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Leadership Education for Social Transformation: Barcelona's Social Inclusion Plan

Edukacja liderów na rzecz transformacji społecznej. Barceloński Plan Społecznej Inkluzji

ABSTRACT

In the Europe of the European Union, policies and programmes on the social inclusion of millions of euros have been presented for years in different countries, with a greater concentration in the countries of the south and neighbouring countries. This issue is of concern to state, regional and also local governments. The strategies proposed are also multilevel. It is the latter that have the most complicated role since they are the ones that are closest to the problem. For this last level of public administration, the main obstacle is the lack of resources, becoming clearly dependent on European, national and autonomous funds. An analysis of the plans guides us as to which aspects are the most important. This is the case of Barcelona, because it is an example of inclusive support measures and teamwork on a European and international scale. A theoretical model derived from the analysis of the theory and the results of the application of the different social policies of inclusion through training are presented, in which the leader has a determining role and a new actor is incorporated into the traditional models.

Artykuły i rozprawy

Articles and dissertations

ABSTRAKT

W krajach Unii Europejskiej od wielu lat wdrażane są polityki i programy dotyczące inkluzji społecznej w wysokości milionów euro, z których większość jest przekazywana krajom Europy Południowej i Środkowo-Wschodniej. Programy te angażują władze państwowe, regionalne, a także lokalne. Proponowane strategie mają wielopoziomowy charakter. Programy skierowane do władz lokalnych są najbardziej rozbudowane, ponieważ to władze lokalne są najbliżej problemów związanych z integracją społeczną. Na tym ostatnim szczeblu administracji publicznej główną przeszkodą jest brak środków, co uzależnia ją mocno od funduszy europejskich, krajowych i samorządowych. Analiza programów pokazuje, które aspekty inkluzji są najważniejsze. Dotyczy to również Barcelony, gdzie są wprowadzane środki wsparcia inkluzywnego i praca zespołowa w skali europejskiej i międzynarodowej. W artykule przedstawiono model teoretyczny wywodzący się zarówno z analizy teorii, jak i efektów stosowania różnych polityk społecznej integracji, w których szkolenia odgrywają główną rolę. W tym modelu liderowi przypada decydująca rola, a nowi aktorzy są włączani do tradycyjnych modeli.

Introduction

Is it the end of leadership or is it time for leadership? It is likely that what we have experienced in the last 13 years should not be considered leadership. Some company and some public administrations will have taken some moderate risks (Toro, Carmona and Tabares 2018). But how have most companies and public administrations behaved? Who has taken risks in the business sphere when interest rates are negative? Have public administrations taken risks when the debt limit is set and limited by higher entities? Is taking risks in decision-making more difficult in an environment where interest rates are low or where there are spending limits? Have companies managed to get off the ground with the cost of financing? Have public administrations managed to improve their efficiency? Have they increased their profits and budgets exponentially? The answer is no. And it is no because demand understands risks differently from private companies and public administrations.

Economic crises lead to a decline in demand dynamics (Gugler, Weichselbaumer and Zulehner 2014). One element that marks this behaviour is panic. Panic feeds on uncertainty, on job insecurity, and ultimately on nonfuture.

Developed economies have shown lower growth rates in recent years than in the past, reviving the concept of secular stagnation coined by Alvin Hansen in 1938 (cited in Backhouse and Boianovsky 2016) and revived by Larry Summers in November 2013. The following graph shows the evolution of economic growth rates in the OECD and the euro area countries.

Figure 1. GDP evolution in the EU/OECD
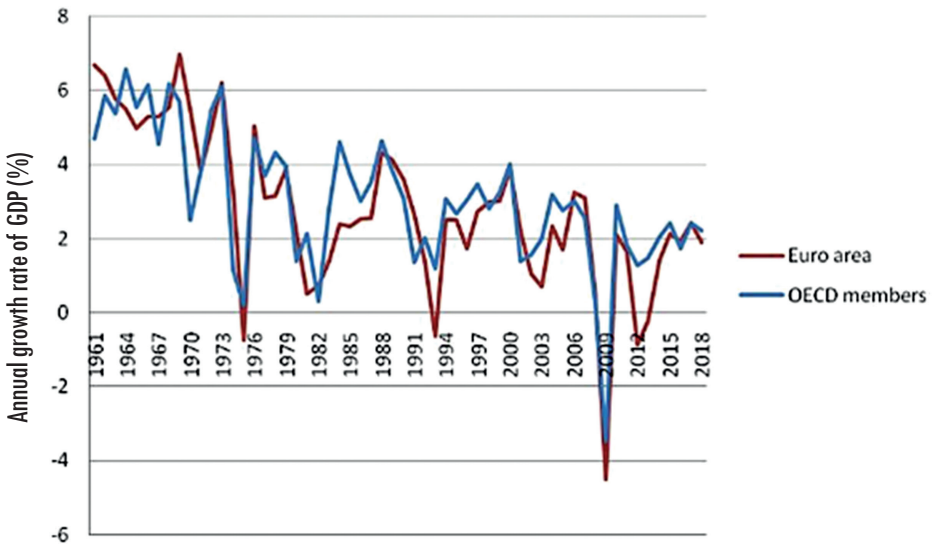
Source: OECD.Stat

