Digital education policies and general social impact evaluation. Findings and tendencies[1]

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Abstract

The paper presents a general Social Impact Analysis (SIA) of digital education policies in developed economies to prove that Digital Education social impacts are underestimated and not used for many governmental programs. There is a myth about the positive social impact of digital education program policies. Many governments neglected general social impact assessments, reporting only some digital education policy indicators related to productivity. The paper evaluates many reposts and research on digital education policies and their findings. We analyze the data using an SIA framework. As a result, was confirmed the hypothesis of low social impact assessment interest of Digital Education and many governments to focus productivity outcomes of digital education policies more than social equality and equity.

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1. INTRODUCTION.

Government Digital Transition (DT) strategy and policies have many huge impacts on society. All Countries, with more or fewer attitudes, had to manage the increasing speed of innovation and digitalization, but not all governments were able to find the right path of policies to follow the wave. Moreover, the overall public administration services DT, as for education, was increased frenetically by the emergency of SARS -COVID-19 spread.

The motivation for this paper came from a feeling proved by many discussions with students, teachers, and people that digital education policies such as the ones developed in the last years are not wise and increase psychological and social weakness. Productivity and success are not the only goals for education policies.

In the last three years, there is evidence that all educational systems in developed countries experimented with an acceleration of virtual education and digital transaction (EPSR 2020) during SARS-COVID-19. Many politicians justify an increase as an emergency under the implicit myth that DT always has a positive social impact (EIB 2020) and might be managed with complex plans and programs (AVENI 2022).

While some World Agency suggests caution because of the social impacts of digitalization (ECLAC 2022), we also argue that most governments used the emergency to make choices without sufficient public discussion following the global wave to invest in technologies than in social and human capital. The lack of Government's Social Indicators and Reports of DT and Digital Education's negative effects (social and psychological) are embarrassing for a researcher.

Although all governments agree on ONU seventeen Sustainable Development Objectives (SDO) when there must be defined alternatives of investment on policies only are evaluated by all governments contingent and short-term options to preserve their political capital. The government uses social networks and newspaper influence to pull the wool over the public's eyes. The result is official reports replicating the government's point of view, not independent audits, or evaluations.

A direct public service-provided evaluation can be performed with the UX method by single citizens. The term is not a market-mandatory tendency for designers, and creators, but also for Public Administration Services. Quality assessment of user experience (UX) is to qualify how a user interacts with and experiences a service. In terms of service, UX discusses the perceptions of utility, ease of use, and efficiency. Negative user experience in public services reduces the trust in government and the political capital resulting from the vocations and increasing social conflicts. On the contrary, any desired positive impacts increase government political capital. That's why all politicians must deliver good news about digitalization.

The present paper aims instead to discuss today's digital education policies and policy tendencies of the last years and analyze them under the lens of Social Impact Assessment (SIA) which is an evaluation necessary for democracy and political audit. To achieve the goal were researched reports explaining digital transaction programs and the reasons claimed they are delivering a positive social impact. The research shows a policy tendency today to be delivered as soon as possible DT programs. These policies follow the political common sense that digitalization is the only solution to improve public services, especially in an emergency. Claiming positive social impacts, however, is focused only on the claimed positive productivity of DT, without much appraisal or evaluation.

The clarity of the positive social impact of digitalization justifies the paper. The paper focuses on digital education policies research and aims to prove the hypothesis that digital innovation and digital transaction education policies today are unequal and

should be discussed better before to be delivered. Productivity, used as a justification for DT is a false indicator of positive social impact and could not be associated with an effect of overall positive social impact. Moreover, when organizing and orienting plans and programs the results could be a boomerang that reduces the government's political capital in reducing its trust and DT too from the citizen's point of view.

1.1. General and secondary objectives of the paper.

The paper aims to sketch a general social impact assessment of digital education policies. It ought to provide evidence that today's digital education policy in many developed countries is not wise and is not socially oriented.

Teaching with new technology and using an innovative education system is not the discussion here, as well as digital education or DT. The future of the information economy or Industry 4.0 is going in this direction and public services are doing the same. No doubt about whether it is possible to improve our products and deliver better quality services with innovation and digital transaction policies.

