Digital Inclusion Strategies of a Learning Community in Times of Covid-19

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Schools are formal educational spaces susceptible to promoting both inclusion and socio-educational exclusion strategies. In this contribution, part of a broader project, we intend to recognize and understand the socio-pedagogical strategies consistent with the principles of the culture of peace that are promoted in a school constituted as a Learning Community, in a context of cultural diversity and social vulnerability. For this we follow a qualitative methodology, of a phenomenological-ethnographic nature, with a case study approach. The interest groups of the school community actively participated as informants through interviews, questionnaires and focus groups which, together with participant observation, were the data collection techniques used. The results show an estimable knowledge about inclusive education, equality and culture of peace by students and teachers. It highlights their involvement in promoting cooperative spaces for a dialogue approach to conflicts stands out, as well as its efforts to maintain a high level of participation in activities despite pandemic restrictions, analyzing the impact of the digital divide in classrooms and adopting measures in this regard.

Keywords: educational strategies, learning community, educational inclusion, culture of peace, Covid-19

INTRODUCTION

The socio-health crisis caused by Covid-19 has imposed a new dichotomy of normality-non-normality. According to this dichotomous conception of normality, our social realities were "normal" prior to the onset of the State of Alarm in March 2020, while we now live in a state of "new normality" until we can return to pre-pandemic "normality".

The inclusive quality of education has been compromised during this time by the hasty demand to transfer face-to-face education to the online modality, risking the vulnerability of the rights of access to public and quality education for groups with limited social and technological resources. What began as a health crisis has led to an increase in social inequalities. In these times in which so much importance is given to health, we place education once again in a secondary role, to consider the closing of schools as a lesser evil. In this process that has been capitalized by the hierarchy of priorities, the social, educational and cultural consequences of the digitalization of schools have not been taken into account. There will come

a day when we will understand the relevance of education in the development of fair, egalitarian and inclusive societies. This text highlights the strategies followed by teachers and families in a school to reduce the social, educational and cultural consequences of the digital gap. We will also highlight the work and professional and personal commitment of these groups, and of the participating volunteers, in the development of inclusive educational strategies, providing accessible resources to help overcome the digital and educational gaps amplified by the pandemic.

Approach and State of the Question

Education, digital gap and social inequalities are interrelated conceptual descriptors that cut across the analysis and reflection in this contribution; therefore, we will stop to explain how we understand these relationships from different angles.

The digital transformation has been implemented in our societies at an accelerated pace, gradually becoming mandatory by the force of events. The interactive processes for pursuing our daily activities in personal, educational, professional and business environments have become increasingly dependent on technological and digital mediations. We have needed to activate our capacity for adaptation and hasty learning to continue such activities and social interactive processes in order not to remain on the sidelines, although the possibilities of response or adaptation have been, like in other issues, unequal for the different sectors of the population.

In this scenario of privileges, digitalization, home schooling and virtual classrooms, the concept of the digital gap has made a comeback, sounding even louder in recent months. Defined as the space that divides those who have regular and effective access to digital technologies from those who do not; that is, *connected people*, who are distinguished from those who have no access or are *not connected.*

The passing of time has allowed us to qualify this term and to witness that the technological revolution, which promised the extension and enjoyment of these resources to the entire population, far from contributing to overcome this gap, has increased it and incorporated new distinction biases, structurally consistent with the logic of the capitalist market; in this case, not only of technological devices or instruments, but also of the knowledge and skills for their intelligent or productive use. A logic that exposes the unequal opportunities of the population to access technological development; both for economic reasons, based on the resources available for the acquisition of equipment and infrastructure (Olarte, 2017), as well as for cultural reasons, knowledge and ability to use them.

Thus, the digital gap is the result of the multiple economic, political and cultural differences that coexist in society, affecting both access to and competent use of information and digital technologies (Civalleros, 2008). In conclusion, to speak of a single gap such as the digital gap is a limited and limiting way of understanding the concept, as opposed to the broader understanding that there are numerous and diverse intertwined gaps, which have to do with the multiple reasons why there are groups that do not have the privilege of social participation in general and, in particular, in the Internet or in the information society as a whole.