The data on the evolution of GDP rates in both cases show a negative trend. Everything points to the fact that the forecasts are not very optimistic, aggravated by the current situation caused by Covid-19, and a change in the trend is presumed to be in the distant future.

There has been much debate about the origin of this situation, with many non-excluding factors that could justify this environment. Among them, we can mention the greater importance of the service

sector in the economy, which presents lower productivity than man-ufacturing. Another aspect would be demographic trends, given that ageing has been associated with higher savings rates and lower con-sumption, as well as uncertainty about the future of pensions, which induces higher savings rates among the working population (Bieling and Lux 2014; Clua-Losada and Navarro 2012). A final example could be the low interest rates that allow uncompetitive firms to sur-vive, which weigh down productivity while acting as a barrier to entry for new firms by reducing competition and innovation.

The lower productivity of the service sector in relation to the in-dustrial sector, the ageing population and lower consumption, as well as the maintenance of low interest rates, do not help to overcome this situation of stagnation and drift.

How can we reverse the situation that has arisen up to now? Ferran Adrià, one of the best chefs in the world, says that all of humanity's problems have been solved through innovation. Over the last century, the Massachusetts Institute of Technology (MIT) has been at the forefront of technological innovation and mastering the technical skills to drive innovation. But innovation, taking MIT as its reference, has focused on industrial rather than social aspects. It is therefore necessary to consider other options along the lines of the contributions of Alshamsi, Pinheiro and Hidalgo (2018): At low levels of economic development, targeting unrelated activities may be too hopeful. But when economies enter an intermediate level of de-velopment, it is optimal to take larger risks and target activities that are relatively unrelated but connected. So, the important question for countries is when to switch strategies. It follows that it is important to determine both which activities need to be connected and who decides when and how.

One of the consequences of this situation in the past is that count-less countries have been left behind in innovation. But there has also been the appearance and/or increase of social phenomena such as exclusion. Exclusion in capital letters is produced at the beginning in the labour market, in the low technical and little specialized labour profiles and in the loss of low qualified labour opportunities, so that access to a job is increasingly difficult for people without training. The lack of a job means that no income is generated and, in turn, leads to exclusion from education, and ends up in social exclusion.

This loop, which is repeated in many societies, must be broken in one of its links if this situation is to be reversed.

Exclusion from training and educational innovation is one of the issues that has raised most interest in the field of education and, in a particular and relevant way, has become a pioneering issue today. The current challenges faced by countries which have been briefly outlined – emphasized by the significant socio-economic and cultural changes at the end of the 20th century – call for the development of new teaching and learning practices that coexist with the new scenario that presents the fragility of the knowledge economy and society and that is based on such expanded principles as globalization, population mobility, the media, diversity and the rapid advance of new technologies.

The European Union has led and acted in a recurrent manner through programmes and policies aimed at those countries that have shown a greater presence of these worrying phenomena for the future of society in common with the member states. Other levels of administration, such as state, regional and local, have also led actions in the same direction. This is the case in the city of Barcelona (Spain), where inclusion policies are being implemented (Rosetti 2017). But it could be discussed whether or not this leadership is adequate. Organizations, whether public or private, and projects increasingly need to combine this technical excellence with great interpersonal and leadership skills. It is necessary to create a culture of driving change, a global vision of projects and the ability to inspire and motivate people to emerge strengthened from this environment of constant innovation.

Social leadership

When we talk about leadership, we are talking about the art of influencing others, of mobilizing others to achieve a common purpose. In this case, the purpose is a social purpose, of social transformation, which is normally carried out by NGOs, non-profit entities, and also public administrations and educational centres. But more and more social enterprises and highly responsible companies are trying to combine the generation of economic value with the generation of social and environmental value.

