HOW TO CREATE THE INCLUSION PLAN

VIRTUAL LIFELONG LEARNING CENTERS E2.0C

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INTRODUCTION

The Inclusion Plan sets out the principles, criteria and measures to ensure the inclusion of all students in the E2.0C virtual school. The main objective is to define a framework for inclusion that reinforces the value of diversity and adapts the school's educational practices to the needs and potential of all students, promoting equality, respect and inclusion, attending to and respecting the circumstances, conditions and personal characteristics of students.

Among the general objectives of the plan are:

- Embrace the diversity of the school.

- Respond to the educational needs of students.

- Adapt the methodology and assessment to ensure the inclusion of students.

- Respect the principle of non-discrimination and inclusion as the values of the school.

- Encourage actions that promote educational inclusion and respect.

- Attend to and promote the learning process of all students.

- Monitoring and evaluating the needs of students.

Educational inclusion aims to ensure that all students, regardless of their needs or characteristics, receive an equal, quality education and feel valued and respected in the educational environment.

Among the main characteristics of educational inclusion are:

- Students will receive education in a safe and welcoming environment.

- Students will participate in the actions and activities of the center.

- Students will be treated with respect and consideration regardless of their personal situation.

- Students will receive the support necessary for academic achievement.

- Collaboration among students will be encouraged.

- Students will be assessed fairly and equitably.

STUDENTS WITH OBSTACLES

The main students at the E2.0C center are adults with obstacles who have dropped out of the school system, lack qualifications or have real difficulties in social and/or professional integration. These are people subject to multiple discriminations, which in many cases have caused them to develop disorders such as loss of confidence, depression and apathy, further worsening their opportunities for inclusion.

For them, we offer a new model of adult education that is significantly developed by second-chance schools, which allows them to take an interest in an educational field that until now was not adapted to their specific needs.

CRITERIA FOR ESTABLISHING INCLUSION MEASURES

The criteria that will be taken into account when designing the center's inclusion measures will be:

- All plans, programmes, actions and strategies must be focused on promoting learning and equal conditions for all students.

- The learning methodology will be designed to encourage the participation and acquisition of skills by all students.

- All inclusion measures shall aim to eliminate discrimination or segregation and all its effects.

- From the moment the obstacles faced by students are identified, preventive inclusion measures will be created.

- Periodic monitoring and evaluation of the established

inclusion measures will be carried out, adapting them, if changes arise, to the needs of the students.

- The inclusion measures will be implemented by the heads of the school, the tutors and teachers in charge of the development of the materials and by those responsible for the creation and design of the school.

- Decisions for the organization of the educational response of students with needs and obstacles will be carried out through meetings between teachers, tutors and school leaders.

- The development of the training will be carried out by promoting that they are functional and meaningful for the students.

MEASURES FOR INCLUSION

Inclusion measures are established to ensure quality education and equal conditions and opportunities for all students. These must be adapted to the analysis of the needs and barriers faced by the students of the school.

To ensure the inclusion of students in the school, we have the following plans:

- Diversity Attention Plan for the E2.0C virtual school, which establishes the set of measures, strategies and resources that teachers and school managers will carry out to ensure that the diversity of students is addressed.

- E2.0C virtual school coexistence plan, which establishes the organization and operation of the center in relation to the coexistence of the entire educational community.

- Training plan for teachers, which plans and establishes the actions that, in relation to their training, teachers are going to carry out to meet the needs detected in the center.

On the other hand, the following measures will be carried out:

- Eliminate barriers to access to training activities, facilitating accessibility and participation, taking into account the virtual nature of the center.

- Create effective communication mechanisms and encourage their use.

- Carry out virtual preparatory planning visits together with the participants to the host entities of the mobilities, in order to help the participants in their integration into the entity, build their trust, as well as understanding with the host entity

- To have a permanent counselling service for students.

- Have a permanent tutor to support students, especially in carrying out the mobilities. These tutorials involve closer, more frequent and fluid contact between the tutor and the student to ensure their participation in the whole process.

- Financial support to address students' financial obstacles and ensure their inclusion: free activities, provision of the necessary material resources and financial support during mobilities.

- Adaptation of the elements of the curriculum to the characteristics and needs of the students: objectives, contents, methodology, resources, materials, evaluation criteria.

- Language support for students who require it through online language support platforms of the Erasmus Plus Programme such as OLS and through specific training.

- Accompanying measures and personalized support.

- Use of learning methodology adapted to the needs of each person, based on active and digital volunteering and aimed at acquiring the skills required to participate, work or undertake in the third sector.

- Develop a monitoring committee.

CRITERIA FOR INCLUSION ASSESSMENT

It is up to the faculty made up of the teaching staff of the center to evaluate both the inclusion measures and the planning for their implementation. At least at the beginning and at the end of each course, this evaluation will be carried out.

In the evaluation of inclusion processes, the factors that indicate their quality will be specifically considered, specifically:

- Qualification and training of teaching staff in this regard.
- Coordination of work and activities for inclusion.
- Use of available inclusive resources.
- Adequacy of mechanisms for early detection of barriers.
- Application of universal design criteria.

The evaluation will be carried out through individualized questionnaires that will collect the opinions and perceptions of the teaching staff. In parallel to the processes in the faculty, similar questionnaires will be sent to all the students of the center so that they can also assess the inclusion measures implemented and the shortcomings they detect. These processes will seek to maintain and improve, where appropriate, the actions that have proven effective and to identify early the existence of barriers to inclusion. Participation will be a key tool in the entire inclusion assessment process.

RESOURCES TO PROMOTE INCLUSION

Inclusion in the center will be promoted through the following resources:

- Specific action programmes for the detection and elimination of barriers to inclusion and the use of resources to promote it

- Awareness-raising actions for the entire educational community on the importance of inclusion and the fight against any type of discrimination.

- Actions to prevent situations of discrimination.

- Response measures to unforeseen situations that present barriers to inclusion or situations of discrimination.

- Curricular adaptations, using individualized measures and the flexibility of stages, will be fundamental instruments to guarantee the inclusion and success of the center in its objective of achieving the social and professional inclusion of unemployed young adults who are outside the education system, promoting equal opportunities.

- The measures to compensate for inequalities will be complementary to curricular adaptations and will seek to alleviate the special limiting circumstances that students may individually present.