Thus, the discussion and the paper aim to discuss discrimination and exclusion due to tendencies of political policies and derivate of operational plans and programs, and the low discussion on results and strategies developed with independent appraisals. Our aim is to understand what is going wrong trying amateur digital education policies. As a result, we increase inequality, not positive social impacts.

It is possible, as an overview, to clarify some of the elements under that analysis following our hypothesis. They are the secondary objectives of the paper:
a) The platforms (hardware and software) to provide virtual education.
b) The curricula.
c) The content of the courses.
d) The evaluations.
e) The readiness, and.
f) The skills of the teachers to provide lesson hours. These relate to productivity or increase productivity by supporting technology and digitalization.

But, as social issues, it is possible to also analyze:
a) The student's and their family's motivation.
b) Methods and approaches to visual teaching for different demographic variables.
c) Income and digital expenditure for families.
d) The cultural impact of new technologies, and e) localization issues.

These are elements of the discussion on social impacts under the lens of sustainable development. All these secondary objectives will be analyzed using Social Impact Assessment method.

1.2. Methods.

To prove the general objective of understanding the social impact of digital policies, we adopt the hypothesis (H1) that education and learning based on actual digitalization policies exclude more than include students and concentrate benefits on high-income citizens, increasing the education gap between rich and poor.

As a methodological process, we use the following steps:

Step 1 - Primary data was bibliographic research to find data and policy tendencies[6].

-Bibliographic research google social impact assessment 2019 to 2023 - 34 articles
-Bibliographic research google digital education policies 2019 to 2023 - 1 article
- Bibliographic research by the institution:

- European Union EU

<https://commission.europa.eu/law/law-making-process/planning-and-proposing-law/impact-assessments_en>
<https://www.european-agency.org/sites/default/files/Inclusive_Digital_Education.pdf>

- Education U.S.A.

<https://tech.ed.gov/priorities/#digital-inclusion>
<https://tech.ed.gov/advancing-digital-equity-for-all/>

- United Nation Organization ONU

<https://unesdoc.unesco.org/ark:/48223/pf0000380982?posInSet=4&queryId=84896d88-79b6-4a07-92a4-82a6352fa98d>

Step 2 Perform a general Social Impact Assessment review.

Social impact assessment (SIA) is a methodology derivative from the environmental impact assessment (EIA) model, which first emerged in the 1970s in the U.S. In the United States, applied to planned interventions whose goal is to be able to assess social outcomes and long-term effects (INTERORGANIZATIONAL COMMITTEE 2012, ZANZIBAR ENVIRONMENTAL CONSULTANCY.2012, VANCLAY 2003).

For instance, we can refer to the European Union claiming to follow the method. There are several reports about social inclusion and social protection, reports to combat poverty and social exclusion, social protection systems, and social inclusion of children with disabilities and homeless people. The assessment based on the European Pillar of Social Rights sets out 20 principles and rights. The principles from 11 to 20 cover principles most relevant to social protection and inclusion called the third chapter.

Due to that, the European Social Action Plan for 2030[7] (EU 2021) put forward the following targets: employment, adult education, and poverty, and between them the proposal for a Council Recommendation on minimum income, a European Platform on Combating Homelessness, an EU report on access to essential services, an initiative on long-term care, a High-Level Expert Group to study the future of the welfare state, guidance on the use of ex-ante distributional impact assessment.

The Social Protection Committee using the Open Method of Coordination in Europe is the voluntary process for political cooperation and evaluation of social impact assessments in SIA's identify and mitigate, identify the stakeholders and the type of communities who impacted positively or negatively.

