

EL PLAN DIGITAL DEL CENTRO. UN INSTRUMENTO CON PROSPECTIVA EN LA LOMLOE

DIGITAL PLAN FOR SCHOOLS. AN INSTRUMENT WITH PROSPECTIVE

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Abstract

In the midst of the regulatory development of Organic Law 3/2020 of 29 December (LOMLOE), which modifies Organic Law 2/2006 of May on Education (LOE), educational administrations are beginning to design and implement not only new curricular documents, but also those plans that should be included in the Annual General Programming as a backbone element of the same and, accordingly, within the plans of the Educational Project of the Centre. This is the case of the Centre Digital Plan, a proposal that aims to specify the digital strategy of the centers and which has its origin in the need to take into account the changes produced in our society in the field of digitalization and its impact, accentuated, if possible, even

more so, as a result of the COVID-19 pandemic and the new methodologies implemented in education. This objective includes attention to the development of digital competence in students and teachers at all educational stages in order to achieve the development of innovation and new technologies as a factor of quality in the Spanish education system.

This article analyses the regulatory and theoretical framework of the Digital Plan within the development of the LOMLOE in such a way that, in the first part, a detailed analysis is made of the regulations of the Digital Projects of the different Autonomous Regions, analyzing their actions. In the second part, a small investigation is carried out based on 25 samples in relation to the most significant aspects of Digital Projects (DPs) in schools with a brief analysis of the most significant coincidences and finally, the actions of the DPs contemplated in the action plans of the Education Inspectorate are referenced.

Key words: education, digitalization, competence, supervision, innovation, planning, assessment

1.- INTRODUCTION

A few weeks ago, the latest OECD (Organization for Economic Co-operation and Development) report was presented, in which, among other data, the effects and impact of the crisis and the COVID19 pandemic on the closure of educational institutions and the communication strategies implemented by some countries in order to be able to continue with educational work from confinement were made public. This international organization, in which Spain has participated actively since its creation in 1960, has highlighted the important impact of the digitalization of the methodologies used during that time, which had a very significant impact. For our Education System, based on this new scenario, in all the communities an organization was planned based on the establishment of contingency plans orienting the strategy of the centres towards the continuity of some of the actions that were carried out as a result of the confinement in relation to the organization of technological resources, as well as favouring the result of the digitalization of the institutions. The publication in the BOE of the Framework of Reference for Digital Competence in Teaching (MRCDD) of the Resolution of 4 May 2022 has complemented the digital strategy in relation to teacher training.

Previously, the World Economic Forum (2019) stated that high quality learning experiences in the era of education 4.0 should take into account digital skills, including programming, digital responsibility and the use of technology and personalised learning.

The Digital Plan is a document and an instrument that develops the schools' digital strategy and is contained in the school's Educational Project. The aim is that all educational centres have a Digital Plan that achieves the transformation of the centre into a digitally competent educational organization.

2. THEORETICAL FRAMEWORK

The Digital Competence Plans linked to the different educational administrations whose funding comes from the European Union Programs and whose temporary instrument is Next Generation EU, includes a Mechanism for Recovery and Resilience (MRR) that promotes, among other initiatives, the Union's digital priorities and which aims to ensure that all publicly funded educational centers have a Digital Plan integrated into their Educational Project that structures the organizational and academic strategies undertaken collectively with the entire educational community, for the transformation of the center into a digitally competent educational organization.

This article aims to contextualize the school's Digital Plan as a document with an innovative and transformative vocation that can be modified according to its programmatic purpose. It begins to be developed in schools taking as a reference the European Framework for Digitally Competent Educational Organizations (#DigCompOrg), developed by the Joint Research Centre (JRC, Joint Research Centre) of the European Commission. Likewise, the Digital School Plan is projected in our education system from the Digital Education Action Plan (2021-2027) which is an initiative of the European Union (EU) based on the support to member states to structure a sustainable and effective adaptation of education and training systems in reference to the digital era and whose objectives are specified, among others, in the need to address challenges and opportunities as a result of the COVID-19 pandemic. In this sense, another of the objectives is to seek greater cooperation from the European Commission in the field of digital education, underlining the importance of working together towards achieving a new common digital scenario. The European Union is also perpetrating, from this proposed challenge, the improvement of the quality and quantity of education related to new digital technologies, as well as favouring the digitization of teaching methods and pedagogies, and providing the necessary infrastructures for inclusive and resilient distance learning, in

accordance with the Digital Education Action Plan (2021-2027). Earlier, in 2018, the Council of the European Union recommended, among other things, the further development of digital and entrepreneurial skills.

Digital competence involves the safe, critical and responsible use of and interaction with digital technologies for learning, at work and for participation in society (Méndez, V. G., et al., 2022). It includes information and data literacy, communication and collaboration, media literacy, digital content creation (including programming), security (including digital well-being and cybersecurity skills), selected areas related to intellectual property, problem solving and critical thinking (MRCDD, 2022). The general approach to digital competence is concerned with how digital technologies can support communication, creativity and innovation and be aware of the opportunities, limitations, impacts and risks they pose. Also, the commitment to understand the general principles, mechanisms and logic behind the evolution of digital technologies, as well as the usefulness and use of different devices, software and networks. But also, the possibility to develop their vision and critical thinking about the validity, reliability and impact of information and data obtained by digital means, as well as an awareness of the legal and ethical principles involved in the use of digital technologies. Teachers must also be able to manage and protect digital information, content, data and identities, as well as recognize and interact effectively with software or devices and artificial intelligence. But it is not only the technical medium that matters. The LOMLOE establishes the Universal Design for Learning in reference to the organizational, methodological and curricular measures that guarantee the rights of students, facilitating access to the necessary support. González-Calero (2021) emphasizes that the proposal of the Universal Design for Learning provides more flexibility to the curriculum, to the means and to the materials with the aim of facilitating learning for all students, stressing that the flexibility and versatility of Information and Communication Technologies procure an activation of the teaching-learning process. Likewise, the Universal Design for Learning