Therefore, we can consider the digital gap as a mere reflection in the digital world of the broader social gap. The coronavirus has not only produced a health crisis, it has also revealed the existence of a systemic crisis of the prevailing economic model, revealing the multiple inequalities that it causes to a large part of the social groups, especially the most vulnerable and subordinate, widening the social gap that already existed. It has also shown that the digital gap and its expansion not only affected certain groups in vulnerable contexts, but also extended to other social groups, which was reflected in the school's educational community. It has been demonstrated that falling into a situation of social exclusion, or at risk of suffering it, is a phenomenon that can affect more people and groups in crisis situations than we had previously imagined; that it is a structural, dynamic, multifactorial and multidimensional phenomenon; so that its growth has also brought with it a serious increase in the digital gap which, in educational terms, has especially and more deeply affected those families and schools located in disadvantaged areas and/or in schools classified as difficult to perform (Asociación de enseñantes con gitanos, 2020).

The use of ICTs has always been an opportunity to reduce the digital and social gap, but the obstacles they represent (access, cost, functional and/or digital illiteracy...) have produced an inverse effect that has

been exponentially pronounced during the confinement and tele-training phases. The most important step is to transform information into knowledge. Even if resources are invested to expand the network access infrastructure, a wired society, where connectivity conditions are available, is not the same as a society prepared to access, evaluate and apply information (Leal, 2020). In this way, reference is made to the existence of a pronounced cognitive gap that generates a scenario of inequality, supremacy, hegemony and greater inequity. There is a risk of increasing the cognitive gap if improved access is not combined with two fundamental components: content and pedagogical models that favor the development of learning skills.

The alarms about the emerging need for educational inclusion have been ringing for some time now. From a proactive perspective, the social, digital and cognitive gap we are currently facing would have been greatly reduced if our governments had addressed the inclusive quality socio-educational demands of citizens. However, we have to act reactively, working against the tide in order to reduce what was predicted in the past. Applying Simone de Beavoir's reflections to the current context, "Never forget that a political, economic or religious crisis is enough to call women's rights into question. These rights are never acquired. You must remain vigilant throughout your life." The same applies to the rights of any human group, especially the less recognized and less represented ones such as the ones we are dealing with.

There are numerous studies on Learning Communities that emphasize the importance of establishing cooperative teaching-learning spaces with democratic and inclusive methodologies. These show satisfactory results in relation to students' curricular development and Learning Community (CoL) practices (Valls, 2000; Díez-Palomar and García, 2010; García and Puigvert, 2015; Yest et al., 2016).

The socio-educational research of García Fernández et al. (2020) in three educational centers in different social contexts -rural, at risk of social vulnerability and middle class- show that the digital gap was present but has become more visible after the pandemic. While the teaching staff has focused on creating educational strategies to mitigate the difficulties of accessing and managing online education, the lack of educational and social resources at home has manifested itself to a greater extent in the first two contexts. The difficulty of establishing a space and a concrete study habit without interference was evident in all three contexts. Likewise, students with specific needs have been the most affected. However, the constant effort of teachers in providing socio-educational resources to students who lacked technological tools or whose families were not actively involved in their education is recognized.

The study by Trujillo-Sáez and colleagues (2020) highlights the concerns of teachers, families and students about the uncertainty and difficulties reported in the 2019/20 and 2020/21 academic years. The main request is the need to improve infrastructure, increase the number of teaching staff and increase digital resources. In this sense, they express an abandonment feeling due to the lack of commitment from the State to provide the necessary resources. The presented proposals highlight the importance of generating spaces for cooperation such as those proposed in the Learning Communities.

OBJECTIVES

The subject of study on which our interest was focused was the socio-educational strategies that were activated in terms of educational inclusion in a Center for Pre-school and Primary Education, constituted as a Learning Community (CoL), due to the forced and precipitous increase of digitalization in schools as a result of Covid-19.

