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HOW TO CREATE THE SCHOOL EDUCATIONAL PROJECT

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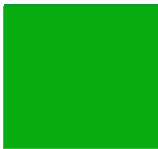









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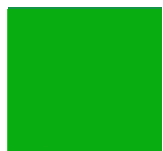
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INTRODUCTION

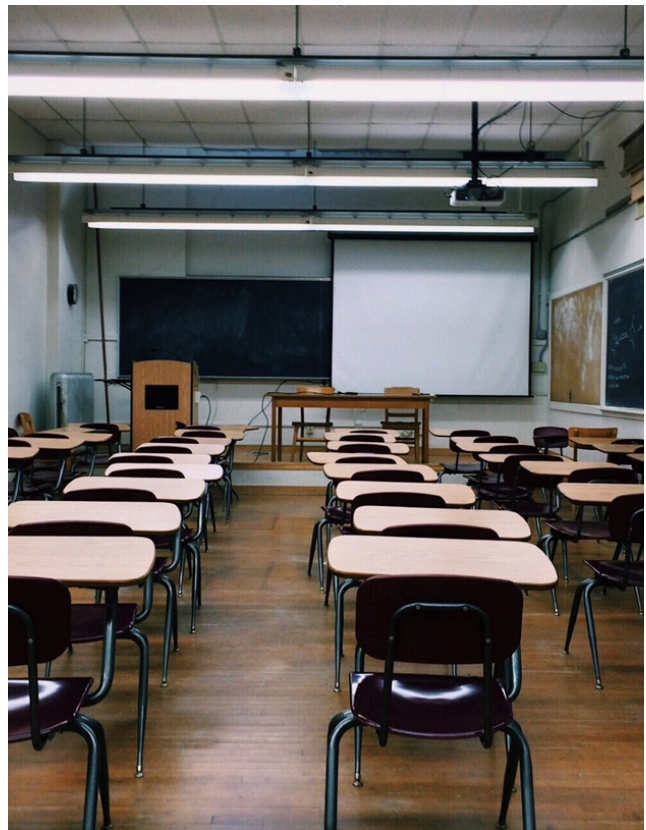
The Educational Project of the Center (EPC) is one of the main documents of any educational center as it defines its identity and purposes. Its main characteristics and ways of acting must be reflected in it. It constitutes the frame of reference that sets the **objectives of the center** (mission, vision, philosophy, and values) and studies and defines its **context, structures, means, timetables, etc.** and it gives meaning to its **methodological** criteria (curricular project and specific action plans: tutorial action, attention to diversity, orientation, coexistence, and discipline...).

This is the EPC of the virtual adult learning education center _____ built thanks to the project ***“Virtual Adult Learning Centers E2.0C: an opportunity to enhance inclusion through educational action and social participation;”*** implemented thanks to the Erasmus+ programme between 2022 and 2024. The project has been developed under the coordination of Redtree Making Projects Coop.V, Valencia (Valencian Community, Spain) with the participation of six other European entities: Lycee Charles et Adrien Dupuy, Le Puy-en-Velay (Auvergne-France); Smallcodes SRL, Florence (Tuscany-Italy); Ikasia Technologies SL, Burjassot (Valencian Community, Spain); Fundación de Estudios Críticos (FEC), Madrid (Spain); Lesvos Solidarity, Voreio Aigaio (Mytilene, Greece); Transform!Erope, Brussels (Belgium).



The acronym E2.0C is a specific adaptation – incorporating the concept 2.0 – of those used internationally for the so-called **second chance** schools or E2O (in other languages the acronym is E2C – for example, in French: **école de la deuxième chance**). These schools are designed to enable young people who have dropped out of school to acquire basic training that will enable them either to rejoin the education system or to integrate into the world of work. They offer a framework for both the acquisition of knowledge and the construction of the basic skills necessary for optimal personal development.

The origin of this type of institution can be traced back to the European Commission's 1995 White Paper on Education and Training entitled [*“Teaching and Learning: Towards the Cognitive Society”*](#). Among the objectives set out in this document is the fight against exclusion, facilitating better access to knowledge “by favouring the use of the best teachers, if necessary paying better than in other places, with adapted teaching rhythms, new motivations, internships in companies, multimedia material and with the establishment of classes with few students[1]”. Two years after the Commission published this document, the first E2C started its activities in Marseille.



These centers have had greater development in socially and economically depressed areas in which young people show a greater propensity to leave school early and to present problems of motivation and social integration. Not having obtained a basic qualification, young adults have great difficulties in integrating into the labor market and society. In these circumstances, it is not easy for them to present themselves to companies. However, leaving school early, regardless of the specific causes it may have had, does not mean that the young person lacks the desire to move forward and thrive. But in order to do so, they must overcome the sometimes considerable obstacles of the ordinary education system, which

is not very adaptable to their special personal circumstances. So it is easy for these young people to end up feeling that it is not they who reject the system, but that it is the system that has ended up pushing them away.

In other cases, young people have arrived in the EU from areas threatened by crises of various kinds or even destroyed by armed conflicts, curtailing their training plans or presenting great difficulties in homologating the studies carried out in their countries of origin on our continent.

E2O (E2C) was created with the basic objective of providing a second chance to these young people who have just arrived in adulthood so that they can obtain basic training adapted to their personal circumstances, so that they gain confidence in their own abilities and develop their capacities. The objective is both their personal development and their social, educational and professional insertion.