Leadership has been strengthened over the last few years. Even so, social leadership is a form of leadership that needs to be strengthened in at least three major areas: diversity, talent management and innovation,

One aspect that is marking and will mark the future of leadership and organizations is their transformation from the incorporation of women into management positions. This change brings new collaborative skills, emotional intelligence and influence and, on the other hand, it is a question of justice with respect to the reality of the sectors. There are examples of this in different economic sectors, such as in the banking sector and the Bank of Santander, which is ranked eighth in the world, led by Ana Botín. Or the city of Barcelona, one of the world's main tourist destinations, whose mayor has been Ada Colau since 2015. And in the case of the third sector, 43% of NGOs in Spain are led by women (PWC and Esade 2019).

We have also seen that management talent must be developed, especially within the third sector and public administration. We have directors who are very action-oriented and perhaps find it much harder to recognize and take advantage of the talent they have. One option would be to give them opportunities and training so that they can be the talent of the future that organizations, including educational organizations, NGOs and public administrations, need.

The social organizations, educational institutions, NGOs and public administrations that must provide new solutions to social and environmental challenges are led by people who are perhaps less innovative than in other sectors. Here the challenge is not only one of innovation, but also of entrepreneurship. It is a challenge that must be met by organizations' own capacities, generating more innovative cultures and generating more innovative leaders, but also by collaborating with other actors, public or private, that are innovative, and by combining the competencies of social organizations, educational institutions, NGOs and public administrations with those of these actors, more innovation can be achieved.

Some concerns have been detected regarding where social leadership should go. Firstly, will social leaders be able to address uncertainty with a vision that allows their organizations to be organizations with a growing impact over the years and at the same time be

organizations that have a funding model that allows them to address new challenges on an ongoing basis?

A second concern is reputation. There is a lack of trust in all types of organizations, public and private, and also in educational institutions. For educational institutions, trust is vital, because it is what allows individuals to have confidence in learning, in educational models, in learning processes and in the practical application of what has been transmitted to them, as well as in the quality and quantity of the professional outlets to which the studies lead. From these institutions it is possible to allow many diverse people to make their causes their own. Educational institutions need to know how to manage their reputation.

Social leadership, which is done by public administrations and non-profit organizations, NGOs, educational entities and social enterprises, has some strengths that serve other sectors. They must, for example, lead with purpose. This is inherent in social leadership. And it allows very diverse people to come together around a common purpose. This is also what companies are trying to do now. The purpose of companies, beyond making money, is to try to generate a purpose that is interesting for society. And in the case of educational institutions, this is nuclear. But this requires an institutional purpose and a personal purpose. Leaders have to have the purpose of being authentic leaders and, from that authentic leadership, of generating a common purpose.

A second aspect that other sectors of social leadership can learn from is the advantages of shared leadership, especially in contexts of uncertainty – and in contexts where people not only want to follow, but also want to contribute. And how to manage to keep people who have a main responsibility to generate a community of leadership and to be able to promote this common purpose.

Finally, the PWC and Esade (2019) report identifies eight key elements of future social leadership: (1) vision and results orientation, (2) intra-entrepreneurship and social innovation, (3) leadership development, (4) social leadership and gender diversity, (5) reputational leadership, (6) digital leadership, (7) systemic leadership and (8) collaborative and alliance-building leadership.

Considering the competencies required for social leadership profiles, these could be summarized as follows:

- Humility is a transversal competence, necessary for any leadership style and role. A humble person strives to listen and accept others, and the more he or she accepts others, the more he or she will be valued and listened to.
- The ability to build trust and honest relationships is necessary. Organizations are more likely to succeed when their leaders know how to bring out the best in others and make people feel they are being served. Leaders must help organizational members understand that individual goals are related to organizational achievement.
- Resilience is the ability to face adversity with the goal of strengthening and achieving a state of professional and personal excellence. This competence is a basic attribute for entrepreneurship and leadership in adverse environments.
- The ability to collaborate, which is the ability to work cooperatively with others, both within and outside the organization, including with organizations in other sectors. The basis of this ability lies in identifying common values that can facilitate collaboration and the achievement of shared goals. This skill is basic to exercising leadership that promotes collaboration and the generation of partnerships.
- Risk-taking and entrepreneurship, as a competency, is the ability to develop innovative and purposeful solutions, ideas or approaches, aimed at generating impact, improving effectiveness and efficiency, to achieve the objectives of the organization. In the context faced by the third sector, knowing how to take risks and having an entrepreneurial spirit, focused on innovation, are basic attributes for leadership.
- Systems thinking is the basis for leaders who seek to understand the causes and fundamental forces that shape the problems and challenges faced by the organization. They are leaders who think and act systemically, looking at the big picture, rather than breaking it down into isolated parts, and who put people at the centre and consider them as the only way to improve performance.