must provide students with these resources in order to offer a standardized education in all educational spheres, offering the tools and instruments that allow the process to be articulated with the sole need for them to be already available to students. This is what Hontañón (2022) states when he establishes that it is necessary to have, among others, multiple means of representation in order to provide students with different ways and possibilities of acquiring information and knowledge. In this sense, the creation of new systems for the design of learning by combining various digital technologies provides students with a more inclusive response in the educational process. Likewise, the LOMLOE establishes that; "educational administrations should include digital competence in the development of the curriculum, as well as elements related to risk situations derived from the inappropriate use of ICT, with special attention to situations of online violence (art. 111.3, bis)".

Interaction with digital technologies and content requires a reflective and critical, yet curious, open and forward-looking attitude to their evolution. It also requires adopting an ethical, safe and responsible approach to the use of these tools (MCDD, 2022). And in parallel to all these aspects of competence, a regulation on the bases that will regulate the organization and operation of schools, as well as being specified in a planning of pedagogical criteria in relation to digitization. The school's Digital Plan, therefore, does not only specify curricular criteria of digital transversalitation or of a single subject, but is a document and a planning instrument,

Given this scenario of transformation of the educational context, there are references and evidence of analysis based on works such as that of Moreno Guerrero, A. et al. (2020) which propose the need for training for both teachers and educational inspectors in order to better address digital competence and the challenges in which we find ourselves immersed. The different educational administrations need to implement a prior analysis to find out the starting point in accordance with the inputs in relation to everything that underpins digital competence and the digitalization of the

Centre. In this way, a much more precise and appropriate programming of the objectives to be achieved can be addressed. And, as will be discussed below, evaluation is necessary to start the program in the centers, so that, once the needs have been detected, it is easier to study the corresponding improvements or challenges in order to obtain optimum results in the short term, after establishing objectives that are coherent with the context of each institution. In this sense, the advisory role of the educational inspectorate will be able to address more objectively those issues that may arise in schools, within the scope of its competences, given that now there will be planning for all possible areas related to digital competence programmed on the basis of an initial assessment, a sequencing with actions aimed at improving results, quality, equity and equality, with specific areas and persons responsible and criteria that will be used to evaluate the concreteness and results achieved. Given that the regulations establish that the Digital Plan will form part of the Educational Project and is included in the Annual General Programs, possible modifications, as well as proposals for improvement, will be included in the final report of each academic year.

Digital competence is also developed in other recently published regulations, such as Organic Law 3/2022, of 31 March, on the organization and integration of Vocational Training. In addition to dealing with this type of teaching, it has multiple connections throughout its development with the LOMLOE. It is important to remember in this theoretical framework that art. 101 establishes that the Administrations shall ensure that professionals in vocational guidance services have ongoing training linked to digital competences that enable them to use assessment tools, communicate at a distance with users, foster collaborative and individual learning as well as provide information to users for the improvement of competences, these competences accompanying lifelong learning, as explained by Manzanares (2022) in the course 'La LOMLOE y sus desarrollos normativos' in relation to vocational guidance and lifelong learning.

3. REGULATORY FRAMEWORK

The Centre Digital Plan is a document and a planning instrument, which is integrated within the Educational Project, as set out in the LOMLOE in its sole article, modification of Organic Law 2/2006, of 3 May, on Education, point 62, section 1: "The centre's educational project will also include the centre's digital strategy, in accordance with the provisions of article 111 bis.5", with the aim of developing the digital competence of the educational community, promoting innovation and making the most of information and communication technologies and digital educational resources". It is also regulated as one of the aims of the Spanish education system; training to ensure the full integration of students in the digital society and learning to use digital media safely and respectfully with human dignity, constitutional values, fundamental rights and, particularly, with respect and guarantee of individual and collective privacy (LOMLOE, art. 2.1. letter l), added to paragraph 1 by final provision 10 of the Law on Personal Data Protection and guarantee of digital rights (Organic Law 3/2018, of 5 December). And among the pedagogical principles that must be contemplated in the development of programming, the law establishes that; "without prejudice to their specific treatment in some of the areas of the stage, reading comprehension, oral and written expression, audiovisual communication, digital competence, the promotion of creativity, the scientific spirit and entrepreneurship will be worked on in all areas". In Article 102, with regard to lifelong learning, it states that educational administrations shall promote the use of information and communication technologies and training in both digitalization and foreign languages for all teachers, regardless of their speciality, establishing specific training programs in these areas.

The explanatory memorandum of the LOMLOE justifies its treatment mainly from the perspective of the change occurring in today's societies, the impact of which affects education, with our education system responding with a clear objective by including attention to the development of students' digital

competence at all educational stages, both through specific content and from a cross-cutting perspective.

The regulatory development in which most of the communities are currently immersed should include the contextualization of the Digital Plan in their planning and as a response to specify their digital strategy through their programming.

In Article 111bis, it establishes different aspects of Information and Communication Technologies in the teaching-learning process and in Article 121 it indicates that the Educational Project of the Centre will also include the centre's digital strategy and, specifically, that it will take into account the characteristics of the social, economic, natural and cultural environment of the students, as well as relations with the environment.

The regulation of the normative development from the Royal Decrees published up to the present day provides the following:

In Royal Decree 95/2022, which establishes the organization and minimum teaching of Pre-school Education.

- In Annex I, digital competence appears as one of the key competences at this stage. It is stated that "the process of digital literacy begins at this stage".

In Royal Decree 157/2022 establishing the organization and minimum teaching of Primary Education, Article 6, on pedagogical principles, states that "without prejudice to their specific treatment in some of the areas of the stage, reading comprehension, oral and written expression, audiovisual communication, digital competence, the promotion of creativity, the scientific spirit and entrepreneurship will be worked on in all areas". Article 9 includes Digital Competence as one of the key competences. In Annex I, on Student exit profile at the end of basic education, it establishes that students should be able to "Critically analyze and take advantage of the opportunities of all kinds offered by today's society, particularly those of culture in the digital era, evaluating their benefits and risks and making an ethical and

responsible use that contributes to the improvement of the quality of personal and collective life.

Real Decree 217/2022 establishing the organization and minimum teaching of Compulsory Secondary Education establishes:

- In Article 6, the pedagogical principles, determining in point 5 that "Without prejudice to their specific treatment, reading comprehension, oral and written expression, audiovisual communication, digital competence, social and business entrepreneurship, the promotion of the critical and scientific spirit, emotional education and values, gender equality and creativity will be worked on in all subjects".

- In Article 8, referring to the organization of the first three years, it states that "In at least one of the three years, all students will take the subject Technology and Digitalization".

- In Article 11, digital competence appears as one of the key competences. In Annex I, on the exit profile of students at the end of basic education, it establishes that these students should be able to "critically analyse and take advantage of the opportunities of all kinds offered by today's society, particularly those of culture in the digital era, assessing their benefits and risks and making an ethical and responsible use that contributes to the improvement of the quality of personal and collective life".

Royal Decree 243/2022 establishing the organisation and minimum teaching of the Baccalaureate:

- Article 16 contemplates digital competence as one of the key competences. This Centre Digital Plan proposes to collect the actions to improve the digital competence of the Centre and all sectors of the educational community.

Some educational administrations, as is the case of Castilla La Mancha, refer to the Digital Plan in the Decrees published that develop the LOMLOE, establishing that: "The competent regional ministry for education will

promote the elaboration and implementation of the Centre Digital Plan, which will have the purpose of favouring and promoting the use of digital media in the teaching and learning processes and in the management of the center. The plan must include, at least, the objectives, lines of action, evaluation, monitoring and revision strategies". There is also a specific order in this community; Order 178/2022, of 14 September, of the Regional Ministry of Education, Culture and Sport, which regulates the preparation of the Digital Plan for educational centers supported with non-university public funds, in which the Digital Plan is outlined as a necessary instrument that favors the promotion of the use of digital media, both in the teaching-learning processes and in the management and organization processes of the center. This is, therefore, the digital strategy that seeks to have a plan that contributes to the achievement of objectives to promote digitization in the centers, always reminding those responsible for its preparation that the digital strategy as such will be ordered within the Digital Plan but that digital competence is a key competence (defined in the Royal Decrees published for the development of LOMLOE as: "performances that are considered essential for students to progress with guarantees of success in their educational itinerary, and to face the main global and local challenges and challenges") and as such, it must be specified by imprinting its transversal nature (without prejudice to the subject/s established in the curriculum that specifically deal with the specific treatment of technology and digitization) between the different areas and subjects.

4.- ARCHITECTURE, PURPOSE(S) OF THE PLAN.

In general terms, the National Institute of Educational Technologies and Teacher Training (INTEF) establishes the following structure on which the Digital Plan is based:

- Introduction.

Context: basic data of the centre.

Infrastructure: technological equipment, connectivity, platforms and digital services and maintenance available.

- Justification of the plan.
- Elaboration process.
- Contribution of the Digital Plan to the school's Educational Project (and to the Annual Programme).

- Analysis of the school's situation:

Based on three dimensions: pedagogical, technological and organisational.

Schools are recommended to use the SELFIE self-evaluation tool, available to all schools, which provides a baseline situation report, also enabling the evaluation of the plan itself in areas defined through the following areas:

- A. Leadership
- B. Networking
- C. Infrastructure and equipment
- D. Continuous professional development
- E. Pedagogy: support and resources.
- F. Pedagogy: classroom implementation
- G. Assessment practices
- H. Digital competences of students.

From the resulting photograph, a report on the situation of the center will be obtained and it would be ready to carry out the analysis based on the SWOT system (difficulties encountered, threats, strengths and opportunities) through a resulting score that establishes, based on the response of the management team, teaching staff and students, the guidelines to start planning.

- Objectives

Objectives are preferably formulated for one school year. Since they need to be evaluated, reviewed and revised, the analysis of the results in the final report will allow the objectives to be readjusted. Objectives should be specific, realistic and measurable. A key objective of the plan will be to address the existing digital divide.

- Actions

With regard to the actions, INTEF establishes as an essential element the inclusion of the protocol for the transition from face-to-face to distance learning situations (the design that the centres have drawn up).

In specifying the actions, the agents, procedures, resources and achievement indicators will be taken into account, as well as the elements of the European Framework for Digitally Competent Organisations mentioned above.

- Anticipation of the sequence of actions and deadlines.

Realistic, in order to be achievable and achieve minimum impact in the timeframe envisaged, but also flexible.

- Evaluation of the plan

The education inspectorate should advise that the plan includes meaningful indicators of achievement with respect to the proposed objectives in order to carry out an annual evaluation of the progress of the Digital School Plan. The progress report will form part of the Annual Report. Based on what is determined by the regulations governing the plan in each community, it should be established more precisely what actions should be taken into account when carrying out the planning and also what connections and how they will be established with other prescriptive planning documents such as the Improvement Plan, the Equality and Coexistence Plan, the Reading Plan or the Training Plan, or those strategies that each educational community has established by virtue of its pedagogical autonomy, the teaching it

provides or its signs of identity, without forgetting one priority area; The management and organization processes of the center, in order to respond to one of the most important points of the structure for the development of the center, namely: the contribution of the Digital Plan to the school's Educational Project.

INTEF recommends that at the end of the academic year or multi-annual period, once the actions have been consolidated, the overall digital competence of the school should be re-evaluated using the SELFIE tool. This assessment should preferably be carried out at the end of the school year.

5.- METHODOLOGY

In order to specify the most important aspects dealt with in the previous points and to analyze the strategies of each community when planning the Digital Plan based on the regulatory development established by the LOMLOE, we have reviewed the documents published to date by most of the communities and which aim to have a plan that contributes to the achievement of the objectives to be formulated by each center based on its pedagogical autonomy and in favour of the achievement of the quality of the education system.

Most of the communities have designed, edited and published on their institutional education platforms a space with very useful and valuable information on the school's Digital Plan, also with the support of the resources provided by the central administration and organizations such as INTEF. In parallel, some educational administrations are already regulating the digitization of schools through their own regulations. Table I analyses the regulations of the Autonomous Regions on this subject and carries out a study.

Table 1

Regulations for the development of the Digital Plan

COMMUNITY-BASED REGULATION OF THE DEVELOPMENT OF THE DIGITAL PLAN	
Andalucía	Resolución de 20 de septiembre de 2022, de la Dirección General de tecnologías avanzadas y transformación educativa, sobre medidas para el impulso de la competencia digital en los centros docentes sostenidos con fondos públicos
Aragón	Resolución, de 26 de julio de 2022, del Director General de Innovación y Formación Profesional, por la que se dictan Instrucciones para la elaboración e implantación del Plan Digital de Centro 2022-2024.
Baleares	Ley 1/2022, de 8 de marzo, de educación de las Illes Balears, establece a través de su disposición adicional novena que "los centros educativos dispondrán de un plan de digitalización
Canarias	Orientaciones para la elaboración del Plan Digital de Centro
Cantabria	Documento #DeCoDE-Cantabria: desarrollo y orientaciones para el diseño y la implementación de los Planes Digitales en los centros.
Castilla León	Plan de Competencia Digital Educativa de Castilla y León - #CompDigEdu_CyL
Castilla La Mancha	Orden 178/2022, de 14 de septiembre, de la Consejería de Educación, Cultura y Deportes, por la que se regula la elaboración del Plan Digital de los centros educativos sostenidos con fondos públicos no universitarios
Cataluña	<u>Pla d'educació digital de Catalunya</u>
Ceuta y Melilla	Integración de las tecnologías: https://intef.es/Noticias/el-plan-digital-de-centro-un-marco-para-la-integracion-de-las-tecnologias/
Comunidad de Madrid	Instrucciones de las viceconsejerías de política educativa y de organización educativa, sobre comienzo del curso escolar 2022-2023 en centros docentes públicos no universitarios de la comunidad de Madrid
Extrnadura	Instrucción 5/2022, de la dirección general de innovación e inclusión educativa que actualiza la instrucción 2/2021, de 4 de Junio de 2021
Galicia	Resolución de 3 de septiembre de 2021, de la Secretaría General de Educación y Formación Profesional, por la que se dictan instrucciones para

	el diseño, elaboración e implementación del Plan Digital en los centros docentes sostenidos con fondos públicos de la Comunidad Autónoma de Galicia para el curso 2021-2022
Generalitat Valenciana	Plan Digital Educativo
La Rioja	Resolución 3/2022, de 21 de febrero, de la Dirección General de Innovación Educativa, por la que se establece la transformación digital educativa de La Rioja y se promueve la implantación del Plan Digital de Centro en los centros educativos sostenidos con fondos públicos
Murcia	Resolución de 25 de julio de 222 de la Dirección General Recursos Humanos, Planificación Educativa y Evaluación se dictan instrucciones para el diseño, elaboración, implementación y evaluación del plan digital de centro en los centros docentes sostenidos con fondos públicos de la Región de Murcia.
Navarra	La Resolución 231/2022, de 10 de junio, del director general de Educación, por la que se aprueban las instrucciones que van a regular, durante el curso 2022-2023, la organización y el funcionamiento de los centros educativos
País Vasco	<u>Plan de Digitalización del Sistema Educativo Vasco</u>

Source: Own elaboration

- Andalucía

In Andalucía, through the Resolution of 20 September 2022, of the Directorate General for Advanced Technologies and Educational Transformation, on measures to boost digital competence in publicly funded educational centres, within the framework of the territorial cooperation programme #compdgedu, measures are established to boost digital competence, contributing to improving the development of this competence, of the student body and the use of digital technologies in learning through the development of teachers' digital competence and the transformation of centres into digitally competent organisations. This "Digital Education Transformation Strategy", as it is called in this community, has three backbone elements:

1.- Digital Competence Test: allows teachers to self-diagnose their level of digital competence taking as a reference the DigCompEdu framework,

included in the Order of 29 March 2021, which establishes the frameworks of Digital Competence in the non-university education system of the Autonomous Community of Andalusia.

2.- Rubric: This is an integrated self-diagnostic tool that helps to evaluate the starting point of the centre.

3.- Action Plan: This is the instrument to proceed with the digital transformation from the three areas: organisation and management of the educational centres, teaching-learning processes, and information and communication. The resolution also establishes that the education inspectorate will carry out the necessary actions, within the framework of its competences, to advise schools on the organisation and application of the measures set out in the resolution.

- Aragon

Aragon has also published a Resolution, dated 26 July 2022, of the Director General of Innovation and Vocational Training, by which Instructions are issued for the development and implementation of the Plan Digital de Centro 2022-2024. This resolution establishes that it will be the Education Inspectorate, in accordance with its own functions, through the advisory role entrusted to it by the regulation, who will supervise the status of the Digital School Plan and may require the management of the educational centre to make any changes deemed necessary for the Plan to be in line with the regulations and the reality of the centre itself.

Thanks to the detection of the school's photograph carried out through the SELFIE tool, which provides a report on the situation, it would be prepared to carry out the SWOT and CAME analysis, thus allowing strategic decisions to be taken to correct, confront, maintain and exploit with the necessary actions to achieve the objectives. To complement the planning developed in this resolution, it is necessary to point out that this community is part of another broader strategy, which is the "Aragones Ramón y Cajal Strategy of digital concretion for the teaching community", foreseeing that it

can also be a useful instrument to support the development of the Digital Plan of Centre.

- Islas Baleares

The Digital Plan is presented as a strategic mechanism that determines the mission, vision, values and strategy of the school organisation to develop a process of digital change with viable short and medium-term initiatives in accordance with the objectives and resources of the centres. In the recent publication of its education law, Law 1/2022, of 8 March, on education in the Islas Baleares, it establishes through its 9th addition provision that "educational centres will have a digitalisation plan that contains the measures to promote the digital competences of teachers and students and the use of information and communication technologies as didactic tools for the learning process", thus contemplating in its community regulation with the status of law the Digital Plan for the Centre.

- Islas Canarias

The document published by the Regional Ministry of Education, Universities, Culture and Sports explains the features that should characterise the centre digital plan in order for it to fulfil its functions as a useful instrument, again also stating in its instructions for the start of the academic year the need to transform educational centres into digitised spaces, capable of taking on new challenges.

- Cantabria

The publication of the document #DeCoDE-Cantabria has the development and guidelines for the design and implementation of Digital Plans in schools. This document reports with regard to the technological dimension, pointing out that the plan will include an analysis of the technological means and resources available to the centre and the educational community to plan the teaching and learning processes, for

which it is expected to have the necessary support citing, among others, the inspection service that will also contribute to defining the rest of the actions.

- Castilla León

Among the main objectives set out in this community are:

1. That all publicly funded educational centres have a Digital Plan integrated into their Educational Project; 2.
2. To promote digital competence in educational centres for the development of the Digital Plan.

A network of those responsible for #CompDigEdu was created, and two phases were planned in order to time and develop the proposed objectives for the development of the Plans.

- Castilla La Mancha:

From its institutional digital platform, the proposed definition of the Centre's Digital Plan is based on four phases:

- Analysis of the centre's digital competence.
- Creation of the first draft of the plan.
- Exchange of ideas between centres and development of the final plan.
- Implementation of the school's Digital Plan

Order 178/2022, of 14 September, of the Regional Ministry of Education, Culture and Sport, which regulates the preparation of the Digital Plan for non-university publicly funded educational centres, has recently been published. The purpose of this order is to determine the guidelines for drawing up the centre's Digital Plan. Article 15 of this order establishes that the Education Inspectorate will supervise this plan within the framework of its competences.

- Catalunya

The Digital Plan and the digitisation of schools is planned to ensure that all pupils in Catalonia are digitally competent by the end of compulsory education and to promote digital teacher training among teachers.

- Ceuta and Melilla

The educational administrations under the Ministry of Education and Vocational Training have as a reference the rules and guidelines that the state administration establishes in its virtual spaces.

- Extremadura

Defined as a Digital Education Project (PED), the Digital Plan for Centres is proposed by this community as a digital strategy for an educational organisation, establishing its singular character by addressing in its characteristics that: the PED is unique and different and its action plan obeys both the reality and educational context, as well as the mission and vision that each centre has set for itself. Extremadura's educational centres have established the figure of the digital mentor who will accompany them in the process of designing and creating their projects. The regulatory development that establishes the Extremadura Innovated Education and digital competence plan is set out in Instruction 5/2022, of the Directorate General for Educational Innovation and Inclusion, which updates Instruction 2/2021, of 4 June 2021.

- Galicia

The Digital Plan is defined as an instrument that should favour and promote the use of digital media both in the teaching-learning processes and in the rest of the centre's management processes, always with the ultimate aim of collaborating in the comprehensive development of pupils.

The Resolution of 3 September 2021, of the General Secretariat of Education and Vocational Training, by which instructions are issued for the design, development and implementation of the Digital Plan in publicly funded schools in the Autonomous Community of Galicia for the academic

year 2021-2022 aims to establish the measures for action relating to the design, development and implementation of the Digital Plan of the centre, establishing principles in relation to:

- Response to social realities resulting from the widespread use of technologies.
- Focusing on a holistic understanding of the personal and social impact of technology.
- Digital transformation in line with European recommendations.

In general terms, the pages consulted from some educational administrations shown in this article report that, in addition to the specific aims of each school community in relation to its socio-economic context and its initial situation, and following the initial diagnoses of the digital needs of each school, it is expected that the Digital Plan for Schools will contribute to:

- a) Digitalisation as a competence to be developed in order to contribute to the integral development of the pupils' personalities.
- b) Facilitating technological solutions to the problems generated as a result of the pandemic.
- c) To fight against the digital divide.
- d) To meet the training, information, assessment and monitoring needs of the centre's professionals.

As principles that safeguard the basis of our education system, digital competence must ensure equal opportunities, quality and educational equity, so the Digital Plan must be articulated in a strategic plan to contribute to the defence of these principles.

- Generalitat Valenciana

The Digital School Plan is defined as an instrument within the Digital Education Plan project whose objectives are: the improvement of the digital

competence of teaching professionals and educational organisations, for which it has been planned that each educational centre will appoint a driving team, depending on its characteristics and work dynamics. As its name suggests, the driving team will be responsible for implementing the plan in the centre, with training whose content can be consulted on the same page of the Regional Ministry.

- La Rioja

Resolution 3/2022, of 21 February, of the Directorate General for Educational Innovation, which establishes the digital transformation of education in La Rioja and promotes the implementation of the Digital Centre Plan in publicly funded educational centres, states that the areas of action to be developed from the "Digital Centre Plan" will be mainly those referring to the organisational, communicative and collaborative set, infrastructure, management and curricular integration in accordance with the consideration of the peculiarities of the educational centre, teachers, students, context and environment. It also establishes that the Education Inspectorate is responsible for supervising the Centre's Digital Plan and for requiring the centre's management to make any changes deemed necessary to ensure that the plan complies with the regulations and the context of the centre.

The Regional Ministry of Education of La Rioja publishes useful and valuable information related to the Digital Plan on its reference page.

- Madrid

The Community of Madrid also already established some guidelines for the implementation of the Digital Plan through the "Educa Digital" programme in which, through an agreement with the Ministry of Education and Vocational Training, objectives were planned such as implementing the Digital Plan of the Centre and other areas related to: equipment, transformation of spaces, training and application of Artificial Intelligence methods to facilitate the teaching-learning process.

- Murcia

Through the Resolution of 25 July 222 of the Directorate General for Human Resources, Educational Planning and Evaluation, instructions are issued for the design, development, implementation and evaluation of the digital plan of the centre in publicly funded schools in the Region of Murcia. This resolution defines the Plan as an open document defining the model for the use and integration of technology in schools. The driving force in this case is the Digital Education Technician, whose functions, among others, will be to act as a mentor for educational centres in the development of the Digital Plan for Centres, carrying out awareness-raising and motivational actions.

- Navarra

Resolution 231/2022, of 10 June, of the Director General of Education, approving the instructions that are going to regulate, during the 2022-2023 academic year, the organisation and operation of the educational centres that teach the second cycle of Pre-school Education, Primary Education, Compulsory Secondary Education and Baccalaureate in the territorial scope of the Autonomous Community of Navarra. These instructions for the start of the academic year state that all educational centres in Navarra must have a Digital Plan for Centres (PDC) in place by the end of this academic year. To help with the design and planning, the Department of Education has set up a team of ikasNOVA advisors to provide personalised attention to schools.

Integrating the eTwinning project into the Digital Plan for Schools and establishing new methodologies, too.

- País Vasco

The objectives of the School Digital Project are planned towards achieving recognition of the Plan in order to: boost the school's digital strategy, guide the school's evaluation with regard to the use of ICT,

transform the school towards continuous learning and involve members of the educational community to develop the digital culture of the schools.

Through the Basque Education System Digital Transformation Plan, strategies related to compulsory and post-compulsory education are promoted with a view to achieving schools that are highly prepared to exercise solid digital governance and digital leadership for educational communities.

More specifically, a brief review has been made of the most significant aspects of the development of the Digital Plan in the communities and also of the actions that were already contemplated in some Action Plans of the educational inspectorate for this academic year. Using a sample of 25 schools from different autonomous communities, a questionnaire of 10 alternative response items was applied to determine the degree of design and planning of the school's Digital Plan. Table 2 shows the questionnaire in relation to the design and planning of the Digital Plan in the LOMLOE.

Table 2

Design and planning of the Digital Plan for the Centre

LOMLOE DIGITAL CENTRE PLAN. Questionnaire		%
DESIGN AND PLANNING		
P/1.- The design and planning of the Digital Plan for the Centre involved the participation of:	Only the Management team.	16,5
	Management team and teaching staff.	50
	Management team, teaching staff and students.	33,5
P/2.- To carry out the design and planning of the Centre's Digital Plan:	A person in charge was appointed to promote these actions.	41,7
	A specific commission was appointed for design and planning.	58,3
	It was or will be designed by the management team.	0
P/3.- In order to carry out the self-diagnosis of the initial situation of the centre, when designing the Digital	SELFIE tool.	75
	Assessment criteria have been created in the school.	16,7

Plan, it was used or will be used:	Based on the internal evaluation of the previous year for the baseline situation.	8,3
P/4.- In order to carry out the design and planning of the Digital Plan, we have followed the guidelines set out in the orders, instructions or resolutions published for this purpose by the corresponding educational administration:	When it was designed and planned, there was no publication/No published regulation.	33,3
	It was designed and planned on the basis of the regulations established by your community for this purpose.	58
	It was designed and planned with general criteria until the publication of the guidelines set by the administration.	8,7
P/5.- In order to carry out the design and planning of the Digital Plan, a training strategy was implemented in the centre:	Only for those responsible for its elaboration.	41,7
	For all members of the teaching staff.	41,7
	No training for the design and planning of the P.D. has been envisaged.	16,6
P/6.- At least the following areas have been taken into account in the design and planning of the Digital Plan:	Pedagogical, organisational and technological.	58
	They started the design in one of the areas.	33,3
	They were in an initial phase of discussion on how to organise the design and planning.	8,7
P/7.- Was an evaluation phase of the piloting foreseen in the design and planning of the Digital Plan?	It will be evaluated with the rest of the school's plans at the end of the school year.	58,3
	A formative evaluation in the middle of the school year has been taken into account.	16,7
	Results will be evaluated every term.	25
P/8.- In order to carry out the evaluation of the piloting of the first course and to readjust the design according to the results obtained, if necessary, it was or has been planned to:	Use the SELFIE tool and adjust planning based on the results obtained again.	66,7
	Use the criteria established in the CCP and adjust the planning based on the results obtained.	33,3
	The results will be evaluated,	0

	but neither the design nor the planning will be changed.	
P/9.- The implementation of the Digital Plan in my centre	Will be or has been implemented immediately after design and planning.	50
	Will be or has been implemented the following academic year after design and planning.	8,3
	Specific criteria have been established by the relevant education administration.	41,7
P/10.- In order to carry out the design and planning of the School's P.D., advice has also been received from the Education Inspection Service.	Yes	66,7
	No	0
	Not specifically	33,3

Source: Own elaboration

The aim of this questionnaire was to find out what methodological lines have been followed in those centres where the digital strategy had not yet been established when designing and planning the document. In some cases, it was very enriching to be able to carry out the questionnaire by telephone. In most of the schools, pre-primary, primary and secondary, participation in the design and planning strategy was carried out by the management team and the teaching staff (cloister), without forgetting that families and pupils (depending on age) also participated in the self-diagnosis. Almost 60% of the schools appointed a specific committee to promote the plan, although there was also a coordinator, who is referred to differently in the different communities, depending on his or her degree of responsibility. With regard to the self-diagnostic tool to ascertain the initial situation at the time of design and planning, most schools used SELFIE (75% of the total), a tool that was also used later when readjusting the design and planning or it is planned to use it when the time comes to carry out this evaluation. The regulations governing the development of the Digital Plan in the Autonomous Regions, whether by means of orders, instructions or criteria for this purpose, are generally setting out the design and planning, although the percentage set could be indicative, given that the Autonomous Regions

are still publishing the regulatory development of these plans. With regard to advice from the education inspectorate, although in many regions the education authorities have appointed advisors to carry out more specific monitoring, there has also been regulatory or organisational advice from the education inspectorate, either at the request of the schools themselves or as part of the supervision of plans and programmes. Therefore, the Digital Plan is a technical, pedagogical and organisational instrument, as it is being designed and planned, which aims to coordinate and regulate the digital strategy of educational centres and as such it is being adapted.

6.- THE DIGITAL PLAN OF THE CENTRE WITHIN THE ACTION PLANS OF THE EDUCATIONAL INSPECTORATE.

In order to develop this section of the review, we have consulted some of the Action Plans of the Education Inspectorate in the different communities. Among the general conclusions with respect to the actions in reference to the Digital Plan of the Centre are the following:

The Action Plans of the educational administrations consulted contemplate some action in reference to the Centre's Digital Plan. Among some of its functions:

- Supervision of the organisation of centres, programmes and services.
- Supervision of administrative documentation,
- The supervision of institutional plans and programmes, through planning, monitoring and evaluation or in the supervision of the annual general programme and the annual report.

In this sense, some of the General Action Plans that explicitly refer to the Digital Plan or the digitisation of the centres in accordance with the treatment of the approach outlined in the LOMLOE, in relation to their objectives and planned actions may be:

➤ Order EDU/1180/2021, of 22 September, approving the Plan of Action of the Educational Inspection of Castilla y León for the academic years 2021/2022 and 2022/2023 establishing among its general objectives and the specification of its specific objectives:

OG1: Improve the quality, equity and inclusion of the education system of Castilla y León" and the development of its specification:

SO2: To promote the digitalisation and sustainability of educational centres.

SO2: To guarantee compliance with organisational and prevention protocols in educational centres.

SO4: Supervise the documents of educational centres, including start-up plans, contingency plans and digitisation plans, among others.

GC3: Advise educational centres on the regulatory changes to Organic Law 2/2006, of 3 May, on Education, having been amended by Organic Law 3/2020, of 29 December, and supervise its application where appropriate.

In the Instruction No 15/2022, of 14 July, of the General Secretariat of Education, which approves the Annual General Plan of the Education Inspectorate in Extremadura for the academic year 2022/2023, the creation of a working group is scheduled, at the proposal of the Inspection Service for:

Digital transformation of the classroom: translation of the digital competence framework to the education inspectorate.

➤ The Resolution of 29 November 2021, approving the Action Plan of the Education Inspection Service for the academic year 2021-2022 of the Regional Ministry of Education and Vocational Training of Cantabria establishes as a priority action the advice to centres in the development and implementation of the different actions linked to digital competence.

> The Resolution of 4 August 2022, of the General Technical Secretariat of the Department of Education, Culture and Sport, which approves the

General Action Plan of the Education Inspectorate of Aragon for the academic years 2022/2023, 2023/2024 and 2024/2025 establishes that the Permanent Training Plan of the Education Inspectorate must take into account the Aragonese Strategy for Training in Digital Teaching Competence 'Ramón y Cajal' (2021-2024), whose objective is for Aragonese educational centres to become digitally competent centres through, among other aspects, the approval of a Digital Plan for each educational centre.

➤ The Resolution of 23 September 2021 of the Regional Ministry of Education, approving the Action Plan of the Educational Inspection Service of the Principality of Asturias for the 2021/2022 academic year already anticipated the effects that the confinement in the pandemic would project in the following months. This boost to the Centre's Digital Plan is reflected in the lines of action set out last academic year: "Training actions in digital competence for students and teachers, as well as for non-teaching staff, will be maintained. Or also in "the continuity of actions that consolidate technological development and the digital strategy of educational centres".