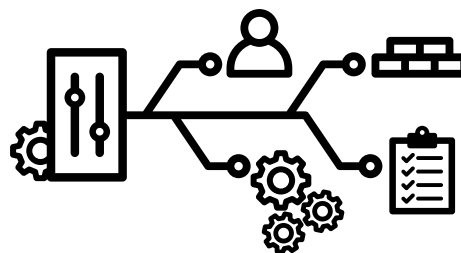




The White Paper itself outlined the specific objectives of these centers:[2]

- *To reintegrate young people without qualifications from disadvantaged neighbourhoods in large urban concentrations, within the framework of mechanisms that offer a second chance at education, by reorienting schools located in these neighbourhoods, or by creating new educational establishments.*
- *Ensure or strengthen significant follow-up by sending teachers who are specially qualified and equally well-paid as in renowned schools.*
- *To foster motivation, the ability to learn how to learn, basic knowledge and social skills in the young people involved.*
- *Create classes with few students.*

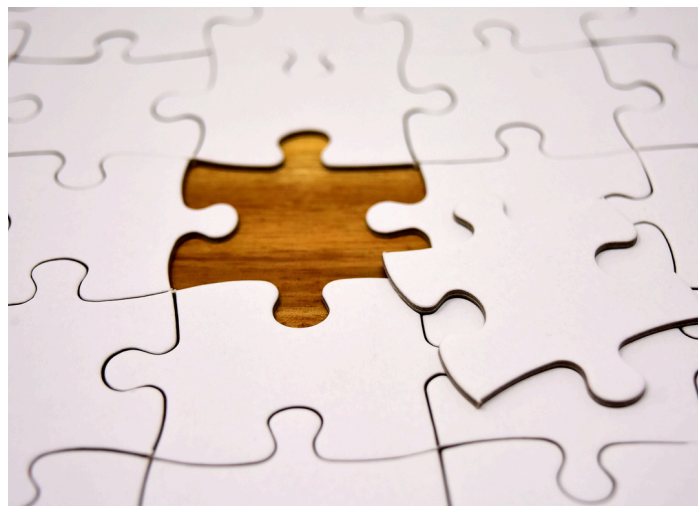
As well as the methods:



- *Mobilise supplementary European funding to support national or regional funding for the establishment of integration pathways.*
- *To establish concerted action and partnership with economic operators in order to increase the chances of integration into employment at the end of training cycles.*
- *Establish an individual sponsorship relationship, from the beginning of the educational journey, by an SME or a large local company, if possible with the promise of employment if certification or recognition of skills is obtained.*
- *Use a pedagogy that uses adapted rhythms and pedagogical methods in which new educational technologies are used.*
- *Establish a network of second-chance devices and the dissemination of pedagogical methods.*
- *Closely involve families in the process and operation of formation.*

The concept 2.0 is well known and widespread. However, it should be remembered that it became popular during the first decade of the 21st century to refer to a new concept of the web that went beyond the previous static model, incorporating the notion of collaborative participation. 2.0 implies other parallel conceptions such as interoperability, collaboration, interaction, collective work, integration, etc. At the time, it ended up transcending the digital environment to symbolize an advanced and participatory conception, a social phenomenon of openness, community and interconnection, to the point of implying an attitude of democratization beyond technological issues. Ultimately, it also entails a shift from merely passive roles to active, participative and inclusive ones.

The incorporation of the 2.0 concept into the world of education has made possible new ways of accessing information and knowledge, of working and developing materials and media suitable for educational environments, which has led to a real methodological revolution in teaching along the lines of turning the student into the protagonist of his or her own learning; resignifying the role of the teacher more as a facilitator and guide than as the only transmitter of knowledge.





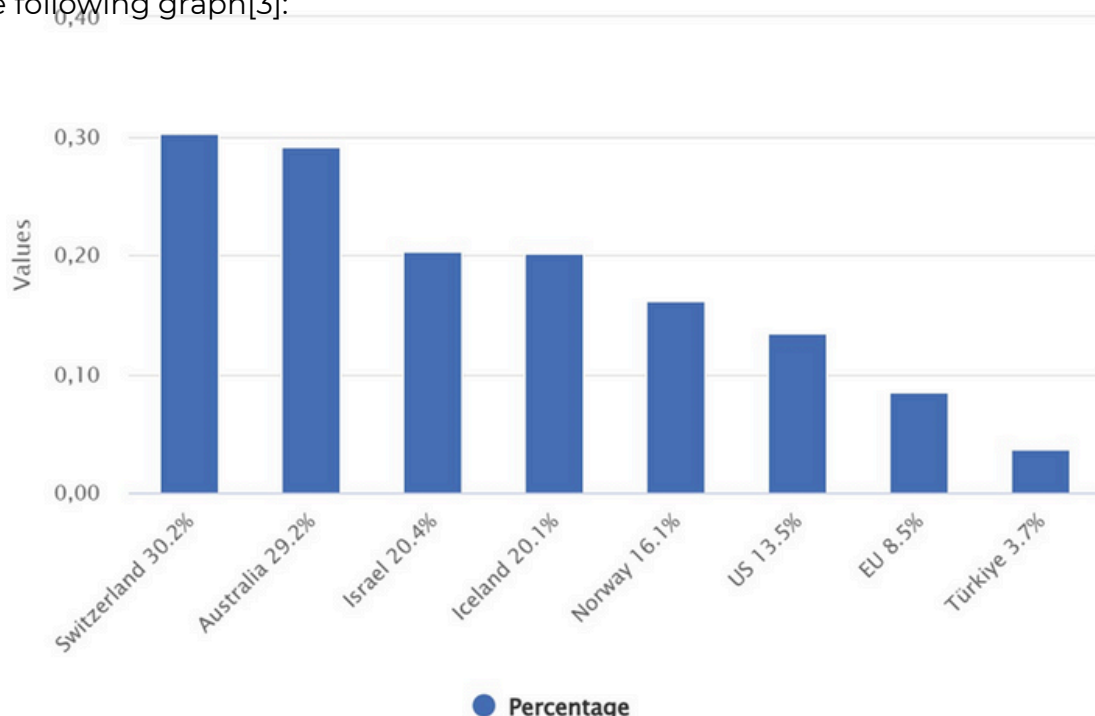
Undoubtedly, the most significant innovation in recent years in the world of teaching has been the emergence of the so-called e-learning or tele-training. The COVID epidemic and its consequences from the winter of 2020 have multiplied innovations and commitments to this learning formula, expanding the educational offer of existing courses, both free and paid. Nowadays, the vast majority of educational institutions have opted to use this training environment in one way or another, which has served to promote personal autonomy and self-motivation, helping to eliminate geographical and even economic barriers.