Leadership has to go beyond the leaders, their competencies and their capacities because above a leader there has to be a purpose that

justifies his or her commitment and a team that promotes certain values and attitudes.

Social inequalities, scarcity of resources and restrictions in recent years are increasing the complexity and social uncertainty faced not only by NGOs (Cordobés, Carreras and Sureda 2019), but also by educational institutions, public administrations and social enterprises.

Educational innovation

Today, the education sector requires strong leadership that is able to adapt to this new reality and adopt a vision of the future in order to address social challenges effectively. To this end, it is necessary to define some fundamental concepts for carrying out any innovation process.

Educational innovation by definition consists of the integration of one or more new elements in an already existing reality with the aim of modifying it (Rivas 2000: 20), which usually takes place in a more localized way and in the context of educational institutions. It is necessary that the results of the modification of reality provoke effects that improve the learning processes and/or the achievement of certain educational objectives, since it is at this point that educational innovation makes sense (Rikkerink, Verbeeten, Simons and Ritzen 2016).

This innovation cannot be understood in any other way than as the result of an associated educational quality. According to Wilson (1992: 34), educational quality consists of planning, providing and evaluating the optimal curriculum for each student in the context of a diversity of learning individuals. It should be borne in mind that educational quality goes beyond academic qualifications and should also consider the personal or social qualities of the student (Lopez-Vicente, Cussó-Parcerisas, Rodríguez-Garcia and Riera-Romaní 2016).

With the same vision that Israel Ruiz of MIT promulgates, the systemic functioning of innovation must take into consideration the community – concretely, the educational community, understood as the people and institutions that intervene in the educational process. At this point, it is necessary to differentiate between the school community and the educational community, since the latter goes beyond the physical limits of the school and includes not only students,

families, education professionals and administrative and service personnel, but also territorial and social agents, representative associations and sports and leisure entities (Sala 2009).

The last of the key elements in educational innovation is the school culture, which refers to the beliefs, perceptions, relational networks, attitudes and written and unwritten rules that influence the functioning of an educational organization (Fullan 2007). This culture relates strategic aspects such as the mission, vision, values and objectives of the school and, therefore, is linked to its way of dealing with diversity, the emotional and physical safety of students, and learning dynamics. School cultures are like the DNA of humans: each one is different. In the case of school culture, it is also a differentiating element as each school has its own culture and, consequently, the way the same innovative project is integrated can cause different perceptions depending on the organization in which it is implemented.

Currently, the concepts of "innovation" and "change" are used in a wide variety of fields and have become basic elements for organizations. The field of education is not an exception and educational innovation is already a common element in schools, partly as a result of new socio-economic demands. The importance of these concepts of innovation and change is that both are interrelated. There is no adaptation without change, nor change that does not involve adaptation. To the extent that adaptation is done through innovation in processes, training systems, the incorporation of technology, etc., the notion of educational innovation is introduced. The importance of this educational innovation to improving schools must be stressed.

Social integration

Social integration is understood as any dynamic and multifunctional process that enables people in a marginal system to participate in the minimum level of social and vital welfare achieved in a given country. It is the way to help people become part of a social group.

Schools, colleges and universities are important settings whose influence on the development of individuals is carried out through formal education and where the processes of teaching and learning occur between a specific sender – the teacher – and a specific

receiver – the learner – around certain contents and activities that make up the curriculum (Pinto 1996). However, to define the educational establishment only from the academic point of view would be a reductionism. The school, college or university also represents the first formal institution of which individuals are a part, as well as the context in which people learn important guidelines for relating to their peer group and establishing bonds of friendship (Fernández Ríos and Rodríguez 2002; Gracia and Musitu 2000; Musitu 2002; Ovejero 2002; Palacios 1999). In this sense, the incorporation of children into the education system not only affects the maintenance of certain routines (sleeping, eating and activity schedules, etc.), but also provides the influence of other adults and other peers and contributes to the formation of interaction patterns that children and adolescents use in their social relations.

In this formative process, schooling should guide the student in the achievement of five fundamental goals: (a) to become an intellectually reflective person, (b) to be prepared for commitment in the world of work, (c) to fulfil his/her duties as a citizen, (d) to be trained as an ethically committed person, and (e) to become or remain a physically and psychologically healthy person (Feagans and Bartsch 1993).

In addition, there are tools that make it possible to fulfil the socializing function of educational practices. Through these practices, the members of a community learn knowledge, a set of skills, etc. that are organized culturally, valued at a given historical moment (Vila 1998). These allow the fulfilment of the social functions of education since they facilitate the integration of community members into the social groups in which they live (socialization) and ensure training through the transmission of knowledge and skills that allow them to occupy a position in society (training), as well as the fulfilment of their economic function (collaboration) of adopting roles and acquiring norms, among others (Marín 2003).