Since this is a qualitative-ethnographic research, we did not start from previous hypotheses regarding the subject under study, the inclusive quality of the educational strategies promoted during the pandemic, but from some questions and concerns about the subject, which will evolve as we try to deepen the knowledge that emerges in the course of the research, as we gain access to the knowledge of successive layers of the reality studied.

The raising of questions is an intrinsic process in the development of knowledge. In this case, we asked ourselves some initial questions such as: What digital inclusion strategies are implemented in the educational center? Who leads these initiatives and how is the process implemented? What was the role of

the different actors: management team, teachers, families? To what extent do these strategies respond to the digital inclusion needs of students and families in the school?

The general purpose or objective of the study was to analyze the different socio-educational strategies that are activated in order to reduce the digital gap incentivized by Covid-19, which is materialized in some specific objectives such as:

- *To know* the micro-policies, organizational and management guidelines of the school in terms of digital inclusion.
- *To detect* how the introduction of online education influences students' access to socio-educational resources.
- *To identify* whether families have the necessary technological resources to access educational resources.
- *To investigate* the way in which socio-educational strategies respond to the digital inclusion needs expressed by the students and families of the school.
- *To assess* the efficiency of digital inclusion tools in reducing the digital gap in the school.

METHODOLOGY

This contribution is part of a broader study about the nature and meaning of this organizational and management modality of a school as a CoL, which is approached from the interpretative perspective of social and educational research. The methodology used is qualitative, ethnographic-phenomenological in nature or orientation, with a case study approach. The data collection techniques or procedures used were participant observation and semi-structured interviews.

The school immersion and the development of the fieldwork extended from October 2020 to April 2021. The participant observation process covered the entire period, with notes and observation records in the field notebook that were later expanded with more detailed descriptions in the observation journal. This information was the basis for the interview scripts. Although the focus of the interviews was not only on the topic that we are dealing with here, the adaptation of the school's educational response to the new situation in terms of digital inclusion, we can state that it was the main topic, as it determined the new conditions in which the teaching/learning and educational processes in general were to be developed. That is, the focus of the concerns, problems, interests and needs of the school community during this period. The backbone of the issues addressed are the questions explained above, which are also linked to the objectives we proposed for the research on this topic. In a conversational style, the questions were asked in an open-ended way so that the interviewee had space to elaborate his or her answers. The interviewer's interventions sought to establish a dialogue that would encourage clarifications or deepen the answers to the main questions of the interview.

In the interviews, all teachers of the school participated as interviewees without exception (19), professionals linked to other institutions (4), members of the management team (principal, head of studies and secretary) (3), janitor (1), representatives of family units (6). The latter are selected for their availability or accessibility in online or face-to-face mode, for their greater educational and/or digital vulnerability or because of their involvement in the school's projects and activities. Most of the interviews were conducted face-to-face and some online, also taking into consideration the availability and agenda of the interviewees. The average duration was forty-five minutes, ranging from thirty to sixty minutes. The students' statements were made in the natural environment of school activities and were recorded in the observation journal.

This research modality is focused on the meanings that people attribute to their experiences in order to make sense of the shared reality. The flexibility of the qualitative methodology linked to the interpretative perspective of knowledge allows us to know and analyze behaviors and experiences in their natural environment, in our case, the educational center.

Epistemology includes the need to raise perspectives on knowledge that respond to the meaning that people give to our experiences, which are understood as socially constructed, i.e., in the course of our interactions (Torrealba et al., 2018). The phenomenological approach proposes research based on the subjective construction of knowledge. In this case, our interest is focused on the experiences of students,

families, teachers, interns and volunteers in the school life of the educational center. The commitment of ethnographic methods to the socio-educational culture that emerges in the school context offers us the possibility of deepening descriptions and understanding the construction of this through interactions and their meanings (Rojas, 2019).

