participation. Individuals engage in activities and interactions that must be embedded in culture and history. Such interactions influence and can change social structure, while at the same time the individual gains experience in context. Such learning processes confirm and shape the identity of the individual in his social environment. They confirm and change social practices and the related interpretation of the environment. Social learning processes are codified in common practices, tools, concepts, symbols, or material artifacts embedded in a context of meaning. Obviously,

belonging to groups in participatory environments cannot be directly compared to the workplace where people spend much of their daily lives. However, it is also expected that learning will not only remain in the cognitive realm, but will lead to shared practice and joint action (Pahl-Wostl, 2006).

In the theory of social learning, it is possible to distinguish four mediation processes that help determine whether a new behavior is acquired (McLeod, 2016).

**Figure 1. Four mediational processes proposed by Bandura**


*Source: own study based (Bandura, 1977).*

**Attention**: the degree to which we notice the behaviour. Behaviours must get our attention before it can be imitated. Given the number of behaviours we observe and do not mimic every day, attention is key to whether the behaviour affects imitation.

**Retention**: How well we remember the behaviour. We cannot perform a given behaviour if we do not remember it. Thus, while a behaviour can be noticed unless a memory is formed, the observer will not perform the behaviour. And because social learning is not instantaneous, behaviour is essential for modelling behaviours.

**Reproduction**: The ability to perform a behaviour. It is the ability to recreate the behaviour we observe. It influences our decision whether to try to perform this behaviour. Even if we want to imitate the behaviour we observe, we are limited by our physical abilities.

**Motivation**: Willingness to imitate behaviour. This mediation process is known as proxy enhancement. It is learning by observing the consequences of actions for other people, not through direct experience.

It is worth emphasizing that apart from the behaviour, rewards and punishments that occur will be examined by the observer. If the observer sees the rewards as greater than the costs (punishment), then most likely they are imitating the behaviours. However, if the substitute gain is not sufficiently appreciated by the observer, he will not model the behaviour.

The social learning theory is based on key assumptions (Bandura, 1977):

1. People learn through observation. Learners can acquire new behaviors and knowledge simply by observing the model.
2. Reinforcement and punishment indirectly affect behavior and learning. People formulate expectations about the potential consequences of future responses based on how current responses are amplified or punished.

3. Mediation processes influence our behavior. Cognitive factors that contribute to whether the behavior is acquired or not.
4. Learning does not necessarily lead to change. Just because a person learns something doesn't mean they will change their behavior.

Social learning theory explains complex behaviors by recognizing cognitive factors and the role they play in deciding whether to imitate behavior. However, it does not explain how we develop a wide range of behaviors based on thoughts and feelings. We have considerable control over our behavior and as such we do not necessarily reproduce bad behavior such as violence just because we experience it.

**Table1. Criticism of social learning**

| Lp. | Advantages of social learning | Disadvantages of social learning |
|---|---|---|
| 1. | A natural way to learn | Internal conflicts |
| 2. | Better skills | Less authenticity |
| 3. | Higher Learning Retention | Losing innovation |
| 4. | Low costs | Consequences for self-esteem |
| 5. | Productivity and sustainable development | Self-doubt |
| 6. | Retention of employees | Negative assumptions |
| 7. | Broadening horizons | Intervention necessary |
| 8. | Cooperation, a sense of community | Threshold Requirements |
| 9. | Real-time troubleshooting | |
| 10. | Inclusion of passive community members | |

*Source: own study.*

The most important benefit of social learning is that everyone uses it naturally every day, consciously and unconsciously. The process does not require planning as it happens automatically over time. In the realities of professional activity, it means that we observe our colleagues and notice what they do and how they do it. When a colleague is particularly praised for performance or receives a bonus, other employees themselves analyse what actions led to it in order to strive for the same result.

In the case of better skills, these behaviours are perfect for influencing organizations. By encouraging the sharing of thoughts, ideas, experiences and best practices, you increase the productivity and skills of your employees.

It is scientifically proven (The 70-20-10 Model….), We gain 70 percent of our knowledge from work experiences, 20 percent from interactions with others, and 10 percent from formal educational events. By learning something directly from the person, we are better able to remember it because we remember things like the tone of voice, images, memories and even a joke while learning that we associate with educational content.

A meeting to share knowledge costs less than a seminar or training content on the same topic.

When community members know who to ask about a topic, information spreads, and over time, an informal mentoring network is created within the organization. This encourages sharing and reduces the need to learn from other sources.

Many members of the community (employees, members of NGOs, activists) want to continue their education and share ideas with colleagues. Social learning enables them to do both while creating stronger bonds with each other. This and knowing that a company allows and even encourages this type of exchange increases loyalty.

The more often members of the community exchange ideas on various topics with colleagues, the more often they go beyond their horizons. This broadens their perspective and gives them an experience that helps prevent mistakes and increases efficiency.

Learning together is not the only thing that is collaborative in this case. Employees help each other more often, seek advice and help, cooperate better and learn at the same time. The best time to learn is when you need knowledge "need is the mother of invention".

Many employees are looking to learn when there is a real need. The willingness to solve a problem that they cannot solve on their own requires cooperation. Usually, the first thing people do in this situation is ask others for their ideas. This is much faster than searching for an answer online.

There are many people who are silent and even afraid to ask questions. Social learning in the context of learning groups or any other group greater than 2 people makes it easier for introverts to learn by listening to others discuss their questions.

Because social learning is based on the idea of adapting to what is seen as successful and positive behavior in others. If you use this tactic too often and too intensively, it can cause internal conflict if the new behaviors contradict your own views. In the long run, this leads to active internal resistance and prevents the learning process.

Contrary to what behaviorists feared, social learning does not necessarily affect a person's personality. In most cases, it would take a long, repeated imitation to adopt a new behavior as your own or to lose connection with your own personality. Moreover, people often notice it for themselves when something doesn't feel real.

Personal thought processes, opinions and views are often disregarded, favoring the behaviors that promise the greatest success. However, since new and unconventional ideas tend to bring progress and innovation, this learning technique should not be used too often.

Most people cannot distinguish between observation or imitation and comparison to themselves. When we compare ourselves with others, we usually compare visible indicators such as performance and results. In most cases, this leads to frustration and disappointment. We usually compare ourselves to people who can do better than us in order to learn from them. As a result, such a comparison will always be to our disadvantage. For people without solid self-esteem, this can have psychological consequences in the long run. Therefore, it is important to clearly distinguish between social learning and personal comparison and include positive reinforcement.

If they are all teacher and student at the same time, there is uncertainty about the quality standards and there may be self-doubt.

Social media and movies are in many minds considered a waste of time and free time. Group discussions must be conducted as otherwise they quickly digress and turn into random private conversations, losing focus on the topics discussed. Attention, behavior, repetition, and motivation must be present in each participant for this to work.

While social learning theory shows that behaviour, both positive and negative, can be learned or adjusted through observation, it is important to apply additional appropriate practices that explain other factors that may play a role in an individual's behaviour.

## 2. Online environments and social inclusion

Online environments make social contacts even more important because instructors and educators do not have the opportunity to meet their students face to face in an educational setting. As Trowler (2010) points out, over the past decade, social media has evolved from an esoteric blend of technology to a set of sites and services that are at the heart of modern culture. When learning takes place solely through computer tools, an important part of the instructor's role is to ensure that the learning environment is "people centered" or humanized (Dupin-Bryant, 2004). Connecting learners in the context of online education may seem difficult, but the online learning educator has the ability to gather his community in various forms of virtual spaces that can also be effective in developing relationships. Boyd (2014) describes virtual gathering spaces as a network audience that is both a space built using network technologies and an imaginary community that arises from the intersection of people, technology, and practice. Online interactions, however, can be more difficult than face-to-face interactions as there may be less information that can guide them.

Digital technology has been described as a means of facilitating social inclusion as it enables the delivery of real-time services that can enable individuals e.g. to study, work, socialize, shop and interact with the community without being exposed to physical barriers (Brunner et al., 2017; Vanderheiden, 2006). Digital technologies have also been identified as one of the most important factors that can contribute to reducing existing social disparities and can be used to encourage and support social inclusion and improve people's quality of life (European Union, 2010). However, for various reasons, IT implementation in this specific area has not yet been fully completed.

The research available in the literature showed progress in technology, already in 2013 a number of new terms were discussed, such as: (Rawool, 2016) mobile technology (Yee, 2012), speech recognition technology (Kim-Rupnow et al., 2001), gerontechnology (Rimmerman, 2013). The analyzed studies also looked at the sustainability of an aging society, so the term gerontechnology was used to ensure good health, independent living and full participation in society into old age (WHO, 2002). Some other terms such as communication technology (Meglic et al. 2010; Atchison, 2011), assistive technology (Murchland, 2011).

Dynamic technological change without a strategic orientation towards sustainable and inclusive development risks perpetuating existing inequalities while introducing new ones. Shaping a shared vision for the digital and digital future must become a priority. This was highlighted by Heads of State and Government in the United Nations' 75th Anniversary Declaration, adopted on September 21, 2020 (Deganis et al. 2021).
Given the unprecedented extent to which the world relies on digital wealth and connectivity tools, only a shared vision of a secure, open and free digital world can unlock the full potential of technology and solve the problems of digital trust and security (UN, 2021). To bridge the digital divide (UN, 2021), everyone must have affordable Internet access by 2030 (ITU, 2020). This requires governments to promote universal access to ICT infrastructure, address affordability, enhance digital and literacy skills, and increase the relevance and awareness of the benefits of online (OECD, 2020). The digital integration of disadvantaged and marginalized groups, including women, the elderly, people with disabilities, people on the move and indigenous peoples, also requires targeted and multi-faceted measures. These include identifying and changing exclusion policies and systems, raising awareness of the digital divide, and tackling stereotypes through more empowering images of women, older people and other marginalized groups in the digital sphere.

Communities can be considered "age-friendly" to the extent that they allow older members of the community to stay in a familiar place (home) for as long as they wish (i.e. age in a place), while ensuring that age-related needs can be met by participating in community life (Scharlach & Lehning, 2012). Age-friendly communities are characterized by physical and social environments that promote the social inclusion of older members of the community by providing opportunities and support in five areas that are identified as being of particular importance later in the life cycle:

1. continuity (i.e. no barriers to further participation in long-term activities and interests);
2. provision of needs (i.e. the ability to meet basic health and social needs despite an age-related disability);
3. integration (i.e. the ability to develop and maintain meaningful interpersonal relationships);
4. participation (i.e. opportunities to participate and influence one's own social environment; and
5. challenges (i.e. developing the stimulation of new activities and interests) (Lehning et al., 2007; Scharlach 2009).

Social inclusion has been described primarily as a response to structural barriers that prevent individuals and groups from fully participating in social benefits, with particular emphasis on accessing resources such as goods, services, power and control (Cass et al. 2005; Marsh & Mullins 1998 ). Moreover, social inclusion is a relational concept that reflects the quality and quantity of social ties (Silver, Miller 2003). Social inclusion as used in this article addresses three main characteristics at the interface between individuals and their environments:

1. social integration;
2. social support; and
3. access to resources.

Social inclusion reflects the degree to which individuals are embedded in a network of meaningful social ties and social structures as evidenced by the size, density and intensity of social relationships and contacts (House, Umberson, and Landis 1988).

Social inclusion can have many potential benefits for older people, such as:

- mutual social exchange that fosters interdependence rather than inequality and a deprivation of power;
- social integration supporting social identification;
- fulfilling roles and maintaining self-structure and self-esteem;
- social recognition by community members and oneself; significant social interactions; and
- social agency rooted in a sense of self-efficacy and perceived control over oneself and one's environment.

Social support refers to the extent to which these social ties enable network members to get help when they need it (Berkman 2000). House (1981), for example, identified four main types of social support: emotional, evaluative, informative, and instrumental. Access to resources reflects Townsend's view that social relationships have a potential instrumental function in promoting the well-being and fulfillment of network members (Townsend 1979).