But if the epidemic was a turning point that exponentially increased the use of e-learning, the post-pandemic situation with the changing work environment, to which artificial intelligence is added with increasing uncertainty, has made it possible for the educational offer of this type to consolidate and expand, as it becomes increasingly necessary to continue learning to acquire the necessary skills and abilities.

CHARACTERISTICS OF THE SOCIAL AND CULTURAL ENVIRONMENT OF THE CENTER

Dealing with the characteristics of the social and cultural environment of a virtual center of **the E2.0C** type, which, on the one hand, has universal accessibility, but on the other, lacks a physical space for development can be complex or even indicative. However, an E2.0C educational center is inserted in a certain social and cultural environment defined by the characteristics that promote second chance centers in the European Union and that we can encompass in two situational variables that are defined by their extreme situations: exclusion vs. inclusion and cultural integration vs. multiculturalism.

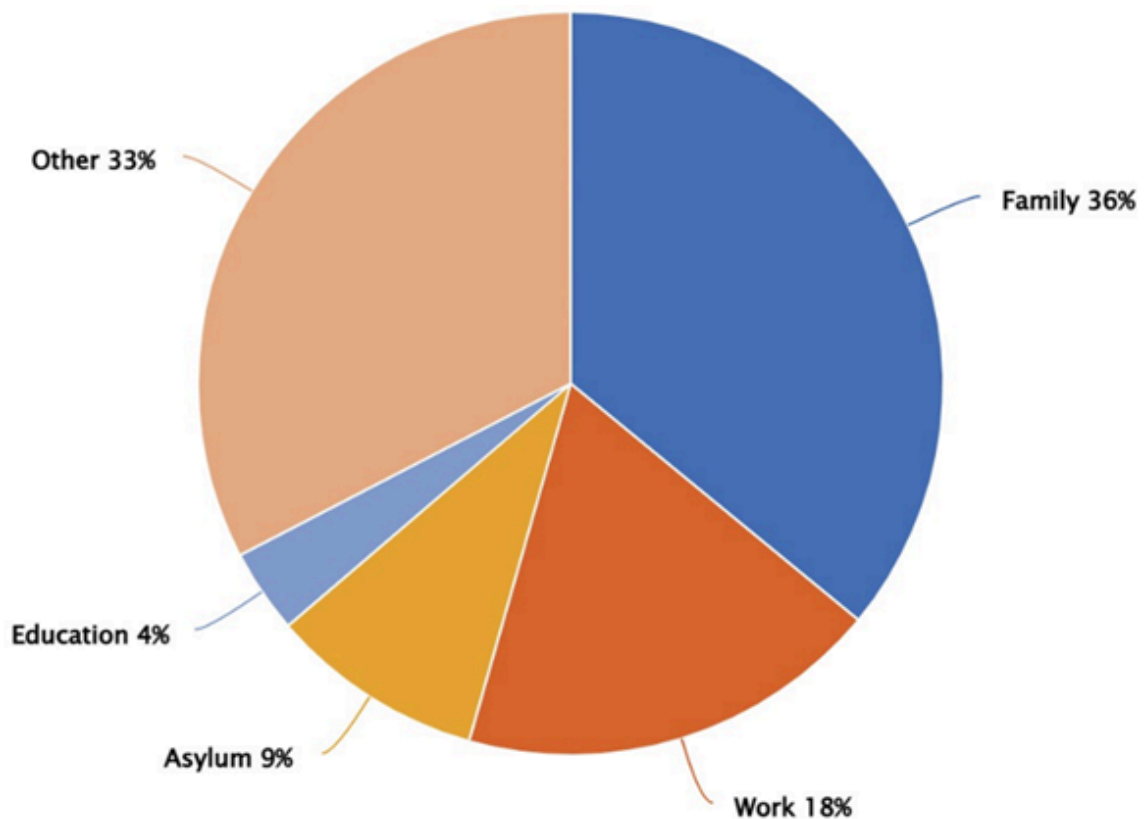
Europe is diverse and multicultural, both in terms of its own characteristics and the contributions it receives from the rest of the world. However, and with the significant contribution of people from outside the continent, the European Union is not one of the economically developed geographical environments in which immigration involves higher percentages. In the EU, the percentage of the population born outside the EU states is 8.5%, in other countries this figure is multiplied significantly, as shown in the following graph[3]:



Percentages of population born outside the country

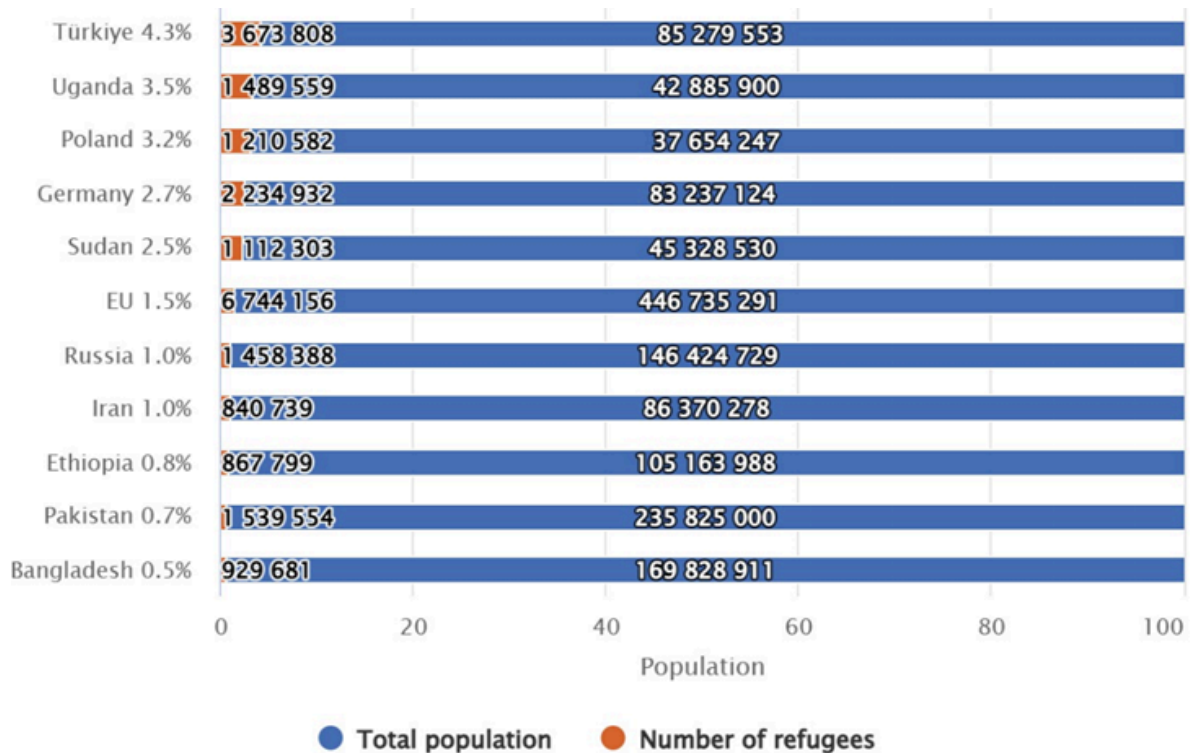
At the beginning of 2022, just over 447 million people lived in the European Union. Of these, 8.5%, some 38 million, were born outside the Union and 5.3%, almost 24 million, were citizens of non-EU countries. Contrary to what some xenophobic discourses try to spread, the **EU has one of the lowest percentages of people born outside its territory, among the highest-income countries**. Thus, compared to 8.5% in the EU, in the US this percentage is 13.5%, 13.8% in the UK, 21.3% in Canada and 29.2% in Australia.

Among the reasons for staying in the EU, just over a third of foreigners with a residence permit have it for family reasons, and in less than two out of ten the reason was work. Only 4.7% of EU workers have non-EU citizenship, being very present in essential sectors, but little desired by EU workers such as hospitality, cleaning, auxiliary and personal services, domestic work, peonage (construction, industrial, transport, agriculture, fishing...) On the contrary, they have a less marked presence in skilled labor sectors.



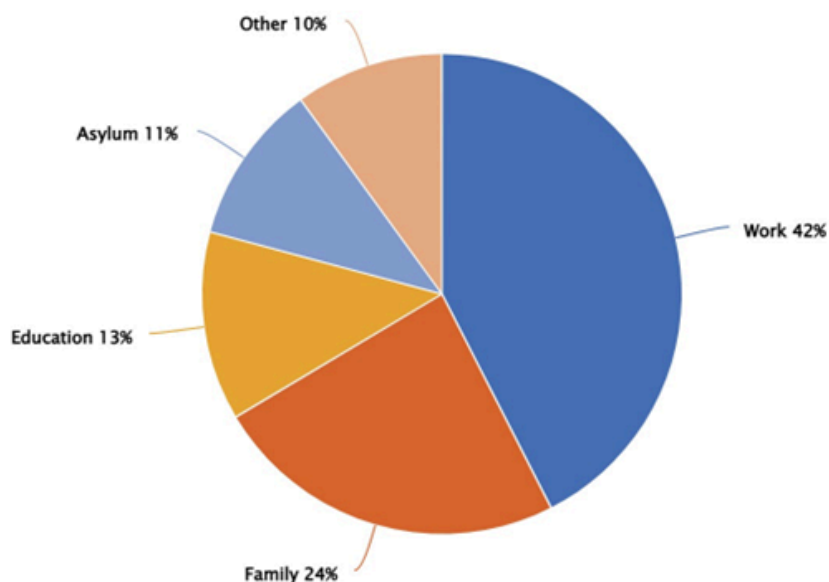
Motivations of non-EU nationals to remain in the EU

At the end of 2021, the EU was home to less than 10% of the world's more than 32 million refugees and only a fraction of almost 54 million displaced people. By mid-2022, as a result of the war in Ukraine, the percentage of refugees living in the EU increased to more than 20%. However, we are far from the percentages of asylum with respect to the total population that other countries have:

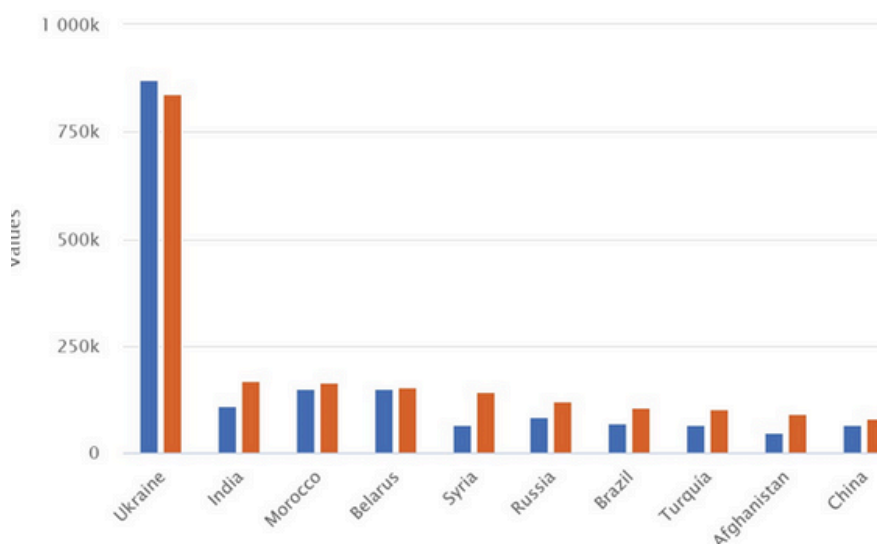


Between two and three million residence permits are granted annually in the EU, and around half a million asylum applications are filed, although these figures have fluctuated sharply in recent years due to the COVID pandemic and the evolution of international armed conflicts. Permits for asylum or study barely account for 9% of the total. In fact, the percentage of refugees in the **EU is barely 1.5% of its population**, and this after the high increase caused by the war in Ukraine. Germany, Spain, France, Greece and Italy are the countries that receive the highest number of asylum applications. In 2020, the EU only granted refugee status to around 280,000 people in total, with a wide dispersion in the proportional percentage of grants by country.

Almost 3 million first residence permits were issued in the EU in 2021, compared to 2.3 million in 2020, a similar figure to 2019, the year before the start of the COVID-19 pandemic. The decrease can be explained by the restrictions on movement imposed to contain the spread of the disease, with a particular impact on leave related to teaching, with its proportion decreasing from 13% in 2019 to 11% in 2020. However, 2021 saw a significant increase in work-related leave, from 39% in 2020 to 45% in 2021. The reasons for the residence permits granted in 2021 were as follows:

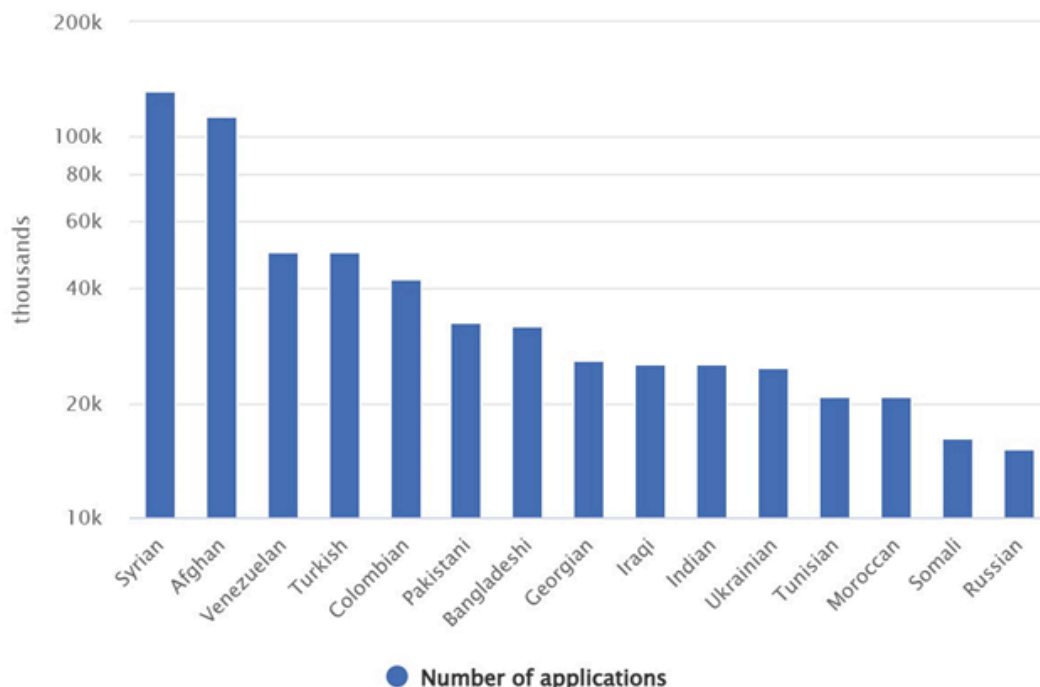


Among the nationalities of origin of the residence permits granted in 2022, the case of Ukraine stands out in particular, followed at a considerable distance by other countries such as India, Morocco or Syria.



Nationalities of origin of residence permits granted in 2022.

In 2022, EU countries granted protection to 384,220 people out of the 962,200 applications they received. The nationalities of origin of asylum applications made last year show significant variations compared to those in the previous table of nationalities for residence permits:



An important factor in the EU's migration policy is the different impact on its member states depending on their geographical location. Thus, the countries located on the continental periphery (to the south and southeast) maintain a greater concern about migratory phenomena and their fluctuations, which leads them to demand the solidarity of states that are not located on the external borders. The EU seeks to increase trust among its members through a **policy of effective solidarity and greater trust** between them, in an environment of permeable internal borders, shaped by the Schengen area.

