

Good Practice presented by the Directorate General of Centres and Infrastructures of the Regional Ministry of Education, consisting of the expansion of ICT equipment in the public non-university education centres of the Regional Ministry of Education with the aim of facilitating the educational process at the centres for students and teaching staff in the various possible scenarios.

The action presented as good practice consists of providing public non-university educational centres run by the Department of Education of the Regional Government of Castilla y León with computer and telecommunications equipment.

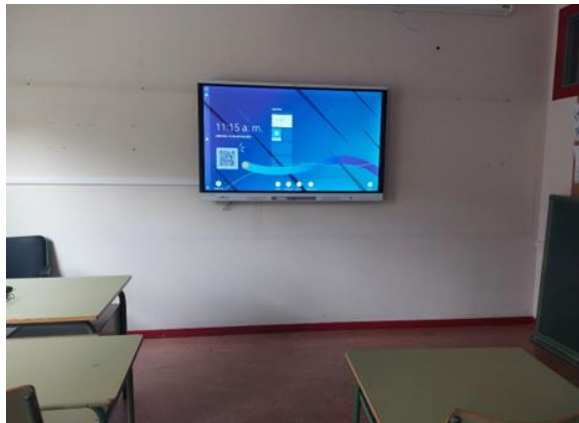
The supply of this equipment, financed as part of the European Union's response to the COVID-19 pandemic, includes improving the infrastructure of educational centres, which will improve connectivity to the internet and the educational intranet, and therefore access to the entire educational community, as well as the provision of ICT equipment for the computerisation of classrooms in educational centres, training in digital skills for students and teachers, and even the possibility of lending some equipment to disadvantaged students to facilitate education from their homes, if necessary.

The objective of the action is to promote digital public services, digital literacy, e-learning and e-inclusion.

Equipping schools with telecommunication infrastructures and computer equipment provides teachers and students with resources, digitalising the educational process and increasing their digital skills, while making it possible for students to borrow or use some of the equipment from their homes. This reduces the impact that existing socioeconomic differences may have on students' education. In other words, the provision of equipment will reduce the technological gap in rural areas and for socioeconomically disadvantaged students. It will also boost the economic recovery in the region, mainly in the IT, telecommunications and digital content creation sectors. In turn, it will foster a green, digital and resilient recovery of the economy, since it will promote the sustainability of the rural world, reduce student and teacher travel, and cut paper consumption.

The cost of this action amounts to €2,398,873.40 in desktop PCs and €3,642,319.71 in interactive digital displays. This means **a total investment of €6,041,193.11** financed entirely with ERDF funds, specifically through REACT-EU Priority Axis 20.

Supplying more than 2,000 Interactive Digital Displays and more than 3,500 desktop computers with a monitor will create 2,000 interactive digital classrooms in all the educational centres in Castilla y León, more than 80% of which are in rural areas.