## 3. Internet and parent-training

The Internet is a tool used today in all aspects of everyday life. Social life on the internet has become an extension of life as such in almost all its dimensions (Casstels, 2003). The Internet makes it possible to gather people around a topic, problem or idea that will be able to attract interested people (Franek, 2000). According to the web document RFC 1462, the internet has three components:

- a network composed of interconnected networks using the TCP / IP protocol;
- the user community that uses and develops these networks;
- a collection of information resources that are available through these networks (Rafa 2004).

This characteristic shows that the internet is treated as a community of users by definition. It is assumed that on the other side of the screen there is a huge group of people ready to make contact and interact. Entering this group, you need to be aware that it is a world with rules that define rules of conduct. A world in which certain goods (not necessarily material ones) are obtained and certain gratifications are achieved (e.g. comfortable interpersonal contact). That is why one can speak of the Internet environment as a community. The existence of a community is based on a group of people who share a social bond (cohesion), group goals, the

internal organization of the group (structure, hierarchy), readiness to respect it, and communication and communication within the group (Kenrick et al. 2002).

Community building is goal-oriented. This is especially true for adults - and web users are mostly adolescents or adults. Defining the goal and creating conditions for interaction around it determine the functioning of the internet platform. Bringing together various people in the network around a specific topic causes that they are recognized as an environment, a relatively coherent group, and thus they start to attract others. Their own sense of attractiveness and a certain distinctiveness makes outsiders willingly join such an environment, creating a community (Lubina, 2004). Educational communities, like real ones, are based on contact based on communication between members. These communities are an indispensable component of the learning process, both in traditional and distance learning settings. Simply put, it is believed that the participant of the online learning process is alone (Wiśniewski, 2001). However, it is not loneliness, but rather a large individualisation of participation in the educational process and in the group process. Nobody today questions the value of integration processes and social support in education processes. They proceed with a similar intensity during the learning time (spent by the student / student in a didactic situation) and during the engagement time, i.e. spent by the student / student in a social situation on the educational platform in contact with other group members (Mitel, 2002).

More and more active involvement of the recipients of the education process in its creation is possible thanks to the use of Web 2.0 technology and applications. New technology is ending the era when the teacher was at the center - now any learner can be a teacher to other learners at the same time (Bersin, 2009). Internet users, passively using network resources, are now their creators. They not only generate new content, but also collaborate on networking and share resources. These goals are served by technologies and social services that enable new forms of interaction with the use of web applications (Żołędziewski, 2011). According to Mazurek (2008), technologies based on the ideas of Web 2.0 enable: (Żołędziewski, 2011).

- creating collective knowledge bases using Wiki mechanisms;
- free statements of Internet users in the form of recommendations, ratings, reviews (blogs);
- storage, categorization, sharing and searching of websites (social bookmarking);
- publishing, sharing, searching and presenting specific knowledge resources (media-sharing services);
- submitting opinions, suggestions, complaints, praise (forums);
- dialogue with other members of the community using digital communication tools (chats and communicators);
- gathering and getting to know people with similar interests who want to develop further and share their experiences (social networks and virtual worlds);
- participation of Internet users in online surveys, including surveys of satisfaction with the use of websites and related to setting the directions of website development.

One of the solutions of Web 2.0 technology actively used by Internet users are social networking sites. They bring together people with similar interests who want to share their knowledge and use the experience and knowledge of others. It is possible thanks to tools for presenting oneself, creating thematic groups and interactions between members of a given community, both in the form of synchronous and asynchronous communication.

The development of the so-called social learning in organizations is indicated by research conducted by Masie (2009). Currently, as many as ¾ of organizations in the world use or plan to use social learning. Employees can collaborate on building business applications using ad hoc content, external web services, and remote access to enterprise data using social information toolkits. Most often these are tools such as wikis, blogs, web documents, social networks, discussion forums, collaboration in the classroom or project groups or external social networks. The so-called cooperation support environment also includes educational games for a group of players, tasks embedded in virtual worlds or ordinary Internet applications. The use of social learning tools in education also enables the acquisition of "soft" skills, i.e. cooperation, presentation, critical thinking, drawing conclusions, acting under pressure, etc.

The Futurelab report (2021) "Non-formal adult education using technology" provides an overview of various activities - from playing Wii Fit together to participating in online communities - that can foster self-learning. The report includes data from an opinion poll in Great Britain. As many as 94% of adult respondents replied that they had undertaken educational (informal) activities in the last three months, and 79% admitted that they used various types of educational resources, most often on the Internet, TV or DVD. 48% of the respondents admitted that they learn in their free time because they like training, 33% - because they stimulate the brain in this way. On average, adults in the UK spend 8.5 hours per week in informal learning, using various technologies to advance their knowledge and skills.

Futurelab sees an opportunity to intensify educational activities addressed to adults, therefore, together with the report, it disseminates materials informing adults about the sources they can use to supplement / deepen their knowledge. Examples of initiatives use mobile phones to learn foreign languages or analyze family stories using the resources of the Internet.

Informal education on the web also carries with it certain difficulties or dangers. The basic problem is that virtual space-mediated communication is governed by laws. In this respect, ascending generations, adolescents and children "born with a keyboard in hand", for whom the language of sms and emoticons is natural, will show a huge advantage over generations of seniors or even the so-called "Young old". On the other hand, the aforementioned maturity is a competence that will allow more conscious use of Internet content and incorporate it into the structure of personal experiences, which young people do not have much of. This will be favored by the growing movement of open access to educational Internet resources.

## 4. ICT to supporting social inclusion

Information and communication technologies (ICT) have become a key tool to help individuals and organizations fully achieve their educational and economic development goals. The digital divide is the inability of the population to access and use information and communication technologies, deepening social, economic and educational inequalities (Ochoa-Daderska, 2020; Gródek-Szostak, Kajrunajtys, 2019; Gródek-Szostak et al. 2018). To combat the digital divide, community computing centers have been used as an important first step to physically access ICT. Commonly known as Community Technology Centers (CTCs) or Telecentres, these publicly accessible laboratories provide a valuable means of disseminating technology in underserved communities (Wolske et al. 2010).

Gurstein (2003) points out that achieving educational and economic development goals in the information society requires more than simple physical access to ICT; access to tools such as computers and the Internet is only the first step towards effective social inclusion. Moreover, if we focus on tools and look only at technology diffusion to address digital divide, then we are making implementation trade-offs that never resolve other equally important issues. According to Fuchs (1998), while technology diffusion is often the initial impetus for CTC formation, this need diminishes over time as more access is available in private housing.

Nowadays, there is a growing demand for the use of ICT and digital training in educational institutions. This is because a broad spectrum of research has shown that the proper use of these tools increases the quality of education and connects science with society. Moreover, it ensures flexibility and accessibility of teaching and learning at the individual, group and social level (Fu, 2013; Lowther et al. 2008).

Therefore, the integration of information and communication technologies (ICT) in teaching is crucial for accessing knowledge and maintaining the pace of social development (Plomp, et al., 2007). Accordingly, in recent years, new educational approaches and policies have emerged to improve education systems by working with ICT, the use of which has led to positive results in various studies. In Spain, programs such as Internet en el aula (Segura et al. 2007), Plan Avanza (MEC, 2007) or Programa Escuela 2.0 (Sáez-López, Rodríguez-Torres, 2016) have been implemented. Studies available in the literature show that the use of technology is influenced by other factors, such as age, gender, type of center, previous ICT training, qualifications, professional level (Hinojo-Lucena, et al., 2019), teaching methodology (Tejedor et al., 2009) or educators' own values and expectations (Cheng et al., 2020). Many authors emphasize that the inclusion of digital technologies in the teaching process is associated with both technological knowledge and their pedagogical use (eg Guillén-Gámez et al., 2020).

The benefits offered by access to new information and communication technologies cover all age groups, but there are a few specific for older people (Skrzypek, 2004, pp. 25–26). The Internet, as well as a mobile phone, facilitate and significantly accelerate communication with relatives and friends, which is particularly important in the event of illness or disability. The Internet provides access to vast collections of information, including information as important to seniors as social and health care, pension systems, assistance for people with disabilities and leisure time opportunities. It also allows you to deal with many official matters without leaving your home. Knowledge of new technologies, in particular computer skills and the ability to use the Internet, significantly increases the chances of

additional employment and thus improvement of material conditions. It also allows you to make purchases over the Internet or just browse the offers and obtain information about prices and quality of products. Such services support the elderly, make their lives easier and increase their comfort as well as a sense of independence and self-reliance. Particularly important is the fact that the knowledge of information and communication technologies significantly improves intergenerational relations, contributing to integration between grandparents and grandchildren, and - as seniors strongly emphasize in their statements - influences authority. It is much easier for an older person who can use a computer, e-mail or instant messaging to contact a grandson, especially if he is in another place or abroad. Another important factor is the ability to reduce fees for such contacts not made with the use of a traditional telephone, but e.g. Skype, which allows you to enrich the conversation with the image of the interlocutor (Morbitzer, 2013).

Despite the growing awareness of support institutions, culture and education, as well as non-governmental organizations and business representatives in the field of digital exclusion, statistics show that the number of people with very low digital competences is not decreasing. A peculiar signpost for activities in the field of e-integration of the 50+ generation may be the recommendations from the report of the opening of the Coalition for the Digital Inclusion of the 50+ Generation. Between alienation and adaptation. Poles aged 50+ towards the Internet (Batorski, 2010), namely:

1. Taking actions to overcome barriers related to the lack of needs, willingness and competences of seniors in the use of new technologies.
2. Stimulating the needs, motivation and developing digital competences of seniors.
3. Creating services, content and special equipment adapted to the capabilities and limitations of people from the 50+ generation.
4. Communicating the benefits of using new technologies and their productive use.
5. Making websites more attractive and more accessible to customers aged 50+.
6. Preparing professional, interesting trainings and other educational activities in the field of the use of new technologies by people aged 50+ (Cyrklaff, 2016).

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## Social networks to sustain social inclusion intervention as well as the involvement of social educators

Javier SANCHEZ GARCIA – EuroFUE – UJI – Spain

The rapid digital transformation of the economy and society has made digital skills a basic tool for seizing the economic, social and environmental opportunities it offers: new and accessible forms of communication and service delivery, new professional profiles and business opportunities for companies to respond to global challenges, new possibilities for access to information, public services and economic activity across the European Union.

The exceptional situation resulting from the COVID-19 pandemic has accelerated the digitisation process, highlighting the strengths but also the relative weaknesses of the European Union. The former includes connectivity infrastructures, the development of e-government in some key areas and the adaptability of a large part of the business fabric. Among the latter, the lack of equipment and the low digital skills of a large part of the population, with particular incidence in those sectors that are undergoing an accelerated process of change, in the field of education (especially in the case of social educators) and in SMEs.

The European Digital Strategy recognises the need to foster the deployment of digital technologies to promote a fair and competitive economy, an open, democratic and sustainable society, and ultimately a better quality of life for Europe's citizens. The Digital Europe 2021-2027 Programme focuses on strengthening Europe's capabilities in artificial intelligence, high-performance computing, cybersecurity and specialised digital skills. The European Green Deal, conceived as a driver for the transformation of the European economy in the coming decades to make Europe the first climate-neutral continent, has become a key pillar for rebuilding the European economy in the short term after the COVID19-induced shock. Its main areas of action will require major digital innovations based on data and artificial intelligence, together with other specific technologies, will be key to solving a large part of the challenges it aims to address. The new European Industrial Strategy recognises the importance of skills for the dual green and digital transition, and the opportunities they can create for people. This is why the European Commission is firmly committed to ensuring that the green and digital transition go hand in hand and, therefore, that the reinforcement of digital and green skills goes hand in hand, enabling Europe to accelerate and take advantage of all the opportunities of this new model.