The Council of Europe and the European Community are the two organizations that have influenced educational developments related to social diversity in European societies. However, their impact on national educational policies has been limited, since European states have not allowed them to interfere in the educational domain, which is considered to be an exclusive part of national jurisdictions (Gundara 1993).

Contrary to expectations, they have focused on the immigrant dimension and ignore, however, how educational policies for immigrants should be formulated in the context of general educational policies that include indigenous European minorities and the respective policies for their education.

The European Union has produced reports such as the European Expert Network on Economics of Education (EENEE) which focus on immigrants, leaving aside the local people who should also be part of national integration and education systems (De Paola and Brunello 2016). Such policies fail time and again, and in the current environment, the emergence of instabilities is compounded by the ways in which economic decline in many areas of Europe leads to increased tensions and a disintegration of historic communities. Where communities are diverse, tensions are greatest.

Such policies and proposals should be oriented towards a two-phase model, according to Israel Ruiz, the executive vice-president of MIT, which emphasizes "first creating an education that develops human potential to its maximum level" and, secondly, "to provide quality education to anyone who wants to study anywhere in the world, through technology" (Sala 2009). Thanks to crusades like this one, Ruiz argues that this talent that is generated "is then transferred to companies." In this line, the executive vice-president of MIT gave the example of the platform of free university courses online called edX, a project developed jointly with Harvard University that has already brought together 5.3 million students of 196 different nationalities (Sala 2009).

Ruiz is critical of education systems which, like the Spanish one, value "remembering more than understanding" and confronted him with an innovation ecosystem like the one he manages: "MIT is an ecosystem of talent concentration that allows the flow of people and ideas without friction." When asked if it is possible to replicate an innovation ecosystem such as MIT, Ruiz said that to do so "requires years of continuous policies in the same direction." However, these policies must be well led and oriented to achieve the objectives set (Sala 2009).

Social leadership in Barcelona

Maybe now is the time for leadership. Do we have a choice? The current situation is devastating, because it is not just in one company, in one industry, in one sector, in one country. It is in every place and every sector of the world. All the forecasts that were made at the end of 2019 and the beginning of 2020 are useless because none of them took into account Covid-19. And now we have to adjust the workforce to the demand, things are bad (and will be worse), and public administrations are also having to do the same. No one wants to take risks. They cannot get their fingers caught.

The first responsibility is profitability, as Bowen argued in his book *Social Responsibility of the Businessman* (1953). For a public administration, the responsibility is to manage a budget to be able to offer public services to the population.

The reactive strategy is the dictatorship of the budget. The budget rules; it is "God." The budget makes decisions and bears the responsibility. If there is no budget, these people are left out. The budget explains everything.

Therefore, the question to ask is: where is the leader? The important thing now is to adjust the budget. Is there room for a leader when everything is driven by the budget? The key is that people's motivation increases if there is leadership capacity, not only from the highest hierarchical levels but distributed throughout the organization.

The mission-focused leader makes the decisions, but the mission is not just about making money. Making money is the aim, but it is not the mission. When the mission is to make money, the choices for and scope of leadership management are miniscule.

The leader must be able to generate commitment, generate cooperation from all elements, generate teamwork, and then make changes. These are moments of change. There are the opportunities that change offers us.

Who takes the risks? In both alternatives there is risk, but in the reactive strategy it is assumed by the people who leave or are expelled, the victims who leave or are excluded. And in time, in a few years, that faceless or wounded company or society will find the motivation of its staff or society on the ground.

If we assume the strategy of the mission, the human capital in the company or the citizens in the society are the ones who have the key.

In the case of a municipality, the lowest level of public administration has a smaller budget than the autonomous community or the state. However, it is the level of administration that is closest to the citizen. It is the level to which citizens turn en masse and it must therefore be able to deal with requests, offer public services and provide solutions to those who request them.

In Barcelona, the city's management team says that they want to make it a city that leaves no one behind, especially in difficult times. A city that takes care of the most vulnerable groups and fights to prevent social fracture. The market does not usually take these issues into account. That is why the intervention of the administration is justified, as the market ignores or leaves aside part of the citizenry.

One of the defining characteristics of properly functioning economic markets is the alignment of individual and collective interests. If individual and collective interests are aligned, then there is no need for participants – either suppliers (i.e. companies) or buyers (often individuals) – to consider the impact of their actions on market consumers.

In properly functioning markets, participants can, in a sense, outsource their concern for societal interests to the invisible hand. Participants can simply shrug their shoulders, assume that the market will sort it out, and go about pursuing their own interests. Remarkably, as Adam Smith observed, by focusing on their own interests, market participants often end up promoting societal interests more effectively than if they had intentionally set out to do so.

In this aspect, corporate social responsibility (CSR) runs counter to market logic. Because markets do not always function properly, there is no guarantee that the pursuit of individual interests will further societal interests. Businesses, therefore, are expected to actively assess the effects of their actions on the broader economic and social systems in which they are embedded. From a CSR perspective, therefore, businesses should be aware of societal expectations, and they should intentionally regulate their behaviour in order to contribute to outcomes that meet those expectations.

The impact of the economic crisis on the quality of life of Barcelona's residents demands rapid, efficient and united responses from us, via the authorities and civil society, under the leadership of the City Council.

Above all, the crisis demands prevention and anticipation because many people and families are living in situations of poverty that are not structural. Not only are we seeing an increase in the vulnerability of population sectors that were already below the poverty threshold, but these are now being joined by families and individuals not previously at risk of exclusion because some or all of their members are unemployed.

A social inclusion policy is a part of a social policy, so it needs to be defined within the context of the social issues affecting the city. It should be noted that social problems are adaptive in nature; in other words, they do not respond to any particular logic and cannot be solved by technical solutions alone.

Adaptive problems are often ill-defined, involve complex challenges and demand hitherto unknown solutions that necessitate a learning period.

A plan to be carried out with the involvement of civil society and organizations of the third sector would be a highly valuable tool for improving the quality of life of the people of Barcelona by reducing social inequality and achieving equal opportunities. It is an authentic city plan to make Barcelona a more inclusive and cohesive city.

Barcelona is and has been a reference point for inclusion policies. Nevertheless, the economic situation of Europe today is having a considerable effect on the different social groups of the city, particularly among the most vulnerable.

Figure 2. The dynamics of exclusion and the main factors affecting each one

Main areas in which the dynamics of exclusion may emerge and the main factors affecting each one			
Economic: relative poverty	**Labour:** unemployment, job uncertainty	**Residential:** unaffordable housing, homelessness, informal settlements	**Education:** illiteracy, inadequate education
Social and health care: frailty in old age, disability, diseases with social risk	**Relational:** weakened family and community networks	**Citizenship:** poor exercise of civil and political rights	**Cultural:** digital illiteracy, inequality of access to cultural capital

Source: Barcelona Social Inclusion Plan 2012–2015

In June 2010, the European Council adopted Europe 2020, a strategy for smart, sustainable and inclusive growth. This strategy replaced the previous Lisbon Strategy and has become the benchmark in Europe politics for tackling the economic crisis and preparing the economy for the future. Europe 2020 aims to respond "to the challenge of reorienting policies away from crisis management towards the introduction of medium to longer-term reforms that promote growth and employment." (Europäisches Zentrum für die Förderung der Berufsbildung 2010). Some of its objectives concern inclusion: raising the employment rate, reducing school drop-out rates, increasing the number of people completing higher education, and reducing the number of people at risk of poverty. To achieve these objectives, the European Commission created the Europe 2020 Agenda, which contains a set of seven flagship initiatives that are a shared priority for all levels of regional authority (European Commission 2010).

Barcelona's management is split into five areas, one for each deputy mayor's office: President's Office, Internal Affairs, Safety and Mobility; Economy, Enterprise and Education; Town Planning, Infrastructure, Environment and Information Systems; Quality of Life, Equality and Sport; and Culture.

The Barcelona Social Inclusion Plan 2012–2015 collected some data that allow an overview of the situation in the city. Regarding the level of education among the total unemployed, nearly 70% of unemployed people have a low educational level (no education, incomplete primary education, primary education or general studies).

There is a high percentage of unemployed with a university education (more than 16% of all unemployed have a university degree). With regard to nationality, although the foreign-born population only accounts for 21.1% of unemployed residents, the impact of unemployment on this group is higher because they make up just 17% of the total population of Barcelona and because this group has a higher rate of people of working age than the local population.

On the one hand, since the 2008–2009 academic year, the Barcelona Education Consortium has offered school meals entitlement to eligible pupils enrolled at public and private schools from the first year of primary school to the last year of compulsory secondary education. The funds for this entitlement are jointly provided by the Government of Catalonia and Barcelona City Council.

For the 2012–2013 academic year, an extraordinary contribution of EUR 2.5 million from the City Council's Area of Quality of Life, Equality and Sport made it possible to allocate an initial maximum of EUR 8.5 million. This extra contribution ensured the coverage of all applications that met the prerequisites for eligibility.