The EU has also expressed its concern about several negative phenomena such as the loss of the **global race for talent**, compared to countries such as the US, Canada or Australia, or the progressive ageing of the European population. For this reason, it is trying to implement measures that attract talent and favor legal routes of entry into a continent that says it wants to become a welcoming territory.

In the social field, the competence to act in the EU is mainly vested in the member states. Over the years, European institutions and regulations have tended to try to establish homogeneous conditions in terms of the social rights of the people who live and work in their territory, so that coordination based on fundamental EU principles has been encouraged.

At the Gothenburg summit in 2017, the Parliament, the Commission and the Council proclaimed the **European Pillar of Social Rights**, setting out [20 key principles](#) for a strong, fair and inclusive social Europe. The first specifically provides for the right of everyone to inclusive and quality education, training and lifelong learning to maintain and acquire skills to participate fully in society and labour market transitions.

The [European](#) Pillar of Social Rights Action Plan sets out concrete initiatives to achieve certain targets by 2030. This is about overcoming a situation in which one in five people in the EU is at risk of poverty or social exclusion (according to Eurostat figures for 2021, 21.7% of the population – more than 95 million people – were in such a situation) and this despite being in one of the most egalitarian societies in the world, Such is the European one, which has strict rules on working conditions and social protection.



DEFINITION OF THE BENIFICARY PROFILE

This center is aimed at **European young adults and migrants with** specific barriers related to both early school leaving and barriers affecting young migrants and refugees in Europe. In addition, it is also aimed at **technicians and workers of European entities in the Third Sector of** the Social Economy, both active and unemployed, to reinforce and update their training and knowledge in the management of entities and projects and the auxiliary techniques for this.

These are two different profiles that will also be the subject of different educational methodologies. The first of these will be discussed in more detail below. The second profile is characterized by a heterogeneity of personal situations. For example, in terms of age range, previous education levels or socioeconomic status. People who work as technicians in Third Sector entities may have an employment or voluntary relationship with the entity; They may have various previous qualifications in different specialties and, of course, their ages can be very diverse regardless of the training needs they have in management of the entities for which they work. There are two characteristics that identify them, on the one hand being already working or having worked in Third Sector entities and on the other, having a need for training or updating of knowledge in the management of these entities. For these people, the center develops a specific course for workers and technicians.



The profile corresponding to young adults with obstacles related to early school leaving or situations of migration and refuge does have a defined age range (between 18 and 30 years old), a specific socioeconomic situation (unemployment) and a lack of completed levels of basic training.

In the EU, early school leaving is defined as one that occurs among young people aged between 18 and 24, who have completed at most lower secondary education and do not continue to receive further education or training[4].

The percentage of early school leavers in the European Union as a whole has been falling in recent years from 13.8 in 2010[5] to 9.7 in 2021. This reduction has made it possible to meet the target of below 10% by 2020 set in 2009 *in the Strategic Framework for European Cooperation in the field of Education and Training*[6]. The reduction has been widespread in all countries, significantly in some of those that initially had higher percentages (Portugal, Spain or Malta). However, the largest proportional reduction occurred in Greece, which fell from 13.5 to 3.8. Only six countries have seen an increase in percentages; most started from levels below the final target of 2020 and have not exceeded it either, as is the case of Luxembourg 7.1→8.2; Sweden 6.5→7.7; Czechia 4.9→7.6; Slovakia 4.7→7.6. However, two of these countries, namely Bulgaria (12.6→12.8) and Hungary (10.8→12.1), which were already starting from percentages above the target, have seen them increase.

On the other hand, some countries with low initial dropout rates in 2010 have significantly reduced them in the last decade, such as Croatia (which has reduced its rate by more than half from 5.2 to 2.2) and Ireland (which has fallen from 11.9 to 5).



Evolution of early school leaving percentages by country[7].

In 2010, the countries with the highest dropout rates were Portugal (28.8%), Spain (28.2%), Malta (21.4%), Romania (19.3%) and Italy (18.3%), and this group also made up of the five countries above the EU average of 13.8% at the time. Nine countries were already below the 2020 target in that year: Austria, Lithuania, Luxembourg, Sweden, Poland, Croatia, Slovenia, the Czech Republic and Slovakia, none of which exceeded the target in 2020.

At the end of the last decade, the countries with the highest dropout rates were Spain (16%), Romania (15.6%) and Italy (13.1%). Bulgaria, Malta, Hungary, Cyprus and Germany were also above the EU average. On the other hand, Croatia, Greece and Slovenia had percentages below 5%.

This same downward trend also seems to be followed in other countries that are not part of the EU but that Eurostat[8] includes along with the 27, also providing data on early school leaving. It is worth highlighting the cases of Iceland (20.1%) or Turkey (39.6%) with very high levels of dropout in 2012, which have seen a significant reduction in 2020 in the Turkish case to 26.7% and in the Icelandic case to 14.4% in 2021.

Eurostat extends until 2021 the period of data provided by the Education and Training Monitor, consolidating the trend of reducing dropout rates. Among these data, it is worth highlighting the results of Spain, which in one year reduced the percentage by almost three points, from 16% in 2020 to 13.3% in 2021.



According to Eurostat's latest estimates:

In 2022, 9.6% of 18-24 year olds in the EU had completed at most lower secondary education and were not in education or continuing training (early leaving).

In 2022, 11.1% of young men and 8.0% of young women in the EU left education and training prematurely.