In sum SIA, as practiced in Europe, identifies possible direct social impacts and the time from finally providing government legislation and policies related to the SIA. There are steps that one takes to do an effective social impact assessment, as advised the Guidelines and Principles for Social Impact Assessment of The Interorganizational

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[6] https://scholar.google.com/scholar?as_q=social+impact+assessment&as_epq=&as_oq=&as_eq=&as_occt=title&as_sauthors=&as_publication=&as_ylo=2019&as_yhi=&hl=it&as_sdt=0%2C5&as_rr=1
https://scholar.google.com/scholar?hl=it&as_sdt=0%2C5&as_ylo=2019&as_rr=1&q=allintitle%3A+digital+education+policies&btnG=
[7] https://ec.europa.eu/social/main.jsp?catId=1537&langId=it and https://ec.europa.eu/info/law/better-regulation/have-your-say/initiatives/12743-EU-action-plan-for-social-economy_en

Committee on Guidelines and Principles for Social Impact Assessment (1995) recommended these steps:
• Describe your public plan and formulate a public policy involving all potential parties.
• Describe the social environment or area specific to your public plan or policy and its conditions.
• Recognizing the potential social impacts will be communicated to those who are affected.
• Identify the potential social impacts.
• Identify future impacts and growing social impacts.
• Establish the consequences of social impacts.
• Plan an alternative public plan or policy and its outcomes.
• Formulate a mitigating plan.
• Formulate a program that monitors every aspect of the plan.
• Risks of digitalization.

2. BIBLIOGRAPHIC RESEARCH.
2.1. Digital Education and Learning

According to Altamura (2019), who discussed Umberto Eco's thought, the spread of digital technologies and the Internet, involves the structure of our knowledge. The web is a medium where many writings proliferate chaotically, without a hierarchy and with no respect for authority. The result is that the web is an open and rhizomatic space. That needs a cautious approach because its exorbitant data amount isn't selected easily. There is a prodigious memory used without competencies.
But these competencies today are provided by the web. So only those who have competence know and can filter the information. In that way, is a sort of paradox in digital learning today?

Digital Education plays a crucial contribution in minimizing the competence gap effect. Meanwhile, Education as a public administration service is affected by this digitalization and mobile technologies issues (AVENI, 2021). So, there is an ongoing paradox of digital Education that can be developed only with digital equipment but depends again on Digital Education.

This we need to clarify the definition of virtual or digital Education clarifying before discussing the connection between digital Education and its social impact.
Today teaching exceeds presence and personal contact. The difference between online learning and distance learning is that location and location is a social variable neglected in the most social report unless in new geography reports that include social variables. Online learning (sometimes called eLearning) is used as a blended learning technique along with other teaching strategies. Online learning is a supplemental way of mixing things up in your classroom to provide learning opportunities for your students. Students have an instructor while working through their digital lessons and assessments.

When using distance learning education, the instructor uses digital forms of communication such as messaging apps, video calls, discussion boards, and you're learning management system (LMS). It is a method for delivering instruction, not a variation in teaching. Students work online at home while the teacher assigns work and checks in digitally. The interaction between you and your students differs as well by the differences in location.

Due to the threat of COVID-19, while keeping faculty, staff, and students safe from public health, many institutions have opted to cancel all face-to-face classes and

move their courses online. But moving instruction online enables the flexibility of teaching and learning anywhere, anytime, was rude and at an unprecedented, experimented speed.

Support personnel and teaching teams typically supported small teaching online and could not handle all online teaching in the short time needed because of the speed of the spread. Moreover, institutions made different decisions and investments, resulting in widely varying solutions and results from one institution to another. Online learning resulted in lower quality than face-to-face learning, not because of the method itself but because of all the difficulties of support, class preparation, and teacher preparation. Thus, highly variable design solutions resulted, developed, and implemented were: distributed learning, blended learning, emergency remote teaching, mobile learning, and others. These were slightly different from the two main methods explained above, i.e., Online and distance learning.

Clarify two main methods: a) distributed learning is a multi-media method that includes a mix of Web-based instruction, streaming video conferencing (webinar), face-to-face classroom time, distance learning through television or video, or other combinations of electronic and traditional Education, b) blended learning effectively replaces some of the face-to-face contact time rather than supplementing it. It is a mix of technology-mediated and web-enhanced instruction combining online educational materials and opportunities for interaction online with the physical presence of both teacher and student, with some elements of student control over time, place, path, or pace.

The Covid-19 "emergency remote teaching" emerged as an alternative where a video lesson substituted a presence lesson. Today the presence lesson is substituted by adding homework, to sum up, the effective number of hours due to developing the contents. This form of teaching, when adopted without strict control of the homework done, resulted in reduced learning hours and weak preparation at the end of the learning cycle.