Furthermore, the Recovery Plan presented by the European Commission to face the post-COVID-19 era also stresses the importance of acquiring digital and green skills to achieve a fair and inclusive recovery through initiatives such as the Digital Education Action Plan and a New Skills Agenda for Europe (which includes among its ten initiatives the Coalition for Digital Skills and Jobs).

*Community framework*

The European institutions have recognised the importance of digital skills for living, learning and working in the knowledge society. As a sign of this, the European Parliament and the Council of the European Union already included digital competence as one of the basic competences for citizens in their Recommendation 2006/962/EC of 18 December 2006, and subsequently, in its Recommendation of 22 May 2018 on key competences for lifelong learning , digital competence is maintained as one of the eight key competences and defined as the "confident, critical and responsible use of and interaction with digital technologies for learning, at work and for participation in society. It includes information and data literacy, communication and collaboration, media literacy, digital content creation (including programming), security (including digital well-being and cybersecurity skills), intellectual property issues, problem solving and critical thinking. On the other hand, the Recommendation also emphasises that key competences, and digital competence as part of them, “are developed in a lifelong learning perspective, from early childhood to adult life, and through formal, non-formal and informal learning in all contexts, including the family, school, workplace, environment and other communities”.

## 1. Basic digital competences necessary for developing ICT-based social inclusion initiatives / services

This section looks at lifelong professional digital skills in collaboration with economic and social partners to enable both employed and unemployed people to develop the digital skills needed to fully integrate into the digital economy and social inclusion services. Administrations should pay particular attention to the rebalancing of digital skills between employed and unemployed people, as well as to gender and social inclusion rebalancing.

At EU level, following the publication of the Digital Single Market Strategy, the European Commission launched an initiative known as the Digital Skills and Job Coalition. More than 400 actors from both the public and private sectors have joined the Coalition with the aim of promoting digital skills in the European Union. In this respect, there is also a need to actively engage with the European Commission in order to align public policies (including social services focused on inclusion) to the EU's strategic framework for action in this field.

85% of all jobs in the EU require at least a basic level of digital skills and 4 out of 10 employers cannot find candidates with the necessary skills. These data show that there is a mismatch between demand and supply in digital skills, where the current supply of ICT-related profiles is not sufficient to meet a demand that is growing almost four times faster than supply. In this sense, the demand for ICT professionals has grown by 4% per year over the last ten years, yet there is still a lack of digital skills at all levels in Europe.

Despite strong and sustained employment growth for ICT professionals, the number of unfilled vacancies (up to 756,000 people) is expected to almost double in the coming years, the same problem will occur in the case of social services with a focus on inclusion.

The Eurostat database provides information on the digital skills of people working in public administration, defence, education, human health or social work activities. Data are available for Czechia, Spain and Poland, but not for Turkey. The results are as follows:

- Individuals who have basic information skills: very low levels in all countries (strength).
- Individuals who have above basic information skills: very high levels in all countries (strength). The highest level is for Spain (93%).
- Individuals who have basic communication skills: Levels never reaching 25%.
- Individuals who have above basic communication skills: high levels in all countries (strength). The highest level is for Spain (80%).
- Individuals who have basic problem-solving skills: Levels never reaching 25%.
- Individuals who have above basic problem-solving skills: High levels in particular for Czechia and Spain (strength).
- Individuals who have basic software skills: Czechia reaches levels of 44% (weakness).
- Individuals who have above basic software skills: Spain reaches the highest level with 66%.
- Individuals who have low overall digital skills: Poland reaches 28% (weakness).

- Individuals who have basic overall digital skills: The highest level is reached by Czechia with 49% (weakness).
- Individuals who have above basic overall digital skills: Spain reaches the highest level with 54% (weakness).

The results show that there is a need to increase digital skills training for people working in public services.

Table 1. Digital skills of people working in public administration, defence, education, human health or social work activities (percentage of individuals)

| GEO / Digetal skills | European Union - 27 countries (from 2020) | Czechia | Spain | Poland | Turkey |
|---|---|---|---|---|---|
| Individuals who have basic information skills | 6 | 5 | 4 | 7 | -- |
| Individuals who have above basic information skills | 88 | 91 | **93** | 86 | -- |
| Individuals who have basic communication skills | 16 | 19 | 16 | 20 | -- |
| Individuals who have above basic communication skills | 78 | 77 | **80** | 73 | -- |
| Individuals who have basic problem-solving skills | 17 | 16 | 14 | 23 | -- |
| Individuals who have above basic problem-solving skills | 75 | **79** | **80** | 69 | -- |
| Individuals who have basic software skills | 22 | **44** | 17 | 24 | -- |
| Individuals who have above basic software skills | 56 | 40 | **66** | 47 | -- |
| Individuals who have low overall digital skills | 20 | 14 | 17 | **28** | -- |
| Individuals who have basic overall digital skills | 32 | **49** | 27 | 32 | -- |
| Individuals who have above basic overall digital skills | 45 | 34 | **54** | 36 | -- |
| Individuals who have basic or above basic overall digital skills | 77 | **83** | 81 | 68 | -- |
| Individuals who have no overall digital skills | 0 | 0 | 0 | 0 | -- |
| The digital skills could not be assessed because individuals have not used the internet in the last 3 months | 3 | 2 | 1 | 3 | -- |

Source: Eurostat (isoc_iw_ap)

## 2. Basic competences to work on online communities to sustain social integration

The general competence is to programme, organise, implement and evaluate social integration interventions applying specific strategies and techniques, promoting equal opportunities, acting at all times with an attitude of respect towards the target persons and ensuring the creation of safe environments for both the target persons and the professional.

The specific professional, personal and social competences required of a senior technician in social integration are listed below:

1. Drawing up social integration projects, applying the legal regulations in force and incorporating the gender perspective.
2. Directing the implementation of social integration projects, coordinating the necessary actions to carry them out and supervising the performance of the activities with quality criteria.
3. **Carry out administrative actions associated with the development of the project, applying information and communication technologies to manage the documentation generated.**
4. Program social integration activities, applying the most appropriate resources and methodological strategies.
5. Design and implement actions to prevent domestic violence, assessing their development.
6. Design activities of attention to physical and psychosocial needs, according to the characteristics of the users and the context, monitoring and evaluating their development.
7. Organise domestic management support activities, according to the characteristics of the cohabitation unit, monitoring and evaluating their development.
8. Organise and develop psychosocial support activities, showing a respectful attitude towards people's privacy and assessing their development.
9. Organise and develop training activities in personal and social autonomy skills, assessing the results achieved.
10. Design and develop socio-educational intervention activities aimed at students with specific educational needs, collaborating with the interdisciplinary team.
11. Organise and implement labour and occupational integration programmes, evaluating their development and their adjustment to the pre-set itinerary.
12. **Train in communication skills, making use of alternative or augmentative systems and motivating users in their use.**
13. Perform mediation tasks between individuals and groups, applying participatory and conflict management techniques in an efficient way.
14. Apply protocols established in the field of first aid in accident or emergency situations.

15. Control and monitor the intervention with a self-critical attitude and applying quality criteria and feedback procedures to correct detected deviations.
16. Maintain fluid relationships with users and their families, members of the working group and other professionals, showing social skills and providing solutions to conflicts that may arise.
17. **Adapt to new work situations, keeping scientific, technical and technological knowledge related to their professional environment up to date, managing their training and existing resources in lifelong learning and using information and communication technologies.**
18. Solve situations, problems or contingencies with initiative and autonomy in the area of his/her competence, with creativity, innovation and spirit of improvement in personal work and in that of the members of the team.
19. Organise and coordinate work teams with responsibility, supervising their development, maintaining fluid relations and assuming leadership, as well as providing solutions to group conflicts that may arise.
20. Communicating with peers, superiors, clients and people under his/her responsibility, using effective means of communication, transmitting the appropriate information or knowledge and respecting the autonomy and competence of the people involved in the scope of his/her work.
21. Generate safe environments in the development of his/her work and that of his/her team, supervising and applying the procedures for the prevention of labour and environmental risks, in accordance with the provisions of the regulations and the objectives of the company.
22. Supervising and applying quality management, universal accessibility and "design for all" procedures in the professional activities included in the production or service provision processes.
23. To carry out the basic management for the creation and operation of a small company and to have initiative in his/her professional activity with a sense of social responsibility.
24. Exercise their rights and comply with the obligations derived from their professional activity, in accordance with the provisions of current legislation, actively participating in economic, social and cultural life.

3 competencies related to digitization have been highlighted:

3. Carry out administrative actions associated with the development of the project, applying information and communication technologies to manage the documentation generated.

12. Train in communication skills, making use of alternative or augmentative systems and motivating users in their use.

17. Adapt to new work situations, keeping scientific, technical and technological knowledge related to their professional environment up to date, managing their training and existing resources in lifelong learning and using information and communication technologies.

## 3. Basic competences for social educators to work with social networks

Eurostat provides information on ICT use among social workers and other civil servants. Data available are for Czechia, Spain and Poland (see Table 2). No data available for Turkey.

Spain stands out from the other countries on the following points:

- Individuals used computers, laptops, smartphones, tablets or other portable devices at work (81%).
- Individuals used computers, laptops, smartphones, tablets, other portable devices or other computerized equipment or machinery such as those used in production lines, transportation or other services at work (83%).
- Individuals exchanged emails or entered data in databases in their work (70%).
- Individuals used social media for their work (25%).
- Individuals used applications to receive tasks or instructions in their work (36%).
- Individuals used occupational specific software in their work (46%).

Czechia stands out from the other countries on the following points:

- Individuals used other computerized equipment or machinery such as those used in production lines, transportation or other services at work (13%).
- Individuals created or edited electronic documents in their work (60%).

Poland stands out from the other countries on the following points:

- Individuals developed or maintained IT systems or software in their work (5%).

The latest data available from Eurostat predate the Covid-19 pandemic, and it is likely that during the pandemic digital skills among social workers have increased, as teleworking has increased, which has led to an associated increase in the need to improve digital skills.

*Table 2. Use of ICT at work and activities performed. Working in public administration, defence, education, human health or social work activities (percentage of individuals)*

| INDIC_IS/GEO | European Union - 27 countries | Czechia | Spain | Poland |
|---|---|---|---|---|
| Individuals used computers, laptops, smartphones, | 79 | 70 | **81** | 74 |
| tablets or other portable devices at work | | | | |
| Individuals used other computerized equipment or machinery such as those used in production lines, transportation or other services at work | 11 | **13** | 10 | 9 |
| Individuals used computers, laptops, smartphones, tablets, other portable devices or other computerized equipment or machinery such as those used in production lines, transportation or other services at work | 80 | 72 | **83** | 74 |
| Individuals exchanged emails or entered data in databases in their work | 69 | 66 | **70** | 61 |
| Individuals created or edited electronic documents in their work | 54 | **60** | 56 | 52 |
| Individuals used social media for their work | 17 | 16 | **25** | 16 |
| Individuals used applications to receive tasks or instructions in their work | 20 | 24 | **36** | 20 |
| Individuals used occupational specific software in their work | 41 | 41 | **46** | 28 |
| Individuals developed or maintained IT systems or software in their work | 6 | 3 | | **5** |

Source: Eurostat (isoc_iw_ap)

In general, the highest values are achieved in the following digital competences:

- Individuals used computers, laptops, smartphones, tablets or other portable devices at work
- Individuals used computers, laptops, smartphones, tablets, other portable devices or other computerized equipment or machinery such as those used in production lines, transportation or other services at work
- Individuals exchanged emails or entered data in databases in their work
- Individuals created or edited electronic documents in their work

The use of social media by social workers in their jobs is very low, with the maximum value reached in the case of Spain at 25%. This result highlights the need to increase the use of social media among social workers to support active inclusion mechanisms.