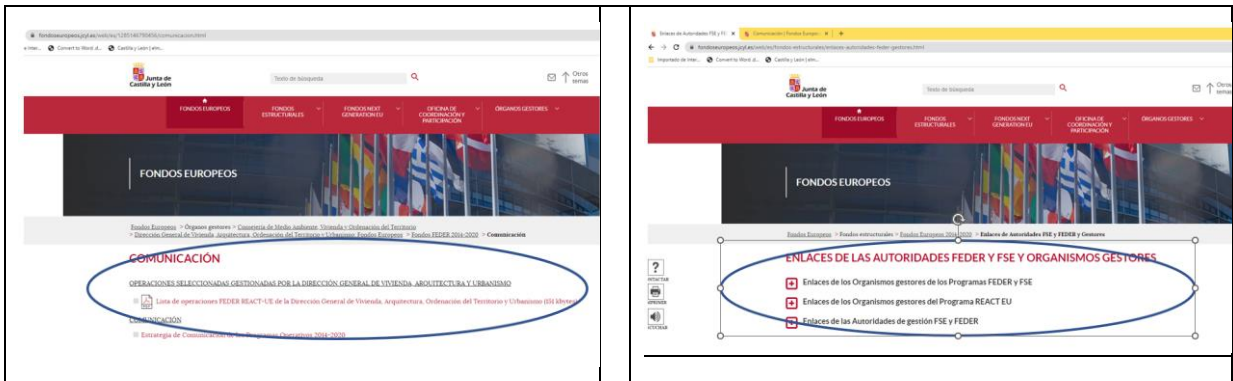


In addition, it has made it possible to enhance the digital skills of teachers and students, reduce the digital divide in rural areas and facilitate participation in the classroom even from physical locations other than the classroom itself, all while contributing to reducing the CO2 footprint and being environmentally friendly.

This is considered a Good Practice because it complies with the following:

1. The action has been appropriately disseminated to beneficiaries, potential beneficiaries and the general public.

In addition to complying with the regulatory requirements, throughout the entire contracting process, this operation has been publicised on the Education Portal of the Regional Ministry of Education www.educa.jcyl.es. It has also been publicised on the European Funds website of the Government of Castilla y León.

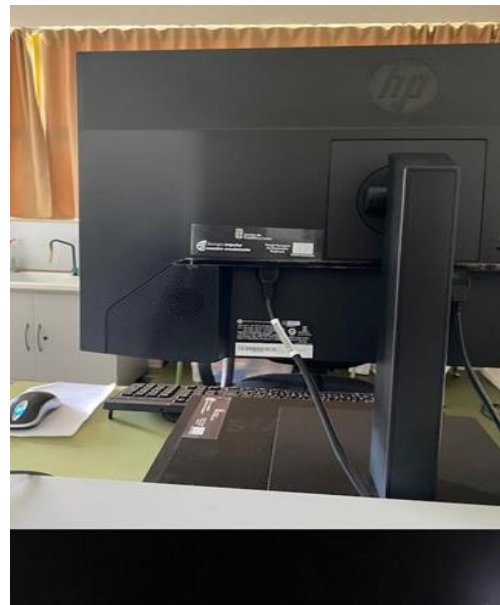


<https://www.educa.jcyl.es/es/temas/fondos-2014-2020-direccion-general-centros-infraestructuras/fondos-react-eu>

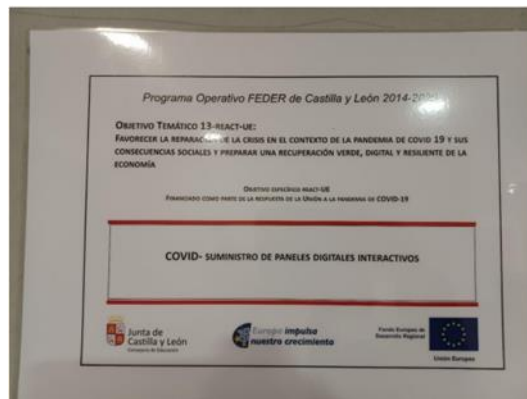
<https://fondoseuropeos.jcyl.es/web/es/reacteu.html>

All of the equipment has screen printing on it, stating the source of financing:





The following sign has been put up at the Regional Ministry of Education, as well as in each educational centre:



The operation has been reported in several written and digital media in news articles in various general newspapers and in newspapers in the various provinces of Castilla y León:



<https://www.europapress.es/castilla-y-leon/noticia-mas-35-millones-suministrar-colegios-publicos-2000-paneles-digitales-interactivos-20210506143911.html>



El objeto de este contrato, cuyo presupuesto asciende a 3.642.947 euros, es el suministro de un mínimo de 2.000 paneles digitales interactivos con destino a los centros públicos.