>País Vasco: Annual Inspection Plan 2021-2122. The references to digitalisation focus on the actions of the educational inspectorate in schools by specifying the planning of the objective relating to the promotion and support of innovation, especially in those actions that will produce changes in the culture and collective values of the school, with the implementation of innovations in the curriculum, in methodologies, in assessment processes, in digitalisation processes, etc.

➤ The Resolution of the Directorate General for Educational Planning and Management, which approves the General Action Plan of the Education Inspectorate for the four-year period 2021-2025 establishes among its usual actions: "Supervision and advice on programmes related to the use of information and communication technologies, digital competence in centres and the progressive reduction of the "digital divide". Evaluation of teacher

training in this field and the degree of use of these technologies as a teaching resource in the classroom".

➤ The Resolution of 7 July 2022, of the Vice-Ministry, approving the Instructions for the development, management and coordination of the General Plan of Action of the Educational Inspection of the Andalusian Regional Government and the Training Plan for Professional Development and Updating, for the 2022-2023 school year contemplates, and thus establishes among its preliminary considerations, the contributions and strategic lines of the governing bodies of the Regional Ministry of Education and Sport, focusing among other areas on innovation and digitalisation of the centres.

7. CONCLUSIONS:

From all that has been analysed so far with regard to the Digital Plan, both at school level and within the actions of the education inspection service plans in the different communities, it can be deduced that:

The school digital plan is a document and an instrument that develops the digital strategy of the organisational, pedagogical and management areas and which should be included in the educational project of the schools. In this regard, it is important to highlight the need to know how schools will have to manage and protect information, content, data and digital identities, recognise and interact effectively with software or devices, as well as with artificial intelligence. Likewise, and in reference to the ability to develop digital competence in pupils, following the theoretical framework analysed, it can be established that, from the regulations governing our Spanish education system, one of the aims of which is "The ability to guarantee the full insertion of pupils in the digital society and learning to use digital media safely and respectfully with human dignity, constitutional values, fundamental rights and, particularly, with respect for and guarantee of individual and collective privacy" (LOMLOE, art.2.l), conclusions are also

drawn in relation to the regulatory development for the preparation of the Digital Plan for the school, in the hope that it will contribute to:

- Digitalisation as a competence to be developed to contribute to the integral development of students' personalities.
- Facilitating technological solutions to the problems generated as a result of the pandemic.
- Fight against the digital divide.
- To meet the training, information, assessment and monitoring needs of the Centre's professionals.

With regard to the review of the documents published by the Autonomous Communities, it should be pointed out that the main objective of the information shared on their platforms is aimed at having a plan that contributes to the achievement of the objectives to be formulated by each centre on the basis of its pedagogical autonomy and in favour of achieving the quality of the education system. Furthermore, most of the communities, through their educational administrations, coincide in the programming of the Digital Plan for Centres within a common strategy that promotes one of the main axes that are structured in the development of current regulations in relation to the need for the digital transformation of the centres, considering the educational inspectorate as participants and advisors in the processes of innovation, without detriment to the supervisory actions that will ensure compliance with the regulations when appropriate. In order to address all these aspects in a more specific way, a brief questionnaire was designed with the aim of finding out what methodological lines are being followed in those schools where the digital strategy had not yet been established at the time of designing and planning the document. For this purpose, a questionnaire was formulated anonymously with 10 multiple-choice questions so that each centre could choose the one that best adapted to their situation based on the planning and design of the D.P.

Among the main conclusions of this study are that most schools have appointed a committee to promote the digital plan and a leader or coordinator. With regard to training, schools are already taking into account the need to train not only those who will coordinate the actions, but also the rest of the teaching staff. In the design and planning, most of them have used the SELFIE tool to understand the starting point of their school's context in terms of digitisation and they also plan to use this tool to readjust their objectives. When asked about the involvement or advice of the inspectorate in this design and participation stage, most schools stated that they had received some advice from the inspectorate.

On the other hand, all the educational inspectorate Action Plans consulted include general objectives to be projected in the respective actions in relation to educational innovation or in reference to the digitalisation of schools, although they do not refer specifically to the school's Digital Plan.

The actions of the education inspectorate, within the spheres attributed by the regulations through its functions in art. 151 of the LOE, as modified by the new regulations, are oriented towards participation and advice in a generic manner in the development of the Digital Plan and the corresponding supervision through the analysis of the final report for evaluation, although the inspection action plans themselves do not specify the way in which this participation should be developed, although the development of supervision and evaluation actions is planned as a necessary basis for advising schools in the development of their teaching-learning processes.

Other conclusions from the documentary review and analysis are that current regulations insist on the need to promote the implementation of methodological changes in schools and classrooms, as well as their assessment and assessment processes. It is also necessary to apply instruments that are adapted to the new Plan and to the results of the evaluations provided by tools such as SELFIE.

In this sense, the advisory role of the educational inspectorate will be able to address more objectively those issues that may arise in schools, within the scope of its competences, given that now there will be planning for all possible areas related to digital competence programmed on the basis of an initial assessment, a sequencing with actions aimed at improving results, quality, equity and equality, with specific areas and persons responsible and criteria that will be used to evaluate the concreteness and results achieved. Given that the regulations establish that the Digital Plan will form part of the Educational Project and is included in the Annual General Programme, possible modifications, as well as proposals for improvement, will be included in the final report of each academic year.

Concludes this panoramic review of the Digital Plan with a view to the impetus currently being given to educational centres and the actions to be programmed by the educational inspectorate in relation to it.

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In coherence with the assumed value of gender equality, all the denominations made in masculine gender, when they have not been substituted by generic terms, will be understood to be made indistinctly in feminine or masculine gender, according to the sex of the holder who carries them out.