## 4. Good examples of Social networks to combat behavioural addictions

The concept of "addiction" as a problem derived from substance use is approximately 200 years old (Levine, 1978). As the phenomenon evolves, several paradigms and theories have been postulated in an attempt to offer explanations. Basically, three different perspectives have been generated to explain the concept of addiction and the phenomena associated with it: the biomedical model, the biopsychosocial model and the sociocultural model.

Currently, the predominant explanation within the scientific community on the concept of "addiction" is the one offered and disclosed by the National Institute of Drug Abuse (NIDA), which defines it as:

"A chronic and relapsing disease of the brain characterized by compulsive drug seeking and use, despite its harmful consequences. It is considered a disease of the brain because drugs modify this organ: its structure and functioning are affected. These changes in the brain can be long-lasting, and can lead to dangerous behaviours seen in people who abuse drug use" (NIDA, 2014:5).

This definition of NIDA, which does not include social factors, highlights the current reductionist trend in the field of addictions (Apud and Romaní, 2016; Becoña, 2016).

To understand how this point is reached, it must be approached from a broader spectrum, since, in addition to addictions, it affects more areas of the social-health sector. In fact, according to Tizón (2006), this biologicist reductionism that has been present for more than a decade can be explained by a lower critical capacity and autonomy of professions related to healthcare. According to several authors, these current circumstances may be due to a cultural and ideological imposition, also related to the power of large corporations related to the health sector, such as pharmaceutical companies (Davenport-Hines, 2003; Tizón 2006; Levin, 2011). From this reduction to the biomedical model that predominates today, a process of medicalization emerges that has been defined and criticized by numerous authors over the last decades (Conrad, 1992; Foucault, 1974; Lakoff, 2006). In the field of addictions in particular, the search for pharmacological treatments may entail the danger of hiding or underestimating psychosocial determinants that influence the problem and may prevent or hinder global and comprehensive actions (Epele, 2008).

***Social education in addictions: a brief historical overview (Spain).***

Social Education accumulates a history within the attention to addictions in Spain, with references that place Social Educators in the first treatment centres' in Spain, in the early 70s. In Social Education, three previously existing professions are merged, different but closely related to each other: sociocultural animation, adult education and specialized education, and, especially the last one, encompasses work with addictions, which continues to be a key area of action of Social Education once consolidated as a university degree (Bas-Peña, 2014).

It is hardly debatable how appropriate it is that Social Education is one of the disciplines with the greatest presence in addressing addictions; in most cases, the socialization process has been altered by behaviours that promote differential association (Sutherland, 1993) or by social isolation, implying deficits in the social performance of individuals. The socialization process refers to the relationship established by the subject with the various aspects of the social environment. Romaní (1993) proposed an approach he called "Reconstruction of the modus vivendi" referring to drug users in a situation of abandoning drug use, in which he reflected aspects of the environment important for this process such as family, friends, neighbourhood, housing, leisure, work and the economy. This approach of re-

construction must necessarily take place after or at the same time as a process of de-construction. And for the accompaniment in a process of these characteristics, the socio-educational task is basic, starting from the objectives that appear in the definition of Social Education of ASEDES (2007): firstly, the incorporation of the subject of education to the diversity of social networks, understood as the development of sociability and social circulation; and, secondly, the cultural and social promotion, understood as the opening to new possibilities for the acquisition of cultural goods, which broaden the educational, labour, leisure and social participation perspectives. This work model, heir to the Empowerment Model (Costa and López, 1992), is widely explained in previous works (Olivar, 2005; Olivar and Tembrás, 2007).

The presence of Social Education in the history of addiction care in Spain appears in several publications (Carretero et al, 1988; Jordá, 1989; AA.VV., 1991; Aguilar, 1995; Asoc. Épsilon, 1996; Camacho et al, 1997; Olivar, Sanchís and Ros, 2008). However, despite the fact that social educators are the professional group most present in addictions work, this presence does not correspond to their status, manifesting itself in aspects such as frequent ambiguity in their functions, assuming tasks below their qualifications, and -especially in a context dominated by the biomedical approach- a lesser presence in decision-making compared to other professions related to this field (Olivar, 2005). This situation, which was already evident at that time, has become more acute with the economic crisis of recent years.

In the field of addictions in the Spanish context, the presence of social educators is generalized in all areas of care, and especially in residential or semi-residential resources, and in preventive, treatment and reintegration programs in the community environment. From the work in the residential environment in the daily life in spaces such as Therapeutic Communities, to the work in the open environment, acting with minors at risk with preventive intention, the social educator develops his task, using socio-educational strategies oriented to the social incorporation of the subject to overcome the problems associated with addictions.

***Examples of good practices in Europe.***

The Best Practices Portal is a tool for promoting the quality of interventions in drug demand reduction and other addictions in Spain that allows the identification and selection of quality programs, facilitating their transfer and dissemination, as well as offering advice and training to the professionals who implement them.

**PASE.bcn - aimed at young people, parents, schools and extracurricular contexts.**

The European Smoking Prevention Framework Approach (ESFA) addresses four groups/situations: youth, parents, schools and the out-of-school situation. The program components consist of (i) smoking prevention through health education as part of the curriculum (smoking prevention sessions use a social skills-based approach); (ii) stimulating a smoke-free school environment (e.g., with regulatory policies, smoking cessation training for teachers and parents); and (iii) regional out-of-school smoking prevention activities (e.g., through regional advertising and smoke-free activities for adolescents). The program is teacher-led and lasts approximately two school years.

The program has been implemented in six countries. In each of the participating countries, a project coordinator was appointed and is responsible for the development and implementation of the project at the national level. Each project coordinator worked together with a national steering group composed of representatives from relevant national organizations in the field of tobacco prevention. The content of the ESFA program was finalized when consensus was reached on the central goals and objectives during meetings between the contractors and the national project coordinators. Despite reaching consensus on the core objectives, all countries wanted the freedom to add other objectives, so each country used and/or developed its own materials, always keeping in mind the main goals and objectives. All programs were implemented in the fall and winter of 1998, and all were teacher-led.

Finland: the program was implemented in 13 experimental schools. This program includes five one-hour lessons on smoking prevention in general; how to say no, the consequences of smoking and reasons for smoking; the development of skills for saying no; and opinions and reasons for not smoking. A video was used to show social influences and a drama group demonstrated social influence resistance skills. Participants did not receive a student manual. Lessons are led by teachers; who received 20 hours of training, manuals and credits for the following training. At the school level, the ESFA School Policy Guide was used. Parents received a "Quit & Win" booklet on smoking cessation and are invited to participate in the "Quit & Win" contest. For the after-school component, three posters were developed to be displayed in locations in schools where children spend much of their free time. Finally, participants were sent two newsletters, which include peer group models explaining their decision not to smoke and offering advice on how to avoid smoking.

Denmark: this program has been implemented in 30 schools. The program included six one-hour lessons on smoking prevention in general; personal responsibility and alternatives to smoking; social pressure; saying no skills; decision making; skills training; the impact of advertising; and smoking policies. Students received a student handbook. Teachers received a tutorial, theoretical background information, overhead transparencies and worksheets for the children. At the school level, the ESFA School Policy Guide was disseminated. Parents received a letter about the ESFA project, how to discuss tobacco use with their children, and how to order smoking cessation materials. For the out-of-school component, two posters were developed for schools, lunchrooms and public places such as libraries and sports centers. Participants were sent three postcards with the same images as the posters. Finally, a brochure was distributed to youth community representatives describing how to talk about not smoking with adolescents.

The Netherlands: this program included five one-hour lessons. The first three lessons consisted of the national program, on general smoking prevention, personal decision making and intentions. The lessons used teacher and student manuals. Two video lessons (soap operas) demonstrated social influences and social influence resistance skills using verbal and nonverbal communication. At the school level, the ESFA Smoke-Free Policy Guide was used. Regional health coordinators received a packet describing how to inform parents and school staff about smoking prevention and the ESFA project, along with sample presentations and

letters featuring the ESFA project, promotional materials (posters, postcards, and stickers), and smoking cessation materials. Posters and flyers were disseminated outside the school where schools were interested in this.

The United Kingdom: this program included five lessons, each lasting 30 minutes. The lessons addressed smoking prevention in general; the economic and environmental consequences of smoking; reasons for smoking; advertising; and decision making. Students used worksheets and video games. Teachers attended a one-day training course and received manuals. "Quit," a national organization for nonsmokers, implemented theater sessions where children interact with actors, discuss their opinions about smoking and how to abide by their opinions. There were no parental or community activities.

Portugal: this program included six lessons, partly based on the PASE project adapted and implemented in Barcelona, addressing: the effects of smoking; reasons not to smoke; social influences, skills and decision making. Students used worksheets. Teachers attended a 48-hour training course and received a manual, and were given credit for following the training course and giving lessons. Schools received the ESFA school policy manual and a no-smoking poster for National No Tobacco Day. On that day, teachers received a letter asking them to discuss smoking-related problems with their students, and many schools also organized other activities (mainly sports). At the community level, the Portuguese Minister of Health and the mayor of the local community publicized the ESFA project on National No Tobacco Day.

Spain: the PASE project has been adapted to ESFA standards and includes sessions on increasing self-efficacy and training in saying no skills. Materials include teacher manuals, two videos and worksheets for children. Students received six lessons on the effects of smoking; peer pressure; advertising; the prevalence of smoking behavior; the difficulty of quitting; skills training in saying no; and planning for future behavior. Teachers received four two-hour training sessions. Schools received the ESFA school policy manual, along with a letter to parents. A poster was disseminated outside the school.

Summary of results

The program has been evaluated in a quasi-experimental study in Finland, Denmark, the Netherlands, the United Kingdom, Portugal and Spain. The mean age of the young people was 13.3 years. Self-reported measures were completed, and all results reported here were post-test.

In Spain, there were fewer youth in the intervention condition who started smoking (statistically significant) and more participants in the control group who started smoking weekly ($p = 0.08$, marginally significant). There was no effect on intention to start smoking in the next year.

In Finland, fewer participants in the intervention group started smoking, but it was not statistically significant. Fewer participants in the intervention group started smoking weekly (statistically significant at 24 months after baseline and marginally significant ($p = 0.06$) at 30 months, i.e., posttest). No effects were found on intention to start smoking in the next year.

In Portugal, there were fewer intervention group participants who started smoking and who started smoking weekly compared with the control group. Fewer intervention participants reported having intentions to smoke in the next year. (All of these differences were statistically significant).

In the United Kingdom, there was no effect on smoking. However, statistical significance was found favoring the intervention on intention to start smoking in the next year.

Counterproductive effects were found in the Netherlands and Denmark, where more participants in the intervention group became smokers and more started smoking weekly compared to the control group. Although the negative effect on weekly smoking was statistically significant in Denmark in the early years of the program, the only (negative) effect that was statistically significant at the end of the program was weekly smoking in the Netherlands. The effect on intention to start smoking in the next year was not statistically significant in either country.

The overall analysis showed that there was a statistically significant effect on weekly smoking, but not on the number of smokers. The study also measured attitudes and self-efficacy using five measures, the effects of which were not statistically significant at the end of the program (30 months from baseline) in the different countries. Overall, fewer intervention participants believed in the advantages of smoking and more intervention participants had social self-efficacy (not smoking in social situations).