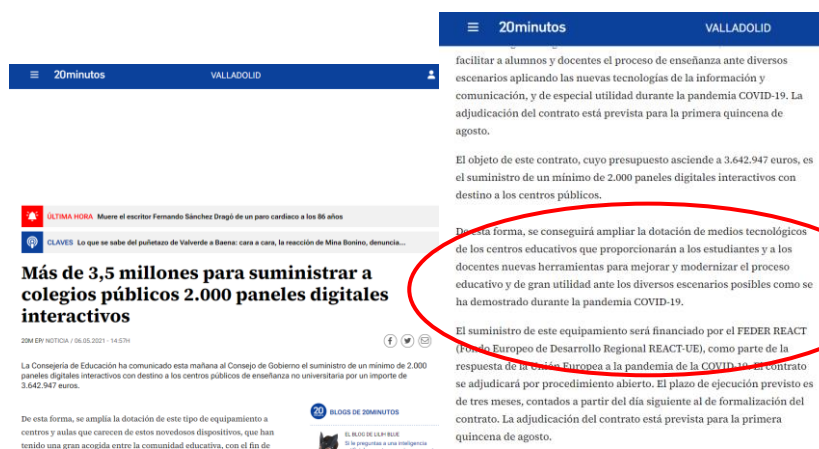
De esta forma, se conseguirá ampliar la dotación de medios tecnológicos de los centros educativos que proporcionarán a los estudiantes y a los docentes nuevas herramientas para mejorar y modernizar el proceso educativo y de gran utilidad ante los diversos escenarios posibles como se ha demostrado durante la pandemia COVID-19.

El suministro de este equipamiento será financiado por el FEDER REACT (Fondo Europeo de Desarrollo Regional REACT-UE), como parte de la respuesta de la Unión Europea a la pandemia de la COVID-19. El contrato se adjudicará por procedimiento abierto. El plazo de ejecución previsto es de tres meses, contados a partir del día siguiente al de formalización del contrato. La adjudicación del contrato está prevista para la primera quincena de agosto.

Además, los paneles quedarán totalmente instalados en cada centro y conectados a internet a través de la red propia del centro educativo, aprovechando a su vez las posibilidades derivadas de la inversión realizada en el Programa Escuelas Conectadas en toda la comunidad autónoma.

Por otro lado, la empresa adjudicataria dejará configurado y licenciado el dispositivo con la gestión remota de forma que tanto el personal técnico de la Consejería de Educación como de las diferentes direcciones provinciales puedan realizar la gestión completa del mismo, incluidas la revisión, control e instalación de aplicaciones sin necesidad de desplazamiento a los centros educativos.

<https://www.20minutos.es/noticia/4687954/0/mas-de-3-5-millones-para-suministrar-a-colegios-publicos-2-000-paneles-digitales-interactivos/>



facilitar a alumnos y docentes el proceso de enseñanza ante diversos escenarios aplicando las nuevas tecnologías de la información y comunicación, y de especial utilidad durante la pandemia COVID-19. La adjudicación del contrato está prevista para la primera quincena de agosto.

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<https://www.diariodeavila.es/Noticia/z9d9eac71-a002-5a26-690c3f4caeea39aa/202105/Educacion-destina-6M-para-la-digitalizacion-de-las-aulas>

<https://www.diariodeburgos.es/amp/noticia/z9d9eac71-a002-5a26-690c3f4caeea39aa/Politica/cookies>

<https://www.leonoticias.com/castillayleon/aprobados-millones-euros-20210506141917-nt.html>

<https://www.diariopalentino.es/Noticia/Z9D9EAC71-A002-5A26-690C3F4CAEAA39AA/202105/Educacion-destina-6M-para-la-digitalizacion-de-las-aulas>

<https://www.salamancahoy.es/castillayleon/junta-destinado-millones-2021116133900-nt.html>

<https://www.eldiasoria.es/noticia/Z9D9EAC71-A002-5A26-690C3F4CAEAA39AA/202105/educacion-destina-6m-para-la-digitalizacion-de-las-aulas>

<https://www.eldiadevalladolid.com/noticia/Z9D9EAC71-A002-5A26-690C3F4CAEAA39AA/202105/educacion-destina-6m-para-la-digitalizacion-de-las-aulas>

<https://www.zamoraneas.com/articulo/castillayleon/mas-36-millones-euros-compra-mas-2000-paneles-digitales-interactivos-destinados-centros-docentes-publicos-cyl/20210506162325161954.html>

2. The action incorporates innovative elements

This action, aimed at all public schools in Castilla y León, represents a major innovation in the application of ICT within this field and in the educational experience.