We face, in fact, many ways when Education became digital Education and how there is a transition between "normal" Education and Digital Education. The mix and the differences between institutions (and between public and private institutions) are not homogeneous and are difficult to measure cause effects and social impacts.
From these discussions, we can affirm that it is difficult to support the idea that DT and Digital education policies can be evaluated as a whole and need different approaches and frameworks of evaluation.

2.2. Digital Transition DT.

Digital Education needs the DT and digital innovation. These allow and support the democratization of information and have positive social impacts. However, the failure to include more and more people in a digital system increase the gap between individual included and not. The COVID-19 crisis contributed to widening the digital gap, suggesting that public policies play a crucial role (CALVINO et al. 2022).
The spread of information is running with the internet/mobile spread elements allow this as good internet connections, hardware and software of the last generation, and time/education to use it. Education, a service production of the public administration, is affected by this digitalization and mobile technologies (AVENI and PINHO FILHO, 2021).

However, the evidence is that a digital policy today, and education too, is supporting only new systems. That's why, every year, new digital services are no more supported or stopped to provide services for old systems and old devices increasing

the gap that is filled only by buying new tools and incorporating new software. In other words, the industrial interest in producing new devices makes it impossible to run new digital services with old ones.

That is justified because today's services will be overkilled with innovation and new product business cycles, so the developers must produce for the future generation devices. The result is that the ones with revenues to buy new products (i.e., the propriety or possession of digital devices) could only profit from new software delivered. Another problem occurs when new technologies are easily adopted but not tested and not following a UX design. It is some people can easily manage the changes in technology and systems. Internet applications then allow us to perform operations, i.e., bank operations, without the clerk also are included in mobile devices like telephones, smartphones, and tablets. So even people that can buy new devices could have problems using new digital services.

So last main factors that affect the diffusion of digital technologies show that low digitalization depends on the low levels of these factors:

- Tangible and intangible assets.
- People skills.
- Device and software management capabilities.

The increase in information mixed with low levels in the three skills discussed above could open a generation gap in which new generations are more adaptive and skilled in new generations' devices than the old ones. The digitalization gap is cultural, when people with less familiarity with new technologies, like seniors, cannot use new technologies and instruments.

But a gap could increase because the local one depends on the installations of repeaters, digital fibers, and internet networks in all locations and municipalities, been favorite big cities and research centers against low-density and rural communities, slums, and low-income residences (HALL 2002).

The cultural/educational gap sums up the locational one. It is difficult to divide cultural and local digital problems. Those who live in suburbs or are going on vacation in places not well served by the internet (as many experimented) and with low income are the most affected (and the senior citizens with low income).

That is the opposite of the initial goal of the digital transaction: to provide more high-quality service for all the society. The Internet's aim is to distribute knowledge and not to concentrate it and control information.

2.3. Governmental Report Findings.

According to the TU.S. Department of Education, Office of Educational Technology, Understanding the Implications of Online Learning for Educational Productivity, (2012) use of technology as productivity suggested when technology coupled with organizational changes (ATHEY AND STERN 2002; ATKINSON AND MCKAY 2007; BRYNJOLFSSON AND HITT 2000, MCKINSEY GLOBAL INSTITUTE 2000, 2002).

According to this report, some studies have shown that universities that use online learning had significant savings (BUZHARDT AND SEMB 2005; COHEN AND NACHMIAS 200); GORDON, HE, AND ABDOUS 2009; LOVETT, MEYER, AND THILLE 2008). Thus, transforming American Education Learning Powered by Technology is the goal in the U.S. for all levels of the educational system to redesign processes and structures to leverage the power of technology.

The goal declared of the public policy is to improve learning outcomes while making more efficient use of time, money, and staff that fit into a firm process. But it is needed to design and measures test scores. The report considered retention rates and

school attendance meaningful in educational contexts that will support increasingly real-time, integrated learning analytics for students and teachers.

U.S. research made suggestions on school attendance because of the complexity of implementations and the relative novelty of online learning with children. It was suggested to research to identify the conditions and practices of which combinations of technological affordances, subject domains, roles of adults, and instructional and assessment approaches work best for particular types of students with special needs that deserve special attention.

The report also suggests understanding what needs between Internet access, technical aptitude, independent learning skills, or adult supervision provided and are necessary to engage fully in learning online. The question remains of which implementation characteristics are associated with success for at-risk students and students with disabilities. Another question is the degree to which access to technology and learning content presents barriers to student participation and success in online learning programs.

Other problems are the appropriate teacher credentials and teacher-student ratios, appropriate roles for teachers given students and content, types of services instructors and moderators provide online, the cost-effectiveness of materials developed to support student learning without adult support relative to other models, slow barriers the adoption of innovation in schools and districts, incentives provided to encourage innovation.

The focus using the retention rate of the reports shows an increase in people that completed the educational cycle. Following (IRWIN et al., 2022) new report 2022, between 2010 and 2021, Educational attainment rates have increased at all levels in the United States. Educational attainment rates among 25- to 29-year-olds increased at each attainment level. The percentage who had completed at least high school 64 increased from 89 to 94 percent, the percentage with an associate's or higher degree increased from 41 to 49 percent, the percent with a bachelor's or higher degree increased from 32 to 39 percent, and the percent with a master's or higher degree increased from 7 to 9 percent as shown in figure 22 pg.30 of this report.
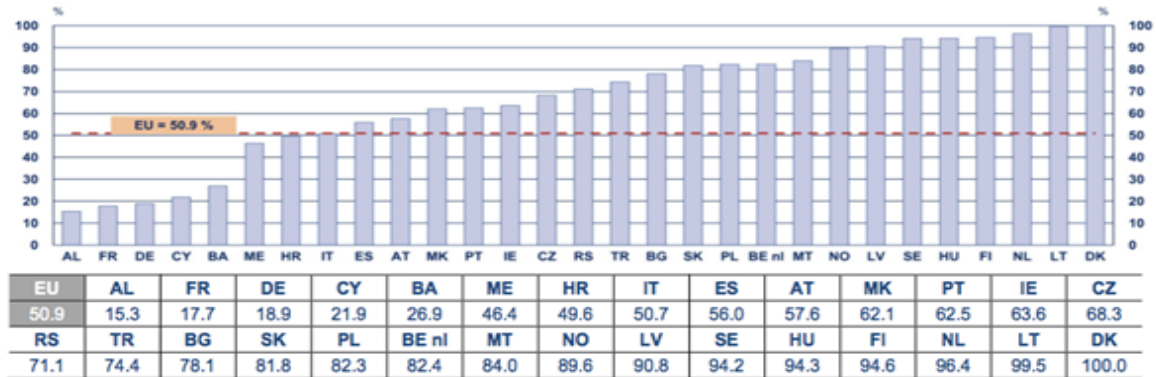
Also, the percentages who had completed at least high school increased for those who were Asian (from 94 to 98 percent), White (from 95 to 96 percent), Black (from 90 to 94 percent), and Hispanic (from 69 to 88 percent). In March 2021 into the coronavirus pandemic, the employment rate of 25- to 34-year-olds was higher for those with higher levels of educational attainment. That was not a surprise because it demonstrates that the income bracket of the top productivity level is reached at the top productivity age with the top educational level (IRWIN et al., 2021).

Another report found talking about equity for all (US EDUCATION 2022) is from USA issued in 2022. Following the conclusion of this report it will be required collaboration among leaders and community members to co-develop and implement strategies and address three components of digital access: availability, affordability, and adoption. The report is not a SIA assessment but it is very close. In reality it is a guide to suggest how to reduce inequality not a policy.

In Europe, European Commission reports that digital Education exacerbated existing educational inequalities (EUROPEAN COMMISSION,2022A, 2022B, EURYDICE 2019), but not social ones. There is a difference analyze only education inequalities between institutions and educational systems and digital education social inequalities. The main difference is that virtual changes in institutions and all over the system could reduce inequalities when this doesn't reduce the causes of social inequalities

between students. Figures of Digital Education in Europe before COVID-19 are summarized in figure 1, above:

Figure 1 – Percentage of fourth graders whose school used an online learning management system to support learning before the COVID-19 Pandemic, in 2019.

EU	AL	FR	DE	CY	BA	ME	HR	IT	ES	AT	MK	PT	IE	CZ
50.9	15.3	17.7	18.9	21.9	26.9	46.4	49.6	50.7	56.0	57.6	62.1	62.5	63.6	68.3
RS	TR	BG	SK	PL	BE nl	MT	NO	LV	SE	HU	FI	NL	LT	DK
71.1	74.4	78.1	81.8	82.3	82.4	84.0	89.6	90.8	94.2	94.3	94.6	96.4	99.5	100.0

Source: Eurydice, based on the IEA TIMSS 2019 database.

After 2019 the NextGenEu plan is improving the digital transformations and resilience. From figure 1 findings, only one country had a full educational digital, and another five had up to 90% online learning (and they are not the most populated) system between it seems so difficult to reach complete Europe digital learning in a few years of work.

According to Cachia et al. (2021) all students with low educational attainment, those from disadvantaged backgrounds, those who did not have access to digital learning resources, and those with learning difficulties or lacking the resilience to learn on their own, faced substantially more obstacles in the context of distance learning.

Following the report's conclusions, the COVID-19 responses all over Europe revealed huge differences in the levels of digitalization between countries as the digital capacities of schools, teachers, and learners. The report shows an average of at least five students enrolled in schools who had to share one computer and 3.8% of students had no access to computers at school whatsoever.

The report explains that an online learning management system, as the school attendance of the US report, was used in approximately half of the schools before the Pandemic. It seems real that the change was not quick. Most of the cases were drafted and published on the websites of ministries of Education or dedicated information portals. So only guidelines for schools and teachers concerning distance teaching and learning and we don't have figures for the increase in education expenses all over Europe between 2020 and 2022.

The Pandemic emergency provided additional opportunities for students to catch up with the formal learning time, provided for the recruitment of support staff, and changes in teaching content and student assessment. That is why the students with more support and income could profit from opportunities part of others fail.

3. DISCUSSION.

Although online education articles on social impact are many in summary research on google today, governmental reports on these matters are not available. The Social Impact Assessment milestones are discussed here with the example of academic articles:

SIA EVALUATION	FINDINGS
Describe public plan and formulate a public plan or policy that involves all potential parties.	Aveni (2022) reports that NextGenEu complex plan lack of stakeholder's inclusion.
Describe the social environment or area specific to public plan or policy and its conditions.	Athey and Stern 2002; Atkinson and McKay 2007; Brynjolfsson and Hitt 2000, McKinsey Global Institute 2000, 2002, Buzhardt and Semb 2005; Cohen and Nachmias 200); Gordon, He, and Abdous 2009; Lovett, Meyer, and Thille 2008 European Commission,2022a, 2022b, Eurydice 2019, Cachia et al., 2021
Recognize he potential social impacts will be communicated to those who are affected.	No communication strategy and activity into EU strategy of digital education Action Plan. No paper to reference.
Identify the potential social impacts	Weiwei Zhao, Jingshu Zhang, Xia Liu, Zhou Jiang (2022) many schools neglected using ISO 26000.
Identify future impacts and growing social impacts.	Lund (2021) European Nordic Education plans must be improved and clarified
Establish the consequences of social impacts	Blaskó da Costa and Schnepf (2022) inequality increase
Plan an alternative public plan or policy and its outcomes.	The European Community launch a public consultation but not an alternative Plan. No reference paper to this.
Formulate a mitigating plan.	The European Community launch a public consultation but not a mitigation Plan. No reference paper to this.
Formulate a program that monitors every aspect of the plan.	Digital Education Action Plan (2021-2027) of the European Union. No Country specification or program but only an overall contribution.
Social impact assessment and risks of digitalization.	ILO (2022) reports that, although digital employment can increase economic inclusion, empirical research has revealed that there are also explicit or inexplicit forms of discrimination based on location, ethnicity, religion, gender, etc. Research reveals that a considerable proportion of workers on digital labour platforms experience discrimination or harassment.