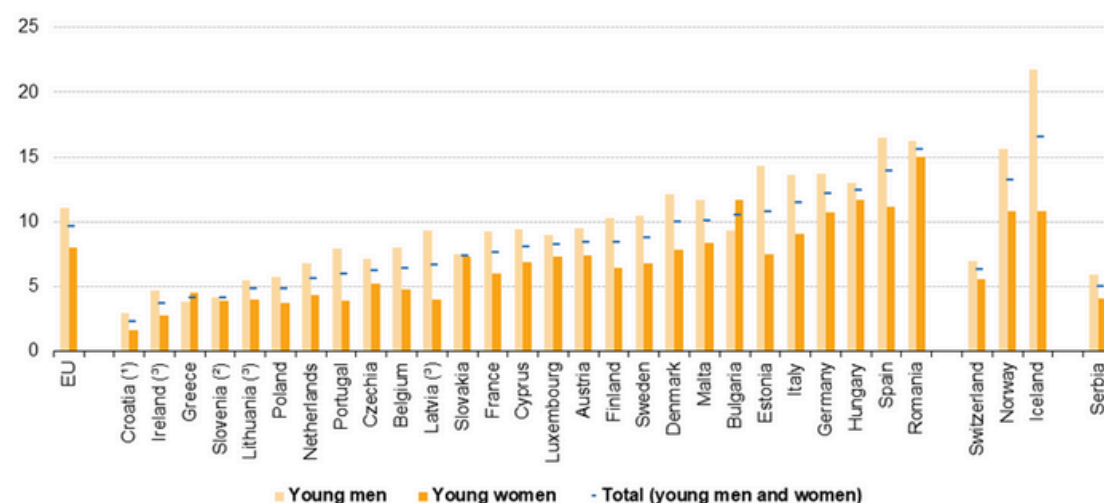
The proportion of early leavers from education and training in the EU in 2022 ranged from 2.3% in Croatia to 15.6% in Romania.



The dispersion of data by country is parallel to that which also exists within each country between different regions. Thus, for example, in **Spain**, the areas with the highest percentages of school dropouts (Andalusia, 17.7%; Balearic Islands 15.4%; Castilla-La Mancha 15.5%) have a big difference with those with lower rates (Euskadi 4.8%; Cantabria 6.4%; Galicia 8.1%).[9] A similar phenomenon occurs in France, where the regions with the worst results (Lille, Amiens, west of Ile de France, Aix-Marseille, Montpellier, Corsica) were clearly above the European average in 2017[10]. In **Italy** in 2021 the differences between regions were also very significant, with Sicily standing at 21.2%, followed by Apulia 17.6% and Campania 16.4%. At the other end of the scale were Molise, Marche and Abruzzo.[11] In the case of **Germany**, the differences between states are not as marked as in other countries. Even so, the Länder with the highest dropout rate, Saxony-Anhalt, with 9.9%, is double the percentage of Hesse, which at 4.3% is the lowest in the whole country.[12]

By sex, early school leaving is more frequent among young men (11.8%) than among women (8%). This trend is replicated in all countries except Romania and the Czech Republic. There are countries with large percentage differences between the sexes, greater than 5 points, such as Spain, Portugal, Cyprus, Italy or Luxembourg[13].

Early leavers from education and training by sex, 2022
(% of population aged 18-24)



(*) Low reliability.

(*) Young men and young women: low reliability.

(*) Young women: low reliability.

Source: Eurostat (online data code: edat_lfse_14)

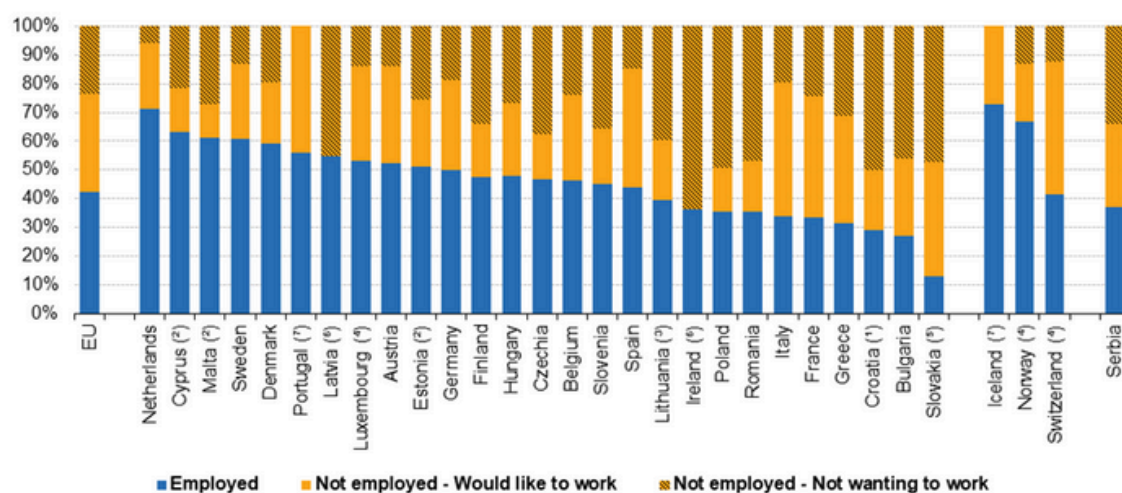
eurostat

There are multiple causes of early school leaving, related to factors that are often directly connected and have to do with personal issues, social factors, economic differences, family educational levels, etc.

One of the most influential factors in early leaving is the level of education of the parents. It should be noted that 26.1% of abandonment cases occur in families in which the parents have a basic level of education. The dropout rate decreases as the paternal level of education increases, reaching 6.9% in the case of secondary education and 2.9% in families with parents who have completed higher education.