Schools already have computer rooms and digital whiteboards to a greater or lesser extent. However, the provision of interactive digital educational displays will enable students to actively participate in lessons on their devices, whether in the classroom or at home, in hospital or wherever they need to study.

The interactive digital educational displays use innovative educational tools and content, either their own or those created by teachers, which motivate and teach pupils by taking advantage of the possibilities of ICT applied to teaching.

The displays provide teachers with possibilities that include not only the use of these panels for classroom teaching, but also enable management of the rest of the devices in the classroom, use of active learning methodologies, collaborative work, training assessment, etc.

In terms of collaboration, for example, the technology installed in educational centres will allow students from different classrooms, and different centres, to connect to a teacher's session, regardless of where they are. They will be able to work with their classmates as if they were in the classroom in person.

The technology has been considered in a manner that goes beyond simply equipping schools with devices. An educational solution has been chosen, which takes into account the real needs of teachers and students.

This involves the possibility of creating interactive games in a simple way for the teacher. When students use them, the teacher can analyse the results of these activities individually, which provides the teacher with a very high degree of analysis and power. It is also possible to share these lessons with students, both in real time when the class is being taught and at other times, so that any student can access the content anytime, anywhere. All in all, it is an educational solution that will facilitate the ubiquity of education.

3. Adaptation of the results obtained to the established goals

The intervention has proven effective in improving the educational process by applying ICTs, reducing the digital divide in rural areas, and participatory integration of students irrespective of their location. It does all this while respecting the environment and reducing the CO2 footprint.

The intervention has been very well received by teachers and pupils, as evidenced by the high participation of teachers in training on the use of the interactive digital displays and their application in everyday school life.

This initiative has subsequently been extended to more than 15,000 displays and personal equipment for students adapted to each educational stage, at the request of all public schools in Castilla y León. It has become a national benchmark for other educational communities.

4. Contribution to solving a problem or weakness detected in the territorial scope of implementation

One of the biggest problems in Castilla y León is that the population is widely dispersed in many rural municipalities. This initiative contributes to bridging the digital divide in rural areas.

Another problem, not only in Castilla y León, which this initiative has helped to improve, is the real digital training of teachers and students.

5. High coverage of the target population.

This initiative has had a direct impact on students in the 2,000 classrooms equipped with interactive digital displays, in all educational centres in Castilla y León: more than 1,000 centres and 1,300 sites, 80% of which are in rural areas.

In the case of teachers, training has been extended to all teachers (more than 24,000), prioritising those who already have the necessary equipment. The training has had a high level of acceptance and interactive participation on the part of the teachers themselves.

6. Consideration of the cross-cutting equal opportunities and non-discrimination criteria, in addition to social responsibility and environmental sustainability.

It can be said of the operation presented as Good Practice that in the design, development and use stages, the harmlessness and absence of any negative effect in relation to this cross-cutting principle of equal opportunities has been guaranteed, as there is no discrimination in public education centres in Castilla y León.

Accordingly, both male and female students and teachers benefit equally.

The environmental sustainability of the operation is evident, as the devices have the CE marking, Energy Star energy certification or the European Ecolabel, as well as restriction of hazardous substances in electrical and electronic equipment according to the European RoHS directive.

It also reduces the consumption of paper and consumables, and reduces journeys to schools, when necessary.

The action will thus have a positive impact on improving the quality of the environment and, in particular, on climate change mitigation and adaptation.

7. Synergies with other policies or public intervention instruments.

This action targets the goals set out in the 2030 Agenda and the Europe 2020 Strategy. Its goals go beyond those set by the European Union with ongoing assessment of the achievements and adjustment of its actions based on the results.

Furthermore, the process of digital transformation of education in Spain and the Digitalisation Strategy of the Regional Ministry of Education of the Regional Government of Castilla y León require widespread use of ICT resources in educational centres' classrooms. The aim is to ensure that all centres have computer equipment for teachers and students.