The Case Study approach includes the in-depth analysis of a specific social reality, in a particular spatio-temporal context, by means of a wide variety of information gathering techniques such as those described above. Fieldwork does not exhaust ethnography but it is an essential phase in ethnographic research.

The basic principle for social research as a whole is that every observation situation is social in nature. Observation requires the creation of a social situation, which allows us to contemplate the phenomenon in its natural context and in its normal functioning; that is, when it is not observed. Therefore, "all observation lies in being the convergence between two worlds, the world of the everyday life of the observed subjects and that of the observer" (Callejo, 2002, p. 410). In social research, observation is an essential part of the study process. Hence the importance of creating a dividing line between data collection techniques and instruments. Observation is the basis of the other data collection techniques, due to the possibility it offers to immerse oneself in a given reality, process and space.

Participant observation and in-depth interviews are established as representative practices of the qualitative methodological perspective of social research. Field notes are the first way to capture the data that are collected from such participatory observations. Through the use of notes, records of what is observed are included, circumscribing informal conversations with participants, records of activities and actions during which the researcher is present.

As part of the data collection and categorization process, it is worth mentioning the use of the interview as a communicative form and tool of knowledge, which proposes to capture meanings mediated by the construction made by the subjects themselves on the basis of their experience. Semi-structured interviews entail a conversation between two people, an interviewer and an interviewee, directed and recorded with the purpose of favoring the production of a conversational, continuous discourse with a certain line of argument (Merlinsky, 2006). Therefore, the interview and participant observation are complementary actions and aim to capture all facts, behaviors and thoughts, actions and norms, and words in a given context.

After that, it is time to dive into the primary material collected, that is, the transcription of interviews, recordings and descriptions, in order to achieve an overall view, which ensures a categorization of the information, allowing meaningful classifications, so that, as the material is reviewed, specific data can be obtained. This interactive process of data collection and analysis leads to the emergence of new categories during the interpretation and theorization process that lead to valuable results (Díaz, Torruco, Martínez-Hernández and Varela-Ruiz, 2013).

Case Contextualization

The information presented in this chapter is part of the Case Study carried out in a Center for Pre-school and Primary Education constituted as a Learning Community in the town of Puerto de Santa María (Cádiz) during the 2020/21 academic year, located in a context of social vulnerability. This school was commonly rejected by the families of the minors due to the socio-cultural characteristics attributed to it. With the passing of time, and the immeasurable efforts of its teaching staff, the school gradually freed itself from the prejudices to which it was subjected and became an example of an inclusive educational community. Thus, the previous academic year (2019/20) was the first year with a waiting list, while in the past families did everything possible to prevent their sons and daughters from attending this school.

The student body and their families are marked by a wide diversity of cultural, social, religious, familial and functional characteristics. This variety gave rise to the community project that identifies them today. It was consolidated as a Learning Community in 2013, however, the involvement of families and volunteer groups in the school, and micro-policies of an inclusive nature began several years earlier.

This text offers us the possibility of knowing the strategies that a teaching team experienced in socio-educational inclusion has generated during the pandemic due to the Covid-19 situation, in a school of this type.

RESULTS

The text is structured around the categories that synthesize and systematize the analysis of the information collected during the fieldwork, in relation to both the properties of the information and the objectives proposed, and that characterize the case in relation to the topic that concerns us, the strategies of digital inclusion.

Digital Inclusion: A Problem in an Educational Center Located in a Context of Social Vulnerability

The management team is aware about the characteristics of the school's students, so it recognizes its concern and helplessness regarding the inflexibility of the state measures established by Covid-19 in the educational centers. The principal states:

> we are doing a study regarding digital gap, each teacher is in charge of sending us the list of his/her students [...] the questions are if they have a device at home like mobile, tablet, computer and if they have internet or data [...] honestly, I don't think it is enough, the data is limited, the screens are too small to do homework... they don't know how to use it...

The major part of the teaching staff agrees with this statement. The teacher of 6th grade A states:

> I am going to state that there is a digital gap in students who, according to this questionnaire, would not have it, because how are they going to do their homework on that tiny screen, where you can't see anything, and they have to share it with their siblings.