Another important question is whether they drop out of school to work or are there other reasons. In the EU as a whole, and according to data provided by Eurostat, less than half of the people leave to go to work, specifically only 42.3% are in this case. The rest dropped out of school without a job alternative, regardless of the fact that 34% claimed that they wanted to work, compared to 23.7% who did not want to work or study.[14]

Distribution of early leavers from education and training by labour status, 2021
(% of early leavers aged 18-24)



Note: ranked on share of employed early leavers.

(*) Low reliability.

(*) Not wanting to work and would like to work: low reliability.

(*) Would like to work: low reliability.

(*) Not wanting to work: low reliability.

(*) Employed: low reliability.

(*) Would like to work: not available due to a very low reliability. Included with 'not wanting to work'.

(*) Not wanting to work: not available due to a very low reliability. Included with 'wanting to work'.

Source: Eurostat (online data code: edat_lfse_14)

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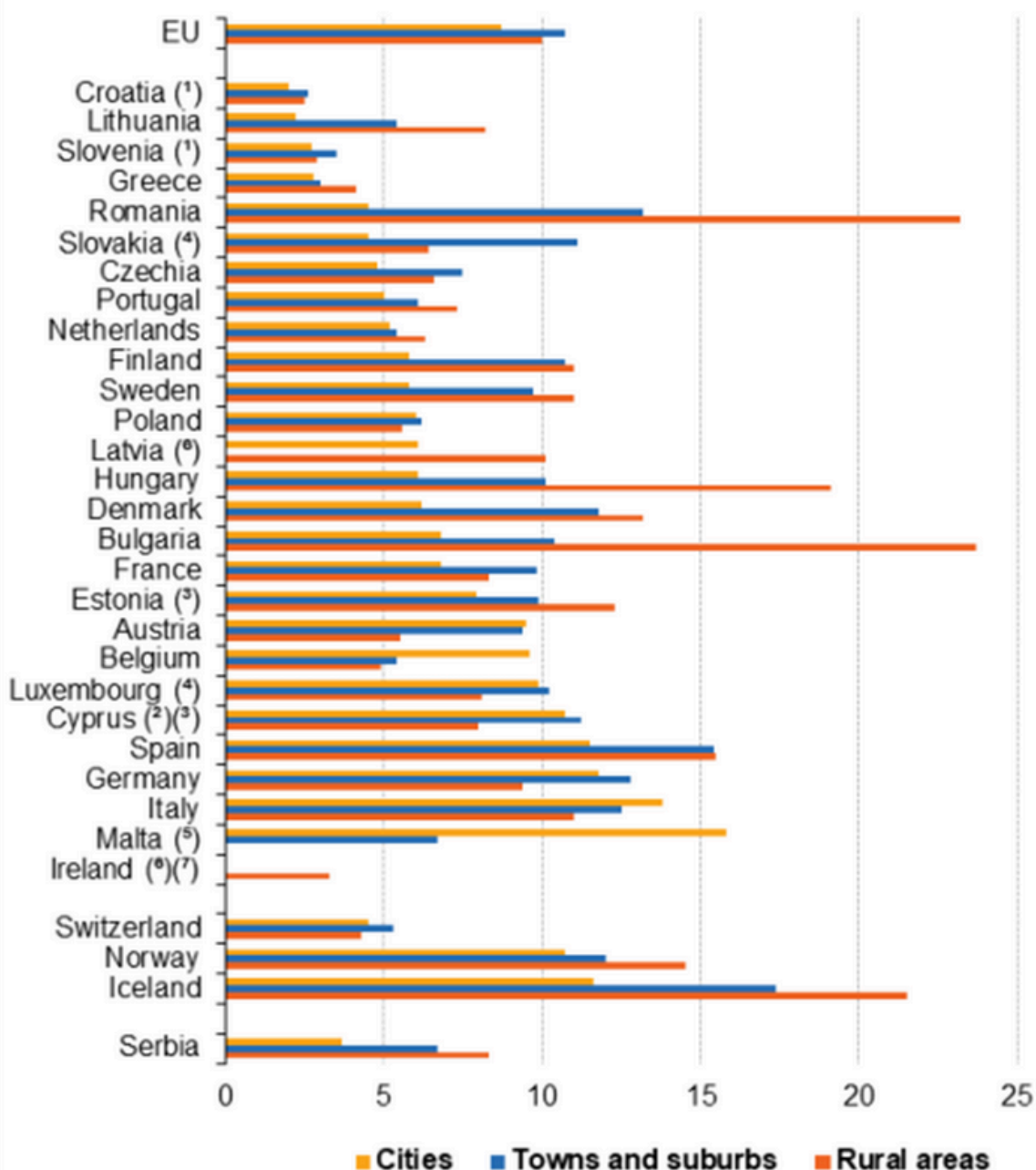
The differences between countries are enormous and varied. At the extremes are the Netherlands, with a maximum of more than 70% of young people who drop out of school to work, up to the antagonistic case of Slovakia, where more than 85% of young people who drop out of school do so without having a specific alternative occupation.



Finally, a factor of attrition statistically assessed by Eurostat is the geographical area in which they occur. To this end, it specifically considers three spaces: cities, suburban environments and rural environments. It should be noted that the overall EU percentages in these three areas are not very different, ranging from the lowest 9% for cities to the highest 10.7% for metropolitan areas. However, when looking at the data by country, it is particularly striking to see some cases in which school dropout in rural areas is a worrying phenomenon, undoubtedly related to the situation of this economic sector in countries such as Romania, Bulgaria, Hungary, Iceland or even Spain.

Early leavers from education and training by degree of urbanisation, 2021

(% of population aged 18-24)



Note: ranked on overall share of early leavers in cities.

(¹) Low reliability.

(²) