Digital Transformation and Inclusion for Sustainable Development in the Modern School

Paolo Ammaturo

Pegaso International, Malta

paolo.ammaturo@gmail.com

Maria Bruna Letizia Fallucca

Pegaso International, Malta

mariabruna.fallucca@libero.it

Carlo Ammaturo

Pegaso International, Malta

carlo.ammaturo@gmail.com

Paolo Aiello

Pegaso International, Malta

paolo.aiello74@libero.it

Abstract

The current health emergency has accelerated the underway digitalization process which was widely felt the need. The consequences of the Covid-19 pandemic are evident, which have not only affected health workers on the front line but also the entire social scenario. The use of digital technology due to isolation measures has made us understand its importance, also highlighting the inhomogeneity of the use of technologies and digital skills between countries. Once again, contrary to the good intentions of the 2030 Agenda, those who pay the greatest costs are those who are in disadvantaged socio-economic conditions. However, the world economy seems to shamefully tolerate the extreme conditions of poverty and deprivation present both in underdeveloped countries but also in local contexts. In this immoral struggle that puts wealth before public health, the education system has been subject to political exploitation with a consequent increase in social disintegration. Therefore, the role of education in providing students with an appropriate digital literacy already classified, at European level, as a key competence for lifelong learning and social participation, becomes essential. Digital platforms, which have become indispensable in the emergency phase for teaching, have proved to be valuable tools for educational enrichment, contact and comparison between multicultural educational experiences. The research, followed by the constant participation of UNICEF, starts from a survey evaluation on school digitalization through a comparative analysis between students of various Italian and international schools to better respond to the debate on the usefulness of distance learning and related socio-economic implications.

Keywords: Education, Inclusion, Technology, Development, Sustainability