**Empecemos (Let's get started) - Prevention program indicated for children with early onset behavioral problems, their families and teachers.**

This multicomponent program is based on the principles of social learning and is inspired by empirically validated programs such as Coping Power and Incredible Years. The use of audiovisual material facilitates the modeling and transmission of content as a more direct and flexible means than didactic instruction, written outlines or mere discussion. The objectives of Empecemos are to change the educational practices of parents by encouraging effective behavioral monitoring, positive educational practices and appropriate structuring of the context. It also aims to improve the quantity and quality of positive parent-child interactions by reversing the cycle of coercion, through the promotion of shared activities and time spent together. Parents are trained to enhance positive behaviours through the use of praise and incentives. This provides parents with resources to address behavioural problems by setting age and developmentally appropriate limits for the child, in addition to imposing mild, non-violent sanctions for misbehaviour. Beyond this, the program strives to strengthen family-school ties by promoting participation in school activities and encouraging constructive interviews with teachers. Empecemos consists of 19 sessions applied in the school context, which train children in emotional recognition and regulation skills. Empecemos incorporates, as one of its three components, a direct intervention module with the children (emotional, cognitive and social skills necessary to display a socially competent

behavioral style). Although Empecemos was conceived as a joint and coordinated intervention program for families, teachers and children, its implementation showed that the intensive and simultaneous involvement of these three agents is not always possible. Work overload, difficulties in combining schedules due to family responsibilities, situations of personal stress or scepticism about the effectiveness of the interventions often make it difficult to participate in interventions aimed at families and teachers.

*Summary of results*

In the study by Romero et al. (2017), children with significant behavioural problems were identified both at home with their family and at school through an early detection (screening) process, and the program was implemented in eight schools. It included a long-term follow-up of 56 children for seven years. Multivariate analysis showed significant differences in attitudes (higher in the control group) and in the intention to use tobacco or alcohol (also higher in the control group). When the proportion of adolescents who "probably do" use tobacco was analysed, 11% of the intervention group were willing to use tobacco, compared to 42% of the control group (chi-square: 7.59, 1 gl, $p < .001$). For adolescents who were "probably yes" to consume alcohol, 11% of the intervention group chose this response, compared with 35% of the control group (chi-square: 6.23, 1 gl, $p < .01$). No differences were found in age of onset. There were significant differences in the frequency of actual tobacco use, but none in relation to aggressive behaviour, despite the fact that one of the most salient contents of the component aimed at children is coping with anger. Nor were significant differences found in emotional control skills or empathy, which seems to suggest that the specific effects on interpersonal emotions attenuate over time and, therefore, that these components require reinforcement during the intervention. No significant effects were found for cannabis use; probably due to its later onset than tobacco and alcohol use.

The study by Romero et al. (2019) evaluated the efficacy of Empecemos in 128 children with behavioral problems (67 in the intervention condition -GI- and 59 controls -GC-) in 18 public schools in urban and semi-urban areas. School-level assignment to the GI and CG groups was randomized: 9 schools to each. The children's guardians assigned them to levels between third and fifth grade of primary education by means of a brief early detection instrument (10 items). The inclusion criteria were to obtain a T-score higher than 70 on the "Externalizing" dimension of this instrument. The data suggest that Empecemos improves emotional, cognitive and social skills and reduces behavior problems, especially teacher-reported behavior problems. The study did not assess outcomes related to substance use, but showed significant effects when comparing the evolution of the intervention group versus the control group on other important behavioral outcomes.

The small sample size (common in such studies of high-risk children) weakens the statistical robustness of both analyses performed. A key issue for qualification is that all studies focus on different components and target groups. Only one study is an RCT with less than 12 months follow-up (post-test after 1 month) that examined only children's outcomes, furthermore the IG was significantly older in age compared to the CG (Romero et al., 2019).

**Unplugged - Program to work on social influence in the school environment: life skills training and modification of normative beliefs.**

Unplugged is a school-based programme that incorporates elements focusing on critical thinking, decision making, problem solving, creative thinking, effective communication, interpersonal skills, self-awareness, empathy, coping strategies, normative beliefs and knowledge about the harmful effects of drugs.

Unplugged specifically addresses changing students' beliefs about substance use (normative beliefs) by contrasting data from surveys of students of the same age, which typically reveal that average use is lower.

The curriculum consists of 12 one-hour sessions delivered once a week by teachers who have previously attended a 2.5-day training course on lessons and materials, as well as on how to teach using a method that encourages student-student and student-teacher interaction, such as role-playing and giving and receiving feedback in small groups.

Based on teacher feedback and obstacles identified in the first implementation of Unplugged, the revised lessons in the programme are: 1. What is Unplugged; 2. In or out of the group; 3. The materials are available on the EU-Dap project website (www.eudap.net).

This core curriculum is complemented by student-led peer-led meetings or workshops for parents. While in the implementation of the pilot version, the curriculum was moderately well implemented, peer-led activities were rarely carried out, few parents attended the workshops, and one important element - role-play - was generally omitted by teachers.

Summary of results

The program has been evaluated in a cluster randomized controlled trial (RCT) with adolescents aged 12-14 years in seven European countries: Austria, Belgium, Germany, Greece, Italy, Spain and Sweden. A trial was also conducted in the Czech Republic with adolescents, who had an average age of 11.8 years.

In the international comparative study (post-test), participation in Unplugged was associated with a significantly lower prevalence of self-reported daily cigarette smoking, binge drinking and cannabis use in the past 30 days in the intervention group compared to the control group. Youth who were part of the program were less likely to go from nonsmoking or sporadic smoking to daily smoking than those in the control group. Similar patterns appeared in the use of other substances. A gender analysis was performed for the intervention group; results showed that, relative to girls, boys appeared to have a slower progression in substance use, and use may even decline over time.

At 18-month follow-up, tobacco use and frequency of binge drinking were lower among students in the intervention group than those in the control group. Students in the intervention group showed higher tendencies to remain non-tobacco users or to move from occasional users to non-users. The number of students who reported not having been drunk in the past 30 days was high among students in the intervention group compared to those in the control group. Participants in the intervention group also reported having fewer behavioral

problems compared to the control group. In addition, participants who reported at baseline that they did not use alcohol were more likely to maintain this status after the intervention, and those who reported at baseline that they used alcohol occasionally showed a slow progression to frequent user status. With respect to marijuana use, the proportion of nonusers who maintained this status was higher in the intervention group than in the control group. All these differences were statistically significant.

The Czech study found statistically significant effects in favor of the intervention. Although at 1 month and 12 months after the intervention no significant differences were found between groups in cigarette use during the past 30 days, participants in the intervention group were less likely to have smoked a cigarette in the past 30 days at 3, 15 and 24 months after the intervention. There were no significant differences between the intervention and control groups in lifetime smoking prevalence rates.

Countries evaluated

Austria, Belgium, Czech Republic, Germany, Greece, Italy, Spain, Sweden and Greece.

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# Basic educational portfolio for social educators / volunteers

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## 1. Education portfolio for social educators

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 behavior 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

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.

## 3. Evaluation methodology for online inclusion programs

Digital connectivity has gained the highest importance in the history of humanity with the pandemic. Despite the fact that digital sources and opportunities are dominating our lives in various aspects, there are millions of people who are still unable to get online. People from all age and social groups need to be provided with the right digital tools and opportunities. However, factors such as economic level, education, and geographical location are associated with digital exclusion, and the circumstances caused by the pandemic have made the digital divide even more significant. It seems that it will go on expanding because for so many, the pace of the technological change and development is too fast. This perception has important consequences. Merely creating the opportunities to make digital infrastructure accessible to everyone is not adequate. Skills and capabilities should be shared with most disadvantaged groups so that they can be equipped with the tools to thrive in an increasingly digital world. This gap could be filled by providing people with online inclusion programs in which they gain necessary skills and competences to survive in the digitized world.

Digital inclusion programs in different parts of the world have shown that digital involvement has the potential to transform lives not only for the individuals but also for whole communities. Upskilling generations and making technology accessible for everyone are important points enabling changes.

Providing only digital programs is not sufficient. The efficiency of these programs and whether these programs succeed their goals and objective should be evaluated in a systematic way. A well-structured evaluation also enables to adjust programs according to the feedback provided. There are three main types of evaluation methods that are based on goals, process, and outcomes. When one chooses a goal-based evaluation, whether objectives have been achieved is evaluated.

When the evaluation is process-based, the evaluation focuses on the strengths and weaknesses of the program. Finally, if the evaluation is outcome-based, then it investigates what greater good was served as a result of the program or project.

Miscellaneous programs in different fields around the world fundamentally utilize some known methods to evaluate the efficiency of a specific programs. These methods could be centered around test, participation, data collection, financial reports, performance, or subjective (qualitative) methods.

When a test is utilized, the efficiency or effect of a program could be tested through pre and post test to see the differences in terms of various aspects before and after the program. Another method could be testing against control groups. One group is provided with a program and one is not, then the difference between the two (or more) groups could be compared based on the difference potentially to be caused by the program.

Participation in a program is an important indicator in terms of various aspects. Whether participants attend the program actively and regularly and whether they complete the program

and its requirements are good indicators of the program. The participants could be given certificates and a follow-on tracking could be utilized for evaluation.

More in-depth evaluation could be performed through collecting data using surveys, questionnaires, interviews, checklists, and feedback forms. The participants could be asked general or more specific questions about the program. More detailed information could be obtained through interviews, and feedback forms could be utilized to improve future programs to be designed in the future or revise the existing ones.

The program has a budget and a detailed analysis of the financial reports could provide insights about the programs for future revision and improvement. Cost to budget, cost per unit of service, and on time on budget are some of the examples.

Some subjective methods are also utilised for the evaluation of programs. The participants or other people involved including educators and organizations might share their views, ideas, and suggestions about the program through qualitative methods such as journals, testimonials, observations, etc.

Before choosing the most objective method to evaluate a program, one should consider its primary purpose, the specific need for the program, how the design of the program meets the community needs, the main goals/objectives, critical sources, short-term and long-terms goals and effects, etc.

## 4. Adult training programs: Parent Training Good Examples from online parent-training programs

Populations from all ages need trainings, and the rapid developments in the constantly changing world make developing skills and acquiring new ones necessary not only for young people but also for adults and even older adults. The content of any training could demonstrate differences based on the needs of people who need training. While some people need training to get prepared for a career or advance in a job they already have, some others might need a single course or get an apprenticeship. Well-designed courses about various topics meet the specific needs of people and help them find better employment options.

Different online or face to face programs in different places provide adult learners with education in their careers; courses include a wide range of fields including manufacturing, healthcare, transportation, childcare, security, cooking, literacy skills of the modern world, technology, etc. An effective program meeting both the learners' and the employer's need could have life-changing effects.

Adults have different learning characteristics than children or young people. These characteristics should be taken into account in any training program. For instance, adults have a higher sense of self-direction and motivation. To be involved in a training program, adults need to see the direct benefit, value and purpose of learning. A well-designed learning program should thus have clear goals and concrete outcomes to be perceived as useful for the adult learner. Utilising the Self-directed Learning Theory can help learners to drive their own learning journey.

Secondly, adults learners, who have more life experiences than younger learners, use their life experience to facilitate learning. When they engage in learning, they benefit from training programs that acknowledge this. The training could benefit from the Social Learning Theory, which is based on combining learners' own experiences and observations to gain a more full understanding of concepts.

Thirdly, adults focus on achieving goals. They need to know how the information will help them achieve their goals, which could be personal or Professional goals. Therefore, program designers need to keep this in mind to make sure that learners are provided with plenty of tools and information that can help them to reach their goals. Giving learners recognizable and achievable goals in the form of a problem to be solved can help to encourage the development of knowledge and skills as well as teamwork.

Fourthly, adults need to see that the information is relevant. Therefore, the relevance of information in the program should be highlighted to engage learners. Both short-term and long-term benefits should be highlighted so that learners can dedicate themselves to the program.

Fifth, adult learners are practical. The knowledge gained should be applied immediately. It is important to construct learning materials with practical examples. Real-world scenarios and problem-solving requiring learners to access their experience and knowledge could be helpful. A learning theory that prizes hands-on learning and the use of experiences to ensure that

knowledge is gained in a complete fashion; namely experiential learning, could be utilized to help adult learners to learn better.

Sixth, adult learners look for help and mentorship. Including an experienced role model to the program could be beneficial for adult learners in their learning journey. Creating opportunities for mentorship can add a great amount of value. Some ways of enabling such opportunity could be through developing ways to connect learners with mentors within the organization, setting up seminars, providing learning opportunities across departments, and creating a culture of learning and knowledge sharing throughout the organization.

Seventh, adults are open for modern ways of learning. Adults understand that knowledge can be gained in a variety of different ways, and they are willing to try new formats. Offering a variety of sources and options, can help organizations to ensure that all learners have access to learning content that engages them.

Finally, adults want to choose how they learn and thus they respond to self-directed learning positively. Being able to control how and when they learn means that they are more likely to be fully engaged with the content, rather than simply going through the motions of learning. Action learning theory could fit for this principle because it allows learners to have control over their learning process.

The digital era we are living in requires a good command of technology use. Particularly after the pandemic, there has been a rapid increase demand and necessity for using and providing services digitally. Despite this rapid change, the digital era and its requirements could be too challenging for many people around the world in both developed and underdeveloped countries. Digital inclusion of adults is an important issue due to it connection with social inclusion. Children of digitally excluded parents could face the probability of being socially excluded. Digital inclusion could be achieved by including parents also in the education processes.

Parents also need training to monitor their children's safe development in this new digitalized world. Technology is improving so rapidly that

Parents can be provided with educational opportunities through various ways and methods. Considering the circumstances the world is in, providing such education of various topics can be possible through online sources. Internet-delivered programs are considered valuable since they enable to access higher number of participants from a variety of regions. Parents, who require training on various topics ranging from staying safe online to improving education or nutrition skills, can benefit from these programs without needing to be physically present in a different place when they are delivered online.

An example for an online education program for parents could be about the ways how to keep their children safe and focused during online education. Online world offers so many opportunities that children can easily be distracted while they are supposed to be learning in online environments. Therefore, parents are offered a number of important points to keep in mind through some tips (Virtual schooling). Some of these include using a password manager

and unique passwords, maintaining primary email accounts, choosing a browser and search engine that respect privacy, using a VPN, and requesting online security training.

Parents with children with autism are also provided with online education programs. One example for this is by ICDL floortime. The website offers free online education for parents and professionals. Education topics for parents include the following topics: free virtual floortime consultations for parents, learning about floortime, weekly parent peer support sessions, mini-seminars for parents, on the floor video series with a doctor, and learning how to promote their child's development.

NAMI Basics is another example for online education program designed for parents. The free, six-session program caregivers and other family who provide care for youth aged 22 or younger who are experiencing mental health symptoms. The course provides clinical information and strategies for care giving and utilizes presentations, discussion and interactive exercises. Participants are offered six sessions that last 2,5 hours each.

Youtube also provide users with opportunities to learn at home (https://learnathome.withyoutube.com/videos/). Learning videos are categorized by age or by subjects. Categories by age include a) families with children 13 and older, families with kids 5 and older, and families with preschoolars. Categories by subject include Science, Math, Humanities, and electives. The web site encourages parents and children to choose fun online learning activities.

Some websites provide parents with free guides to be safe online (https://beinternetawesome.withgoogle.com/en_us/families). The guide provided in two languages includes the following table of content topics to help families: Be Internet Smart (Share with Care), Be Internet Alert (Don't Fall for Fake), Be Internet Strong (Secure your Secrets), Be Internet Kind (It's Cool to be Kind), Be Internet Brave (When in Doubt) Talk it out), Google (Family Link). In the web site, there are some other resources that help parents to learn many topics online such as google families, family pledge, family link parent's guide, internet papercraft activity template, etc.

The website education reimagined is also one of the online learning platform examples for parents and families. Some topics for parents offered in the website include Back to School Sleep Tips during COVID, a Parent's Guide to Virtual Learning, Digital Resources for Overwhelmed Parents, Cultivating Confident Learners, Google Tools for Struggling Students and Special Needs, Talking to children During the Coronavirus Crisis.

UCL (https://education-reimagined.org/distance-learning-resource-center/#parents) also provides free online resources for parents. Beside the free online resources about coronavirus crisis including animated films, coloring books, comics, etc., the website also offers education topics relating to home learning. Some examples include managing the transition to home schooling, communication and interaction, social, emotional and mental health, learning at home, home learning resources list for schools and families, and ideas for stress and remote learning.

Jigsaw (https://jigsaw.ie/) is a website that provides parents with a number of education topics. An example is about parents' taking some time to look after themselves particularly during times of increased stress. The program introduces exercises that help parents with coping during difficult times. Helping young people to manage disappointment, mental awareness of parents, and promoting and supporting youth mental health are some other topics in the website.

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# Professional competences for Social Inclusion staff

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## 1. Professional competences for staff working in social inclusion

Lifelong learning represents a fundamental conceptual change in the concept of education, his organizational principle, where all the possibilities of learning - whether in traditional educational institutions within or outside the education system - are seen as the only interconnected ones a whole which allows for diverse and numerous transitions between education and employment and which allows to acquire the same qualifications and competencies in different ways and at any time during life. The formal education system forms the necessary foundations for this concept of lifelong learning, however, it forms only one part of it. Every person should be given opportunities to be educated at different stages of their lives in accordance with their abilities, needs and hobbies. Lifelong learning understands all learning as an uninterrupted continuity “from cradle to mature age’. High quality basic and general education for all, from the earliest childhood is its base. It should ensure that one "learns to learn" and has to learn positive attitude. Subsequent initial and further vocational training should equip a person skills and abilities to inventively solve modern problems of sustainable development, social cohesion and the knowledge-based economy and should not lack moral content.

Poverty and social exclusion are very closely linked to unemployment, in particular long-term. Almost half (46.7% in 2018) of the unemployed are at risk poverty. Ensuring equal access to employment for all groups of the Czech population is necessary precondition for combating social exclusion, especially for the productive component population. Promoting the employment of vulnerable groups is important both for security reasons adequate income and prevention of the risk of poverty for socially excluded persons, where appropriate persons at risk of social exclusion, as well as due to the social integration of this group population of the Czech Republic, because the performance of employment is not only a basic source of income but also important societal value.

Conversely, long-term or repeated unemployment contributes to material growth and social deprivation of persons and to increase the risk of their social exclusion, concludes persons socially excluded in the trap of dependence on social benefits. Long-term or repeated unemployment makes it difficult to participate in social relations, it can lead to social isolation, exclusion from social relations, loss of community support and thus lack opportunities for education and employment. Long-term and repeated unemployment is in the conditions of the Czech Republic associated mainly with low qualifications, disabilities and with discrimination by employers - especially against ethnic groups, women with small children and towards people aged 50+. The long-term unemployed are losing their jobs habits and their chances of finding a job in the labor market are therefore declining. The risk increases intergenerational transmission of these negative aspects of unemployment and others adverse social phenomena.

The expected problems of the Czech labor market result mainly from:

- demographic development of society and its aging, resp. productive decline population components and the growth of the number of seniors,
- insufficient performance of the Czech economy unable to generate enough vacancies,
- the growing mismatch between the skills needs of the labor market and skills labor force and insufficient professional (but also regional) labor mobility.

The predictions made by the Ministry of Labor and Social Affairs during the elaboration of the Employment Policy Concept show that that there is still a need to pay attention to the vulnerable in the field of employment by 2020 groups in the labor market, especially the elderly (55+), young people and graduates (25/30), parents with young children, especially pre-school children, and especially women where they exist 24 in connection with the decline of the productive component of the population, the largest reserve of labor force, persons with low qualifications and persons at risk of social exclusion, resp. persons on disadvantaged for other serious reasons (disability, ethnic or nationality, leaving the custodial sentence, etc.). It grows specific A group of teenagers and young people who do not continue their studies in high school are after termination of compulsory school attendance in the records of the Labor Office of the Czech Republic and work habits in general do not gain. The above groups show that the Czech Republic will not be without significant changes able to meet national employment policy targets by 2020. Especially in periods when the insufficient performance of the economy creates an overpressure on supply on the labor side, the above-mentioned disadvantages are exacerbated. For these population groups in a row In some cases, there is an accumulation of factors that disadvantage people in the labor market (multiple however, disadvantages are not yet monitored) - for example, they start to show in the elderly health problems and a higher proportion of people with low or inadequate qualifications; persons at risk social exclusion, especially from socially excluded localities, are also low or no education, etc.

Active policy instruments are used to achieve the maximum possible employment rate employment. They include both tools aimed at supporting the creation of new ones jobs for disadvantaged people (socially useful jobs, publicly beneficial work, material support within investment incentives, sheltered jobs, etc.) and tools and measures aimed at strengthening the employability of the disadvantaged persons (retraining, counseling activities). However, a combination of these proves to be the most effective tools and measures (eg redundancies) on an individual basis characteristics of clients of the Labor Office of the Czech Republic. Activation tools are important unemployed people, in which area it is currently necessary to find alternative solutions to perform public service, resp. resolution of its parametric settings and legislative grip. Risks and obstacles: 1. Insufficient connection of initial education with the needs of the labor market: In connection with the above, it manifests itself as non-functional in particular connection of initial education with the needs of the labor market, insufficient support professional mobility of the workforce (further education), not only by the state administration, possibly local government, but all relevant labor market actors, including itself workforce. At the same time, maintaining occupational mobility is important for a flexible labor market not only because of the dynamic development of the economy and

production processes, but prolonging the professional life of individuals and their ability to respond to market developments work, as well as the development of their own professional career and work skills (especially with the growing age) in relation to remaining in the labor market.

Insufficient cooperation of relevant actors: The cooperation of all relevant actors on the labor market is low, both nationally and regional level. Cooperation between public administration and private entities, including non-profit sector organizations in providing effective and synergistic tools, in favor of increasing employment is not effective. The link between the provision of social benefits and employment income is low: Defects are shown by the connection between the provision of social benefits and income from employment, when The current system is not entirely motivating to look for a job, not only from subjective reasons for unwillingness to work or failure to acquire sufficient work habits and understanding work as a social and psychological value of self-realization and self-realization in society, but also for economic reasons, when the boundary between income from Employment and social income is often very sharp, or in cases where income from employment is not able to cover all the costs of families related to admission employment (childcare, commuting). High indebtedness also plays an important role, especially in the case of inhabitants of socially excluded localities, when after entering legal employment for these persons, only an untenable minimum remains of their salary (demotivation factor). 4. Insufficient supply persists in the area of reconciling family and professional life available pre-school education services. It is also insufficiently manifested a work-life balance, especially for mothers with children, but also for people caring for, for example, loved ones (eg children caring for parents). Use of flexible forms of employment and organization of work (quality abbreviated working hours, allowing flexible working hours, etc.) are among the lowest in the EU and higher employment rates, especially for some demographic groups (women with children, the elderly, people with health and other disadvantages).

Personnel under dimensioning of employment services and low level of coordination and cooperation between the Department of Material Need and the Department of Employment of the Labor Office of the Czech Republic: Although in 2017, in connection with the establishment of the unified ÚP ČR, there was a gradual humiliation its staffing status by about 2 thousand people, adopted from 1 January 2012 by the Labor Office of the Czech Republic responsibility for managing agendas in the field of non-insurance social benefits and material deprivation. However, the extension of the performance of the Labor Office of the Czech Republic to other agendas was only partially compensated the transition of some employees from municipal self-governments to the Labor Office of the Czech Republic. This has happened significantly to the understaffing of employment services and de facto impossibility individual approach to clients in the field of job placement, counseling on the labor market and the effective implementation of active employment policy. Theme Card No. 1 "Labor Market and Education", Ministry of Regional Development, November 2011. Regional labor market disparities, territorial segregation and deterioration are increasing transport accessibility of employment as other elements of disadvantage of some groups job seekers. Given that they have a problem with the current low number of job vacancies with employment in the labor market and people without disadvantages, is significant opportunity

to include people at risk of social exclusion or socially excluded back into the labor market promoting entrepreneurship and self - employment, such as especially the development of social entrepreneurship, social enterprises and social integration enterprises or the promotion of self-employment in the form of their own small business. Despite some successful projects, the development of social entrepreneurship in the Czech Republic cannot yet be described as sufficient, its potential is not fully exploited. A large part of this situation is small awareness of the general public about the benefits and form of social entrepreneurship, so far legislative misunderstanding of social entrepreneurship as well as lack of awareness on the principles and benefits of social entrepreneurship among potential social founders enterprises. The support of small business of persons with low start-up costs, so-called start-ups, in the Czech Republic is hampered by the absence of systemic financial support instruments (in other EU countries such as the European Progress Microfinance Facility) and training support potential and newly created entrepreneurs, including social entrepreneurs.

## 2. ICT-based operative solutions in Adult Social Inclusion

Everyone is different. We look different, we behave differently, we have different goals. Nevertheless, we can get along quite well. Only by perceiving everyone as an individual can a modern school develop its full potential each of us has. With these words it would be possible to characterize the intentions of modern pedagogy. It is inseparable today associated with the intensive use of digital technologies. The past passed away so fast that we didn't even have time to get used to it. If individuals with any disability used in it digital technologies as a tool to help them compensate for their disabilities, they usually used specialized software or specialized devices that connect to a desktop computer in various ways. The equipment was incompatible with each other, difficult to access and, above all, costly. But a few years ago it happened in the world IT for a breakthrough that offers people with disabilities new opportunities. Mobile touch devices, tablets, smartphones, do - Today, smart laptops and other commonly available computing devices offer a variety of functions more easily available through modern operating systems and applications: speech recognition, document conversion to text, reading screen content, audio amplification, original enlargement, automatic captions for videos and conferences calls, subtitle reading, contrast display, inverse color display, assisted access and much more. Intuitive touch control with gesture support and a number of simplistic settings make convenient di accessible conveniently - guitar technology to a group of users who have not recently been able to work with them or need to do so specific conditions. Thanks to widespread distribution and the associated ever-decreasing price, these digital technologies are much more affordable than previously specialized equipment. The publication looks at the issue of inclusion from the perspective of teachers and schools, presents some possibilities for the use of modern di - digital technologies and focuses on the capabilities of the Microsoft Windows 10 operating system - access in Windows 10 focuses on new legislation defining inclusive education in schools, presents various options for supporting pupils with special educational needs through digital tech - technologies. Under the broad definition of digital technologies in inclusive education, we have also included a situation where students brings to school their own portable computer devices (so-called BYOD- bring your own device). The ill-considered procedure of introducing BYOD would be for pupils from socially or economically disadvantaged environment could stand in the way of the idea of joint education. Modern digital technologies have a lot to offer in inclusive education and individualization. If we have them potential, we must become acquainted with it. Accept this publication as a small contribution in the endeavor.

Social exclusion, lack of involvement and dissatisfaction of young adults are some of the most important concerns of EU Member States over the last decade. The growing number of young people is suffering from the various consequences of the unstable social, economic and political situations that affect Europe and the countries around it (Kersh and Toiviainen, 2017). Some young adults are particularly vulnerable to exclusion and marginalization, such as those with health or learning difficulties, early school leavers, members of ethnic minorities, homeless young people, or young refugees and migrants. Adult education systems in Europe and beyond have responded by setting up programs and strategies to integrate

refugees and migrants into the domestic labor market, as well as to facilitate their participation in social and civic life. The recent debate on adult learning, the social inclusion of citizenship, was mainly based on a discussion of how active citizenship should be fulfilled in order to strengthen social justice, inclusion and participation (Jarvis, 2012; Evans 2009). Various forms of adult education have emerged as a way to engage young adults, increase their life chances and enable their social inclusion, thus helping to increase their capacity to become active citizens in their social context. However, European adult education systems often fail to meet the needs of many groups of vulnerable citizens, such as people with low functional literacy (eg members of ethnic minorities, new entrants), as well as early school leavers or young people. who do not study, work or prepare for employment (NEETs). The aim of the project Adult Education as a way to active participatory citizenship (Adult Education as a Means to Active Participatory Citizenship - EduMAP), which was implemented under the Horizon 2020 program between 2016-2019, was to respond to these complex issues, achieve advanced understanding and further increase the current and future impact of adult learning on active participatory citizenship (APC) learning in Europe and beyond. The project Adult Education as a Way to Active Participatory Citizenship (EduMAP) is a research initiative of the Horizon 2020 program (2016–2019), which focuses on the education of adults and young adults at risk of social exclusion. Special attention is paid to the educational policies and practices that are needed if we are to promote APC among young people who are at risk of various types of disadvantage. The main research question that the project seeks to answer is: What policies and practices are needed in the field of adult learning to include young adults who are at risk of social exclusion from active participatory citizenship in Europe? Therefore, the project takes particular account of the requirements of this target group when developing and understanding the APC project. EduMAP is an international research consortium that has brought together six EU countries and one partner outside the EU in partnership and cooperation. EduMAP examined European and national priorities for adult education, policy developments and educational practices in 28 EU countries and Turkey. The methodological approach of the EduMAP consortium was based on both resource research and empirical research, and was carried out through individual sets of activities. Our Europe-wide resource survey (Kersh and Toiviainen, 2017) provided the basis for an empirical survey to identify and evaluate educational programs and services that have shown success in the inclusion of young people aged 16 to 30 at risk of social exclusion from active political participation. social and / or economic life. The concept of active citizenship is used in different European countries, focusing on different aspects, and the way it is used is, to some extent, a reflection of the priorities of the policies in that country. The empirical study included a survey of 40 adult education programs in 19 EU countries and one non-EU country. The fieldwork included interviews with individuals and focus groups, a total of about 800 people, including people from educational practice, policy makers and young adults. Through empirical research, EduMAP identified and explored elements of good practice related to the involvement of vulnerable groups, and further examined the role of information and communication processes in shaping aspects of inclusion, involvement and active citizenship for young people at risk of social exclusion.

For the differences between those who are digitally literate and those who have digital technology do not use or have a low Digital Literacy level, the term digital divide is used.

digital divide (van Dijk, 2005). However, rather than two separate groups, it is a continuous transition between "digital exclusion" and "digital inclusion", which can be imagined as spectrum, on which individuals are placed according to the number of digital tools used and the degree the integration of these tools into everyday life. Digital inclusion is not in itself associated with higher social success or higher quality of life (on the contrary, excessive The use of ICT can be associated with internet addiction problems, health problems, impaired concentration, etc.). The power of the link between digital inclusion and social inclusion it is different in different parts of society - it is different, for example, in IT companies and different in a small village retirement community. The strength of this relationship is given by the already mentioned digital centrality technologies in an individual's life (see above). High centrality strengthens the link between digital involvement and social inclusion (and quality of life), while the low centrality of digital technology in life means that a digitally excluded (uninvolved) individual does not have to be at the same time socially excluded. The link between the need to develop digital literacy and the goal This strategy (maintaining or improving the quality of life) is therefore in different social different environments19 . Implementation of this strategy at the level of specific target groups population should always be preceded by consideration of the necessary shape for the development of digital literacy in relation to the forms of necessity to use digital technologies in this environment and in connection to other literacy components. Today's societies are creating an increasingly strong link between the use of digital technologies and participation in society. The support of informatization by states is a condition of their economic involvement in the global information economy. It is effective for organizations The involvement of digital technologies is increasingly a condition for maintaining competitiveness. At the individual level, digital inclusion is increasingly becoming one of the social factors inclusion in all important areas, such as education, working life, social life or communication with state institutions. Analogous to the process of social inclusion, support for the development of digital literacy (such as part of digital inclusion) should take into account the basic areas of participation in life society - economic, political and civic-cultural. In the economic field it should be increasing the DG as a means of better involving actors in the labor market, improving human resources resources and ensuring the competitiveness of the state, organizations and individuals as a workforce. The first two strategic goals of this strategy are directed to this area - Employment and Competitiveness. In the area of political participation, efforts to support assistance are crucial increasing the DG's ability of citizens to take advantage of the informatization of state administration and related services while promoting more efficient communication by increasing availability and accessibility of electronic public sector services for individuals. It is on a political level there is also a need to increase the effectiveness and accessibility of appropriate forms of learning and education through digital technologies in a lifelong perspective. They relate to this area strategic goals Public administration and Support of the education and learning system. The civic cultural sphere includes the strategic goals of Social Inclusion and Family Support that are being directed to use increasing digital literacy as a tool to increase social inclusion at community level and to improve the functioning of family ties.

## 3. Competences necessary for learning in the digital era

Digitization has changed the world we live in, the way we create and experience the creative content, and the way we work. She questioned traditional models of cultural creation and supply. It broadened the horizons of creation. Through ever-evolving technologies, the digital environment offers us a number of tools for better communication, connecting with others and learning. Due to the nature of their creative activities, the live performances sector and the audiovisual sector should be firmly situated at the core of digital transformations. They should be equipped with the right combination of skills for creation, marketing and distribution creative content in a digital environment. They should also be involved in research and development in order to shaped the digital innovations of tomorrow. Promoting the acquisition of digital skills has been recognized as an absolute necessity in all sectors European economies. It is a strategic priority of the Skills Agenda for Europe adopted by the European Commission in 2016 and financial resources for the development of digital skills have been introduced at regional, national and European level. Opportunities for online training are also increasing. New formats and models are constantly being tested Sharing digital learning content is easier every day. Businesses in the creative sector can make more use of digital tools to diversify their approach to train and to multiply the impact of their training activities. They can encourage creative professionals to engage in learning for the digital environment and in him. But the digital world can also be a source of stress, disconnection from human interactions and more blurred lines between professional and personal lives. Helping the workforce to understand digital environment and is able to manage it, is also an aspect of training that needs to be taken into account.

We do not have enough information about the overall state of digital skills (DG) in the Czech population, as this topic insufficient attention has been paid in the past. The widely understood concept of DG in this strategy requires the use of multiple data sources for at least a basic overview of the state of the DG in its individual dimensions. DG is well developed in the individual dimensions unevenly, there are large differences between population segments. In general, in all dimensions of DG are consistently the largest differences between individuals according to their education. Differences based on age and gender occur only in some dimensions of the DG. Insufficient reliability can also be a problem for identifying vulnerable groups of the population give. Data based on self-assessment are burdened by overestimation in men and younger individuals. Data from practical tests of digital competences are more accurate in this respect, very often, however, they focus on testing sub-competencies and do not provide information to determine the level of motivational and strategic dimensions.

Digital technologies in our thinking are not just didactic a tool that is used in the classroom. These technologies create new ones and an ever-expanding (online or virtual) environment for work, learning, communication, leisure, in which many (previously separate) spatial and temporal aspects of life are losing importance. Young people thus quite naturally live in physical and virtual environment, or perhaps better in one world that has two interconnected parts (cf. Lankshear & Knobel, 2006). Today There are many cultural tools and technologies in the world, both digital and analog, that are part of the various daily

activities of individuals. To these activities include formal and informal learning taking place both in physical and virtual environment, in school and out - of - school environment (eg in the family or in a peer group). Some authors use the term "class as." closed container ”(Leander, Phillips, & Taylor, 2010) to show that the current discourse on the use of digital technologies is focused primarily on ways to improve the current approaches to learning in school teaching. Less is thought of being digital technologies are not just a (didactic) tool, but they create space for new practices or social activities that are not limited by space class. The fact that the thesis about a "closed container" applies to a large extent also to the Czech one pedagogy, shows a study by Zounek and Tůma (2014), who mapped the issue of ICT in education on the pages of selected Czech professional journals in the years 1990–2012. Although the conclusions of the study cannot be generalized to the whole Czech pedagogy, the results indicate the state of pedagogical research and theoretical knowledge. Authors in the analyzed sample of four professional Czech pedagogical journals found only nine empirical studies in twenty-two years and only thirteen studies were of a survey character6 . Authors at based on the content analysis they state that in the found empirical studies it is obvious “teacher orientation, technology, ICT at school, pupil outcomes, missing greater focus of research on the pupils themselves (inside and outside school), on their own learning processes of individuals into which digital technologies enter ” (Zounek & Tůma, 2014, p. 82) . In addition, in published review studies, theoretical articles, elaborations or critical analyzes of learning theories at the time digital technologies and networks. Neither were found in the analyzed sample review studies critically studying and explaining the results of foreign ones research. Based on this analysis, many challenges for the Czech Republic can be considered pedagogy (if we use the words of J. Průcha), perhaps perhaps more precisely old-new ones challenges in the field of theory and research, but also the challenge of overcoming or "opening the container" and perceiving digital technologies in the life of young people much more complexly than it has been so far.

Such a comprehensive perception of the learning of individuals in the digital age requires also thinking and changing the traditional concept of literacy towards the so-called new literacy that reflects the spread of digital technologies to people's lives (New literacies - see eg Coiro et al., 2008; Knobel & Lankshear, 2014; Lankshear & Knobel, 2006, 2008; Larson & Marsh, 2005). It is obvious that with the traditional concept of literacy we will not be able to understand and explain many new forms of various social activities, including learning in the era digital technologies. The so-called new literacies can be defined as social practices mediated by digital technologies (Knobel & 10 We now leave aside the methodological issues of this research, we refer here e.g. on the study of Voňková and Hrabák (2015). Making it different from traditionally understood literacy at the time before the advent of these new technologies. Simply put, in addition to the traditional (not outdated) ability to read and write on paper comes into play the ability to read and write texts in digital form, including the multimodality of such message (i.e. connection of text, image, sound). It follows from the above that it is necessary to think and look for ways to theoretically grasp this complex problem and how to examine the role of digital technologies in the daily lives of young people and to understand how young people themselves perceive digital technologies and use them in different ways life situations, of which various forms of learning are a natural part. We believe that such comprehensively conceived theoretical considerations and the empirical

research based on them will not only make it possible to deepen the knowledge of this fundamental topic for education and life in the 21st century, but will also make it possible to better understand benefits, but also the limits of digital technologies in formal education and informal learning. Such an approach can also bring new inspiration for thinking about the role of digital technologies in school education, but also in lifelong learning. learning (Rabušicová & Rabušic, 2008) or so-called lifelong learning (Alheit, 1999). Švaříčka (2013), who is very apt and really critical in many places considers the relationship between pedagogy and technological discourse, but also characterizes (perhaps involuntarily) the prevailing discourse in the integration of ICT to school education in our country. An example of another treatise is the chapter on technological theories in the book Overview of Contemporary Theories of Education (Bertrand, 1998), which is, however, due to the time of its creation and the focus of the author, and is currently very limited. Thus, foreign publications and texts remain out of the spotlight, but they bring inspiring concepts and opinions, and these are often different views from those established in our country. (see, e.g., Coiro et al., 200816; Harasim, 2012; Illeris, 2009; Selwyn, 2012, 2014; Voogt & Knezek, 2008). It is not our goal to present an overview of resources, but above all we want to stimulate a multilateral professional discussion on digital technologies in education in the broadest sense. We therefore present here several starting points that we believe can be an inspiration for development of theoretical considerations or frameworks that will be able to "cover" and explain the more comprehensively perceived role of technology in youth life, not just ICT in formal learning. One of the important theoretical starting points is sociocultural theory learning, which emphasizes both the influence of culture on the content and the process of learning and development (Oers, 2008), on the one hand, considers human interactions to be key (Vygotsky, 1976a, 1976b). Gauvain (2001 in Oers, 2008) emphasizes the socio-cultural context, which plays a crucial role in creating opportunities for individual development. According to these theories, the human self is dependent on and shapes its sociocultural existence with the help of cultural tools (including digital technologies). Sociocultural approach to learning aims to know the relationship between mental operations individual and culture, the institutional and historical context in which the mental activity takes place (Wertsch, 1998).

In this manual, we addressed the white spots and challenges facing pedagogy (not only Czech) in the field of theory and research of digital technologies in life and youth learning. Thomas Ziehe (2009) writes that school and youth research does They usually perform without any integration, even though the work of teachers is strong influenced by the behavior of students in recent years in many ways changed. Similarly, we could consider the topic of ICT in education. Research in this area is mainly interested in the didactic use of digital technologies in school education, with very little attention paid use of ICT by pupils themselves at school and outside it. Like the quoted author we can be surprised by this state, because the reality of school education (and the work of teachers) has been significantly affected in recent years by the integration of ICT into everyday life (and especially extracurricular) youth life. Paradoxically, however, on this topic we still don't know much about Czech pedagogy. We therefore consider it a great challenge for pedagogy to grasp the topic comprehensively and try to get to know and explain the roles of ICT in the life and

learning of young people, in different environments and contexts, when a school or classroom is only one of these environments.

## 4. Competences to faith behavioural disabilities

Diagnosis is most often associated with the recognition of diseases, disabilities or their consequences, congenital and acquired disorders and disabilities. It is the result Martin Kaleja - Etopedic diagnostics, diagnostic process in which the diagnostician detects, recognizes, identifies, determines the degree, degree of severity. It can then anticipate the course and possible forms of interventions that may alleviate or may mitigate the phenomenon help alleviate its symptoms, or act prophylactically. The diagnostic process is thus a process of objective recognition of the state, level and the quality of a certain section of a given fact, given phenomenon, given property or other the entity subject to the diagnostic process, its entire procedure. The diagnostic process is also referred to as diagnostics, and this is possible in terms of time divided into input, continuous and output, but also into short-term and long-term. There are several criteria for breakdown, in the literature varies depending on the authors of publications, works.

Despite the existence of a wide scale of its differentiation, all have one common goal - diagnostic, i.e. detection, knowledge, identification, confirmation of the foreseeable, or expected in order to intervene in a timely and effective manner with measures. Etopedic diagnostics differ in their conception and applied approaches compared to other special pedagogical diagnostic procedures. Her however, the application is relatively in the system of Czech institutionalized education an isolated matter. Comprehensive diagnostics in etopedic practice represents a demanding, a coordinated process whose content goes beyond a special framework pedagogy - etopedy. The process requires a systemic approach, active participation all stakeholders and an in - depth analysis of all existing documents; and resources, while the special pedagogue - etoped relies on the diagnostic process about all available messages that are available. They can be medical reports or results from professional psychological sessions, surveys social background of the persons concerned or other documentation, the content of which is relevant to the diagnosis in question.

The diagnostic process in etopedic practice can be divided into individual parts:

- identification of inappropriate behavior (to find out specific manifestations, their nature, extent, intensity, etc.),
- situational analysis of inappropriate behavior (analyze how these manifestations interfere with a person's life as it limits others etc.),
- the hypothesis for a change in inappropriate behavior (what can be changed, which way and what this can lead to, what is expected),
- a strategy for correcting inappropriate behavior (specified in procedures, defining coordinated cooperation). The authors S. Fišer and J. Škoda (2008) state that “the general goal Special pedagogical diagnostics is as good and careful as possible identify and characterize specific handicaps, in the field of physical, psychological and social. ”M. Vocilka (1994) emphasizes that the purpose of diagnostics is the detection

of a behavioral disorder, or behavioral problem, and the severity of this phenomenon. The result is the basis for the formulation of reeducation goals, procedures and methods of working with an individual. Behavioral problems and behavioral disorders, as a subject of diagnosis, they intervene in all the above areas, therefore they tend to be the center of our cognition. Therefore, the diagnostic conclusion cannot be determined within one diagnostic one sessions, not at all within the application of one of the diagnostic methods, or application of one of the diagnostic techniques. At special pedagogical Various tools are used to diagnose etopedics necessary information to establish appropriate intervention procedures. On based on global knowledge (objective and subjective) can be adequately choose the possibilities of the reeducation process.

From the point of view of a more comprehensive insight into the situation of the development of problematic behavior, it seems useful to me to add to the mentioned Bower's typology a consideration of the distinction between the types of problematic behavior offered by Vojtová (2008). Vojtová (2008: 77–82) recognizes two types of problematic behavior, namely behavioral problems on the one hand and behavioral disorders on the other. It differentiates between the two types based on the nature of the following three aspects:

- motivation of the individual to unwanted behavior, • the duration and intensity of the behavior,
- The ways in which the individual receives support and intervention. Before addressing both types of behavior in terms of these aspects, it is necessary to state the reasons for the usefulness of such a division. Vojtová (2008: 77–78) puts forward three main arguments for this:
- If this distinction is used, it is possible to avoid assigning a problematic label, a negative label, to pupils whose behavior shows less serious and manageable manifestations at school.
- If school representatives are able to identify the problem in time, they are more likely to contact professionals who can prevent "the overall deterioration of the pupil's situation and negatively affect the learning environment for his or her classmates".
- There is less tendency to exclude pupils from the natural social environment without adequate reason. This preserves the opportunity to use the potential of natural ties between students and the school environment. On this point, the author reminds that exclusion often also means an increase in the risk of weakening the student's self-concept in adulthood, which again leads us to the importance of perspective perception of current situations of students. Now let's return to the above types of behavior, resp. to the characteristics of the situations and individuals with which they are associated.

The presence of comorbid diseases worsens the prognosis of ADHD and poses an increased risk of ADHD persisting into adulthood. Comorbid disease sometimes dominates

the clinical picture and can lead to ADHD being overlooked as the underlying disease. An overview of the most common comorbidities in children and adolescents with ADHD includes: disorders of opposition defiance (found in about 40 - 50% of children with ADHD) - children are provocative, defiant, disobedient, especially towards loved ones. In adulthood, it often grows into a personality disorder. specific learning disabilities (dyslexia, dysgraphia, dysorthography, dyscalculia), specific delays in the development of motor skills and speech, behavioral disorders, anxiety disorders (up to 30% of children with ADHD), mood disorders, tic disorders (approximately 10% of children with ADHD), Sleep Disorders, phobic disorders and affective disorders, especially depression and emotional disorders, higher tendency to experiment and substance abuse, especially among adolescents with ADHD.

Specification of behavioral manifestations Behavioral disorders occur in about 10 to 15% of school-age children, significantly more often in boys. As already mentioned, their diagnosis is problematic. Their manifestations can appear in social interaction, in relation to oneself or in relation to things and in dealing with them. They are manifested by three basic features: behavior that does not respect social norms, inability to maintain acceptable social relations, aggression as a trait of personality or behavior. Most often, their identification is based on the division of behavioral disorders in the classification system according to the International Classification of Diseases, 10th revision, where they are defined as: If such behavior is extreme for a given pupil, it violates age-appropriate social expectations and is more serious than ordinary childish mischief or adolescence rebellion. Isolated dissocial or criminal acts are not in themselves a reason for this diagnosis, which requires that the nature of such behavior be permanent. " Disorders are differentiated according to behavioral manifestations: F 91.0 behavioral disorder in relation to the family (behavioral disorder affects exclusively interactions between its individual members)

F 91.1 unsocialized behavioral disorder (the child has broken relationships with his peers in an extensive way)

F 91.2 socialized behavior disorder (the child is well involved in the corresponding group of peers)

F 91.3 disorder of opposition defiance (disobedient, defiant behavior, but without more serious aggressive acts)

F 91.8 other behavioral disorders F 91.9 Behavioral disorder, unspecified

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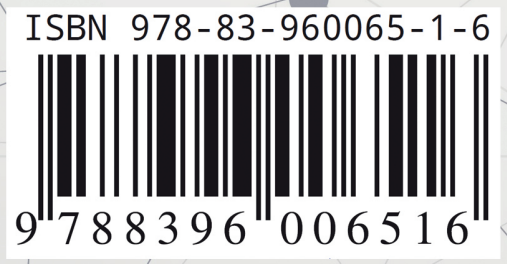


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