The field observation also shows that:
- Many students suffer from psychological issues today more than yesterday, and that is not only because of the pandemic spread.
- Many seniors are not able to use apps or new online digitalization features of Public Administration
- Offer of digital services increases using new platforms only with last-generation devices and systems that make the old hardware and software inoperable in a short time.

Thus, as a result, we didn't find a social impact assessment of digitalization or educational programs from 2020 on, from the Govern point of view, but only consulting and corporation research or academics.

But it will wise to see that two years after the pandemic spread some Governments have evaluated Plans and all the actions proposed and planned. At least a risk assessment of the health impact and psychological impacts to students of a changing educational method and the return to "normality" is mandatory.

The discussion on Digital Educational policies and Digital Education Social Impact Assessment as the outcome, as discussed here in the paper, must be the starting point when a DT policy starts in Education.

Finally, we suggest developing a root-cause analysis that could evaluate the main problem of distorted evaluation of digital education impact or inequality caused by Education digital bad policies. A root cause analysis (RCA) is another tool not used when a digital education policy starts. The RCA defined all factors that caused non-conformance. The root cause is the core issue that sets the entire cause-and-effect reaction that ultimately leads to the problem(s). The RCA visualizes into a diagram that describes all issues' causes.

RCA approach could be identifying true root causes, solving techniques, and core activities (ANDERSEN and, FAGERHAU 2013). Of course, other plans and project methods are available to develop a social impact analysis and a cost-benefit analysis when a policy is discussed and financed by the government or international agencies.

4. RESULTS.

A limitation of the research was to consider only the U.S.A. and European public policies and points of view and not the comparison between all countries. The limit is justified because we are testing the digital education systems' best practices to reduce time and number of findings.

As summary results of the general SIA digital education assessment in the current paper are that there is a risk of a constant slight and constant exclusion of groups of citizens, old and young people, and a reduced capacity to follow innovations and information with the digital educational system following the policies and programs of DT and Digital Education in many countries.

That is mainly because in our research: 1) we cannot find reports or discussions of SIA or evaluation of policies with findings that prove the contrary 2) the academic papers found show social inequalities as in our H1. So, the H1 is valid we didn't find Educational DT policies and its SIA. The conclusion is that the social gap is increasing, as was suggested in the papers we referenced.

Thus, we confirm our hypothesis that actual policies and programs are oriented more toward a digital program to increase productivity and methods to combine technology and people to have a good outcome with these new investments in resilience and institutional attendance. There is no attention to understanding the causes of the exclusion and social impacts. There is no interest in social appraisals and social indicators building.

Because no evaluation of social impact assessment (SIA) in the main reports referenced in this paper, we conclude that the separation between Educational Reports, Emergence Educational Reports, and Social Impact must be outdated.

Although the real problem is to dig into the causes of a social gap in educational systems, internal and all over the world, and answer how to improve a full and comprehensive education of good quality to fill the gap, to manage the problem we need

figures and indicators. The retention and attendance indicators and the correlation with productivity outcomes seem a very poor and distorted visions of a DT and Digital Education policy with its social impact.

Following the 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015, there are 17 Sustainable Development Goals (SDGs)[8], the ONU recognizes that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and Education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests.

A good education is not only a human right and a sustainable goal, but also a human capital to increase and preserve. That is more useful than simple political capital because it is the only way to increase social and development rights.

5. CONCLUDING REMARKS.

We discuss here the gap caused by digital education programs without SIA. We suggest using a simple SIA on DT and Digital Education policies, indicators, and an RCA as a basis for a discussion. We find that impacts are not very well studied and evaluated when started educational policies and programs by many governments.

Most governments in developed countries use the emergency to make choices without sufficient public discussion and only follow the global tendency of mass digitalization. Moreover, the overall tendency of digital policies of many governments today is also to program DT and Digital Education without social impact assessment appraisal and discussion on social impact outcomes.

We dream of politics as a good family man. Thus, the DT, and the digital education service, as a government policy, must be analyzed not only from the point of view of the makers (that ought only to increase their political capital) but also from the point of view of the clients and social impacts. It is mandatory a good assessment and evaluation of outcomes by independent auditing. These must be accessed by academics and citizens not only to evaluate today's policies but improve the next plans.

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