Faced with this type of situation, the teaching staff acts in a coordinated manner and in the same direction, taking alternative measures. All teachers allow students who do not have digital resources to take books home. Many of them go further and contact families via Whatsapp to clarify any doubts and send the documents that, by agreement, are sent by IPASEN or Classroom.

In order to facilitate the use of these technologies to the families, the principal of the school organized individual meetings with those who so wished, in which she explained to them how to use this type of tools, "after the meetings I have seen that they use IPASEN more, I think I have explained it well, and if they have doubts again, they only have to come again, I am here for that". The families appreciate the involvement of the School Board in explaining the apps.

Nevertheless, and although in a rather limited way, prejudices are also evident in the statements of some teachers:

> Here there are resources, I know that many of these families have a better cell phone than mine, and they are going to tell me that they don't have one, the thing is that they are not interested in their children's education.

These prejudices are the result of uncertainty, but also of ignorance, of hoaxes or false information about supposed economic aid from institutions to the most disadvantaged population, which are spread as propaganda with a political-ideological bias; comments that we hear outside the school and, sometimes, as in this case, also inside.

Most of the teachers recognize the problem that the incorporation of new technologies poses for the students of the school, about which one of the teachers jokes, "but we don't even have them here in class", at the same time that she is climbing on a chair to press, using a ruler, the power button of the projector. They also acknowledge that they have "no idea" how to use many of the apps that are currently on the rise in the field of education.

Recognition of the Problem: Strategies for Digital Inclusion

After the faculty meetings and the study about the digital gap, the need to take certain measures to enable students to receive a quality education was recognized.

On the one hand, the Management Team invested a grant of € 9,000 to update the ICT room equipment with computers and tablets. The third cycle of primary school students are the ones benefiting from this equipment, performing a Minecraft workshop. The rest of the cycles do not have technology classes in their schedules, so they do not have access to this type of resources. Nevertheless, the teachers of these courses do their best to include their students in the recognition and use of new technologies. An example of this are the tutors of 3ºA and 3ºB, with the youtube channel "La profe Sonia" and the use of interactive PowerPoints, jamboard and drive, they have made the students learn to use all these digital tools.

> During the pandemic I sent them videos explaining addition and subtraction... and I started taking courses because I didn't know anything about this, a friend helped me... and I got addicted, even though we already have face to face classes I don't want to leave it, because it's a reinforcement and who knows what can happen [...] I see that they have fun, they like it, we have created emojis.... and they do it on their own and explain it to their mothers [...] some of them do it from their cell phones with the tiny screen [...] I use everything, those who know how to use the classroom by classroom, those who don't, I send it via Whatsapp to their mothers, but they all know, right, guys?

You can hear a "YEEES", "come on, I've been on the phone for hours talking to some mothers explaining how it works [...] I don't care about that, it's my profession, I get out of school and I'm still a teacher and that's the way it is". Afterwards, it shows me the work that the students have done with PowerPoint and they have uploaded it to classroom. In these classrooms, children do not need their families to explain to them how to use the school's apps, but they are the ones who explain to their families how to do it, they now have the autonomy to work on their own. Undoubtedly, it is not a one-day job, but the result of continuous effort and the involvement of their teachers. During our immersion period in the school and the development of the field work, from October/2020 to April/2021, we have been able to observe the students' progress in the use of these apps.

It is worth mentioning how the school's specific classroom has been affected. Previously, the students in the specific classroom had the opportunity to carry out part of their school schedule with the class that corresponded to them. However, bubble groups designed to maintain security measures made it impossible to keep it that way. The special education teacher states:

> We have not been able to work, let's see..., I need contact with these children, and if the family doesn't know, is unable or... doesn't want to, how are we going to work? [...] I think that this classroom is being very affected, we are the forgotten ones, but that's always the case.

On the other hand, it was decided that the teaching staff should take a mandatory course on Classroom, in order to become familiar with the app; as well as another one on Learning Communities, because half of the staff was new and was not familiar with the methodologies that characterize them. This initiative of the teaching staff is a further step towards digital inclusion in the school, but also towards the integration of new teachers into the CoL culture. The updating of teachers' knowledge and skills, their training, is inherent to their professional development, and it is good that it is linked to the needs, interests and problems they face when performing their work at school or to innovations related to the development of the school curriculum.

In addition, the students can take the books home, they offer them photocopies and try that those who do not have digital resources at home can access the same material physically, a teacher stated "can't they take the books because of the pandemic? let them come here and tell me, because I will continue to leave them the books, I don't care".

The cooperative environment, the result of years of community education, is evident in these moments of socio-educational crisis. Students who are more skilled in new technologies offer their help to teachers who have doubts, thus becoming an active part of the teaching-learning process. It is common to walk into a classroom and find a student helping a classmate. No rivalries or bad feelings arise from needing help, in the words of some children "we aren't all good at everything", "I help him/her because that's how we can all end up", "I can be good at one thing and she can be good at another and that's how we help each other",

> Look at me, we have a five in our head and we have to add five, count with our fingers, six, seven, eight, nine, ten, how much do we have? [...] he's not good at math, but that's okay, I'll help him.

Satisfaction is found when everyone manages to finish the activity, that is to say, there is no competitiveness but collaboration, it is teamwork. This environment has encouraged students to help each other, they send each other's homework by Whatsapp, they notify classmates who do not usually use Classroom, it is a network, in which everyone is attentive to the welfare of all.

However, teachers become helpless when their efforts are dwarfed by the lack of commitment of some families to their children's education. I think we are not exaggerating when we say that this comment has appeared in all the interviews, expressed in different ways but always with the same argument, "they want to come, they ask their families to bring them to school and they are incredible boys and girls, but sometimes the families are not interested..." expressed the teacher of 5ºA.

The involvement of families during the pandemic has been a key factor for the continuity of the training process of the students; online education prevented teachers from working with the usual constancy in the face-to-face modality. This process has suffered in those cases in which the family has not collaborated by offering the child some way to connect to the explanations and tasks provided by the school.

In short, the digital inclusion strategies that have been activated in the school are helping to reduce the digital gap. As we have been able to see, from the specific training of teachers in the use of the apps, to the monitoring and individualized attention to students and families, have encouraged and increased the use of these tools, as well as the parallel strategies of sending materials by other means (online and physical) offer students with more limited digital resources the opportunity to access the material.

The Digitalization of Social Inequalities

The socio-cultural and educational context in which the school is immersed is distinguished by the fact that it is subject to the characteristics of social inequalities. In the school we find a great cultural diversity (more than 12 nationalities), religious, family (single mothers, divorced, separated, grandparents, aunts/uncles as tutors, traditional...) and functional (children diagnosed with PDD, Autism, Down Syndrome...).

The two months of confinement caused a crack in the bonds that had been created in the classrooms and that reduced the prejudices on which discrimination based on cultural, social, functional, gender or family diversity, among others, is based. When they returned to face-to-face classes, most of them had been out of contact with their friends for more than six months. Social relationships had been so reduced that they had to socialize again. The 4ºA teacher states "Uff...this is crazy, after so many months at home they don't know how to be in class". In general terms, the classes were "disorderly", the new security measures such as the use of gels, the distance, the playground division... confused the students who could not interact with classmates from other classrooms.

Gradually they adapted to the new situation, but the elimination of interactive groups and the prohibition of participation within the school for families and volunteers did not facilitate the social inclusion tasks that were usually carried out in person. Even so, the teachers were involved in adapting the methodologies of a Learning Community to the times of pandemic.

The transition from playing on the street to playing at home digitalized the game and excluded students who lacked these resources. In the last cycle of primary school it was common to hear comments such as: "dude, you just don't connect", "he left me aside, because since I can't play he goes with others", "I don't

leave you aside, you just can't play", "I have to share the computer with my brother and then they don't talk to me", "they start talking about Fortnite and I don't know...", those who lack these resources are crestfallen and worried about losing their social circle, while those who do have them are a bit haughty. It is important to note that these comments have only been found in boys, while girls do not give as much importance to this type of online games.

As we go down in age, the rejection or complaints regarding online games by children decreases, as most of them do not play these games because their families do not consider them appropriate or they play with more restricted schedules.

Regarding the use of social networks such as TikTok, Instagram, Facebook..., it is surprising how many minors use these networks regularly and without adult supervision. As in the previous case, the most continuous use of these social networks starts in the last cycle of primary school. Since these apps are more accessible, they do not have so many conflicts about whether to have it or not. However, free access to advertising, unverified information and an endless amount of content biased by gender, cultural, social, educational, religious stereotypes, etc., may influence students' thinking and beliefs.

In a conflict between two 6º grade school girls:

> She sends me hints through the statuses, and she sends me messages telling me that I'm not going to be her best friend anymore, that I've failed her, telling me a lot of bad things, and then she comes to class and it seems like nothing has happened [...] it hurts me a lot, I'm not going to forgive her anymore.

Apparently, sending hints through networks is a common form of conflict. This avoids personal contact, facial expressions, tone of voice and gestures. We may tend to misinterpret comments or suggest issues that we would not say in person. To a certain extent, a process of depersonalization of the person being attacked is suffered, while the person making the comments feels protected behind a screen.

In short, the digitalization of leisure time seems to have fostered yet another route of social discrimination. In this case, towards children who do not have technological resources or as a means of spreading rumors and insults.

The interpretative analysis has allowed us to evaluate the information collected with our objectives. In the first place, the micro-policies related to the organizational and operational patterns that are being implemented in the school respond to the digital inclusion needs observed in the same. In addition, given the lack of resources, alternative measures are chosen, so that the socio-educational strategies proposed and activated in the school take into consideration the social diversity of its classrooms and try to offer alternatives to all students. On the other hand, the socio-educational consequences of the digital gap in the pandemic are recognized. This is the reason why teacher involvement is considered so relevant. Undoubtedly, the effort to reduce the digital gap has borne fruit, but the cooperation and active participation of families is necessary for the impact to be greater. Finally, new technologies also represent a new route to discrimination and inequalities, in which access and content seem to have no filter.

DISCUSSION AND CONCLUSIONS

Education concerns all of us, it is a team work and as such it relies on the cooperation and coordination of its parts. The socio-educational crisis triggered by Covid-19 has been reduced when there have been examples of teamwork, where teachers, families and the social environment of the school worked in a collaborative and coordinated way, with the same purpose.

The digitalization of education is not an issue that affects all families equally: inequalities in access to digital learning platforms, educational level of the family, economic resources, teaching and care styles..., are aspects that have been revalued, because access to education depended on them. Consequently, the most vulnerable groups are those that have been most neglected in the pandemic (Morillo and Duk, 2020). The results of our research agree with the reflections presented by these authors, the strict limitations without

the possibility of offering alternative resources has made the right to quality education vulnerable for groups at greater risk of social exclusion.

The concerns that were shown in the study by Trujillo-Sáez et al (2020), appear in the same way in the current work. Teachers feel helpless given the difficulty of the situation and the lack of resources to act. However, so many years of the Learning Community has fostered cohesion between the school and the families and the development of cooperative and inclusive practices. In the same way, they have developed their proposals to reduce the digital gap increased by Covid-19, which seem to be bearing fruit. The experience has made them aware of the variety of alternatives they can take to achieve the same end, and that not all of them are appropriate for all students. The recognition of each student's needs is essential in order to propose strategies that take them into account.

Our fragmented vision of social reality led us to believe that a health crisis would not have educational and social repercussions. Once again, we have surrendered to the simplism of metaphysical thinking. Now that the importance of education for the development of fairer, more egalitarian and inclusive societies has been made clear, we hope that the involvement of citizens in transformative and inclusive educational proposals will become relevant in our lives.

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