Moreover, the contribution was made at the start of the process, which meant that all of the meal entitlements were awarded with effect from the first day of the course.

On the other hand, a good education is one of the factors that increase a person's autonomy and give them better opportunities and, hence, reduce the risk of social exclusion.

Given the importance of secondary education for securing a job with the right conditions, the rate of school failure is a good indicator to take into account. The rate of school failure in the last year of secondary education stood at 15.59% in the 2010–2011 school year.

Free education is now a right for all children aged 6 to 16 years. The early schooling of children (between 3 and 5 years) is also widespread. Hence, the schooling demands of children between the ages of 6 and 16 years in Barcelona are more than 100% covered at public and private schools.

There are differences in ICT use by age. The younger cohorts reveal higher usage rates, and there is a decline with each generation in the use of both computers and the Internet. The penetration of computers and the Internet is also directly related to the net income of the household. As net income increases, so too does the possibility

of having a computer and an Internet connection in the home. Households with monthly incomes of less than EUR 1,100 differ from households with higher incomes by more than 50 percentage points.

Individuals with a higher educational level obtain the highest percentages for Internet purchases (up to 100%) while illiterate people have the lowest rates (0% for Internet purchases). As with net household income, the relationship between ICT use and educational level is directly proportional. Barcelona City Council advocates a model that guarantees the rights of citizens and the well-being of its residents by fostering their full integration in education, employment, social affairs, housing, relationships, civic dealings and politics and by caring for the health of its residents and giving them the opportunity to obtain sufficient and stable incomes to enjoy a dignified life in the city. The municipal government is prepared to do whatever is necessary to allow everybody to enjoy their rights as citizens in the city.

In education, the number of places and the ratio of teachers to students in nursery schools will be increased. The quality of the school system will be improved, efforts will focus on value-based education, and diverse programmes and instruments will be implemented to further academic success and combat school absenteeism and dropping out.

The plan includes specific programmes: mixed training and employment programmes; work experience programmes; training and job placement programmes for the low educated and long-term unemployed; training and job placement programmes for low-educated unemployed youths, some of which will be held as part of the *Treball als Barris* (Work in the Neighbourhoods) project in 12 of the city's neighbourhoods; and the *Pla jove formació-ocupació* (Youth Training and Employment Plan) with the support and collaboration of the Barcelona Education Consortium.

In addition, it also incorporates specific actions both to meet the needs of children as well as to train education professionals to have the appropriate professional profiles for such management. Support services and projects that promote inclusive education outside school hours will also be provided. Some of these actions are:

- To improve socio-educational intervention services for children in order to cancel out shortcomings and stimulate

the resources of the children and their families, thereby helping to break the cycle of generational poverty and social risk.
- To train teachers to ensure that conditions of equality and non-discrimination are taught as transversal elements of all subjects and throughout the child's education.

Proposal for a model of leadership in education for social transformation

Over the years, the interactions of different actors – namely the Social Welfare Council, the Citizens' Agreement, organizations from the third sector and different departments of Barcelona City Council – have borne fruit in the struggle to achieve social integration through education. Notwithstanding the above, it is necessary to enlarge the circle of social agents involved so that others can participate. Because although the programmes and policies have had positive effects, social exclusion has become an endemic evil in this society. And this is a clear sign that not all the agents are involved and share the same purpose.

The proposed model has a holistic vision and turns the problem of social integration into something common to all members of the economy, society, public administration, etc. It is therefore important to determine which activities need to be connected. The model is based on the elaboration of relevant previous studies to know the place where it will be deployed well so that errors of generalization, common in EU programmes, will be avoided. It is necessary to create a culture of driving change among all the actors of the model, and it is also necessary to introduce the concept of long-term and global visions. The long-term vision will come from the objectives and actions set out in plans that will go beyond the cyclical four-year political mandates. The global vision will be set out by the leader who will lead the whole model. This leader is outside the world of cyclical deadlines and particular interests. One of the expected skills of the leader will be the ability to inspire and motivate people. Once the environment in which the model will be applied has been analyzed, the different agents involved are determined and the different functions are assigned. The model leader has four basic functions:

directing, setting objectives and controlling their implementation, monitoring, and achieving results. The agents identified, in addition to the leader, as having the greatest weight in the model are the public administration at its three levels (state, regional and local), the third sector, the education sector and private enterprise. Private enterprise is incorporated as part of the model on the understanding that the place where it carries out its activities must also be a beneficiary of those activities. Companies from all sectors can be included, although specifically those that have the capacity to contribute financial resources to the model, as well as those that can become technological partners, are key to the proper functioning of the model and should be incorporated.

The citizens who are the object of these actions resulting from the application of the model are at the centre of the model as they are the recipients of the results of all the actions and resources that are made available and carried out by the different actors.

There is also a place for innovation in the model, as it is a fundamental component for this model's operation. In this case, innovation has to facilitate the formation of different individuals, whatever their social condition and means. Following the proposal of MIT's online training, the cost of having one or a thousand more students is insignificant, once the contents have been planned, organized, elaborated, etc. and posted on the net.

The agents of the education sector must take care of specializing in the new technologies, of generating contents that comply with all the quality standards, as well as of training themselves in the management of this type of citizens with differentiated needs.

The organizations of the third sector, which have a remarkable implantation in the territory, are the ones that better know the realities of each neighbourhood, city or town. They are the ones that have to facilitate access to the model for volunteers who want to participate in the accompaniment and monitoring of citizen participation.

Figure 3. Model of leadership in education for social transformation
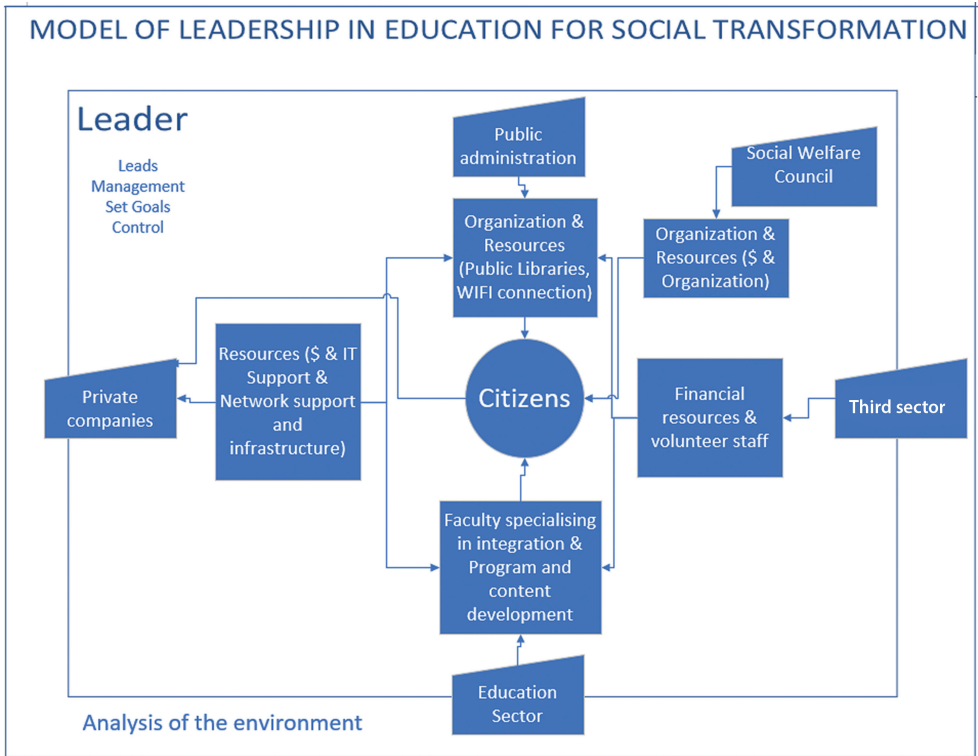
Conclusions

The current models for combating social exclusion do not seem to be working in accordance with the growing numbers in various countries. The possible causes are that the treatment of this problem is usually given by a sector without means or resources, beyond the individual will. The dependence on resources provided by the public administration and society is not sufficient to overcome and leave behind this social scourge. In turbulent environments and recurrent economic crises like the one we are in, it does not seem that the old model can continue to work. It is time to take action by incorporating more actors into the model. In fact, all actors must be involved in the model. Each and every one of them must have a specific role. The success of the model lies in its leadership that

allows good actions, altruism and goodwill to be exchanged for the firm commitment of all members of society, economic sectors and public administration. And this is achieved through leadership from the point of view of purpose. A common purpose, as a country, as a society, must allow us to overcome exclusion for the sake of the optimal participation of all members of society. Participation in the economy, in organizations and companies, in public administration and in non-governmental organizations makes it possible to generate income and other positive benefits for society. Inclusion at maximum levels results in greater participation and therefore benefits to society in the form of higher incomes, greater contribution to GDP, the greater availability of resources for public administrations, and more employees and better educated individuals, among other advantages.

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