

Digital Intelligence (DQ) and Personal Capabilities: Social mobility, at Potrero Digital School of Digital Arts

Opportunities for entering the workforce constitute a fundamental pillar for social inclusion (Rocha & Neer, 2012). Paid work is the principal element that fosters economic autonomy and independence. Formal education, on the other hand, fostering intellectual development has also been recognized as another capital axis of social inclusion for young people. More years of formal education has been highly correlated not only with better opportunities for social inclusion, but with abilities to participate in the democratic, complex and globalized societies they face. Furthermore, education has been identified as one of the main factors to break with intergenerational reproduction cycle.

However, in Argentina, the percentage of young people that neither studies nor works (the Ni Ni generation¹) represents not only a significant disadvantage in both present and future terms to avoid poverty, or overcome it, but it places on them a negative label that stigmatize them. Despite their stigma that evolves around the preconception that young people that doesn't study nor work are lazy, or actively involved in violence, delinquency, alcohol and drug abuse, recent studies have revealed that this group of young people is actually very heterogeneous. These findings reveal a crucial need to visualize their complexity and the diversity of the situations (personal, familiar, socio economical, educational, etc.) they are immersed in, as well as the underlying causes for their social exclusion. It might be categorized as a Grand Challenge², one that demands the participation of all three sectors of society to collaborate in both identifying and putting in action other paths of social integration for this age group.

The Fourth Industrial Revolution is dawning an emerging new world of work, where skill sets required in both old and new occupations will change in most industries and transform how and where people work (García, 2017; WEF, 2018). This presents a unique opportunity for young people to acquire technical as well as personal skills, in cycles of poverty that have run down intergenerationally, and achieve social mobility.

The present study will use a Participatory Action Research approach to study whether the competencies acquired by young graduates of Potrero Digital school of digital arts meet the competencies demanded by Argentinian digital services' labor market, resulting in formalized employment that promotes social mobility. We theorize that the development of personal attributes is a boundary condition to achieve social mobility.

Setting

La Matanza is located in the urban agglomerate known as Greater Buenos Aires, an area composed of 24 Municipalities that surround the Federal Capital. Its total population is of 2,037,428 inhabitants, being the district with greater population of the country, after the Federal Capital. Between 2001 and 2010 the population grew 41%. It presents a 2.2% illiteracy, the largest of all the matches in Greater Buenos Aires. It has the lowest index, of the use of technology: 50.5% of the population of 3 years or more does not

¹ After Spanish silogism "Ni trabaja Ni estudia" (doesn't work nor studies)

² GC have been defined as "a specific critical barrier(s), that, if removed, would help solve an important societal problem with a likelihood of global impact through widespread implementation" (George et al., 2016: 1881). GC are multidisciplinary, foster epistemological pluralism and call for the pursuit of unconventional ideas and novel approaches to tackle large, unresolved problems. Complex problems require complex answers, and collaboration among the sectors of society have proven to provide a productive venue to address GC.

have access to a technological device. There are 114 villages and settlements in which 220,800 people live.

While the total unemployment rate in Argentina was of 9,6%, La Matanza has 24,1% of women under 29 and 21% of men under 29 unemployed. 14 points larger than the national rate for women, 11 points higher for men. 53,8% of the total of workers have precarious, informal jobs. This goes up to 60.7% for the economically active population aged 14 to 29. Of the 228.190 unemployed people in La Matanza, 85.994 neither works nor study (Ni Ni) (INDEC, 2018; Observatorio Social Universidad de la Matanza, 2018).

Potrero Digital

Under the emblem of mutual support and equality, La Juanita Labor Cooperative was founded in 2001, in the neighborhood of Gregorio de Laferrere., the most populated city in La Matanza. The cooperative was born from the rejection of welfare plans and with the aim of generating their own productive and educational ventures. Its mission is to recover the bonds of solidarity and dignity through work, education and the construction of citizenship. They consider that social integration is the challenge for a better world to which each one contributes according to their capacity and each one receives according to their needs, sharing the benefits without exclusion, without exploitation, without marginalization, without discrimination, interacting with different sectors that want Join our commitment.

In 2018, La Juanita Labor Cooperative launched Potrero Digital³, the first school of digital arts. This project has been generated with the collaboration of public and private sectors. This school of digital arts aims to inspire young people over 16 years of age in situations of social vulnerability to enter the labor market through new technologies, and it is carried out in coordination with the public and private sectors. It expects to promote social integration through training and work; generate digital ventures; become a pole of local development; offer professional practices; and offer advanced scholarships in Argentina and abroad.

For the 2019 cycle, applications have almost doubled total vacancies. The waiting list is currently attracting young people from other neighborhoods.

Digital Age, Child and Youth Well-Being

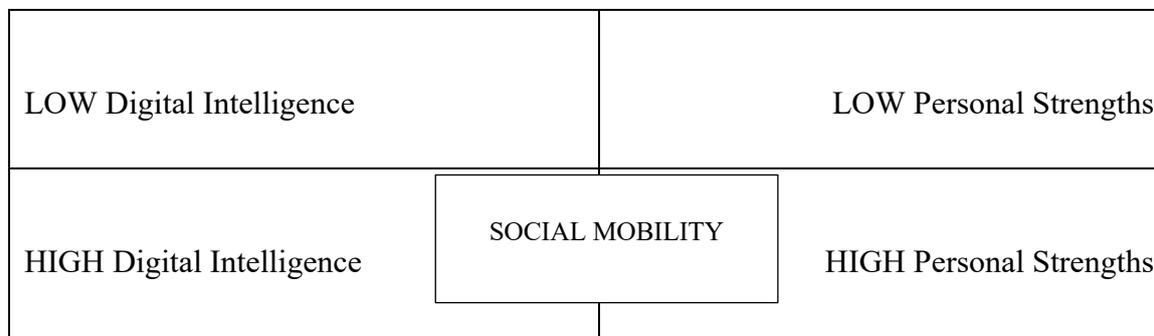
The concept of “child well-being” is often used as an all-encompassing, ambiguous concept. Since the way child well-being is defined alters adults approach towards it, literature was consistent upon the need to delimitate this elusive concept (Pollard & Lee, 2003). No consensus had yet been reached on the concept, how to measure it and the indicators of what constituted child well-being. Well- being has been referred to as a multi-dimensional concept including several dimensions: material living standards, health, education, personal activities, political voice and governance, social connections and relationships, environment, security (physical and emotional) (Sen & Fitoussi, 2009).

There are ongoing international efforts to identify key dimensions/ areas of well-being. OECD's Better Life Initiative identified 11 areas of well-being: income, wealth, jobs,

³ <http://www.potreredigital.org/>

earnings, housing, quality of life, including health, civic engagement, social connections, education, security, life satisfaction, and the environment. These 11 areas of well-being, in turn, contribute to achieving the 17 UN Sustainable Development Goals (UN SDGs)⁴.

Theoretical Framework



Methodology

Data will be collected using a mixed methodology through Participatory Action Research, a form of action research in which professional social researchers operate as full collaborators with members of organizations in studying and transforming those organizations (Greenwood, Whyte & Harvaky, 1993). The common theme underlying action research is to engage with members of an organization over a matter which is of genuine concern to them (Eden & Huxman, 1996) to promote social change. Participants will be encouraged to maintain video and photo journaling, proven to provide high quality data through self-reflection. Production of podcasts will allow for their self-expression empowering young Potrero participants to become positive influencers in social media (Müller, 2014)

The research team will be composed of both academic and practitioners members of the Media, Content, Technology and Child Well Being Chapter, an initiative of the IAE Business School (Universidad Austral, Buenos Aires, Argentina) that aims to co-create a plural field to promote a content environment that is safer, more responsible and suitable for children and youth, based on the Blueprint for Better Business criteria and Goal 17 of the Sustainable Development Goals.

An adaptation of the DQ Framework will be applied to measure whether the competencies acquired by Potrero’s graduates meet the demands of the labor market. Components of the Character Formation Framework (Jubilee Centre, 2018) will be aggregated to measure traits and values identified to help young people develop positive personal strengths., empowering Potrero Digital in its role in promoting child well-being and job readiness through the development of personal traits in its participants (Prieto, 2012).

The DQ Framework + Character Formation Framework to promote social mobility

The Coalition for Digital Intelligence (CDI), created a set of global standards for digital literacy, skills and readiness, known as the DQ framework. The new DQ global

standards resulted from a private public collaboration among the global public, private, and social (specially civic education and technology communities) sectors that applied an academically rigorous process to aggregate existing and leading frameworks from around the world⁵. The resulting framework, called Digital Intelligence (DQ), includes eight comprehensive areas deemed necessary for digital life today (DQ Institute, 2019). These include technical skills, abilities related to digital safety, digital rights, and digital emotional intelligence. The DQ is an adaptable framework that enables national and organizational adoption, customization and agile evolution to ensure that the framework remains pedagogically and technically up-to-date.

On the other hand, character formation is a classical conception of education based on a integral vision of the person, both in its intellectual and spiritual dimensions (Jubilee Centre, 2017; Prieto, 2012). According to this approach, it is necessary that the intellectual, affective, moral, social and aesthetic are harmonized so that the person can develop fully. If skills are not successfully developed, autonomy, self-regulation, independence might be affected, thus diminishing chances for social inclusion.

Ascertaining that it is in the union of Digital Intelligence (DQ) and Personal Capabilities that the young population of Potrero Digital School may achieve social mobility may favor replicability in a country ravished by intergenerational poverty, school desertion, and unemployment. Potrero's final goal is to provide the region with an effective model that might assist in alleviating youth inequality, through education, employment, dignity and social inclusion.

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⁵ The DQ Standards are unique as overarching concepts that encompasses the competencies of digital literacy, skills, and readiness, with a systematic structure built on the OECD's Education 2030 Learning Framework and by aggregating 25 leading global approaches including UNESCO's Digital Citizenship Competency Framework, European Commission's Digital Competence Framework, US Common Sense's Digital Literacy Framework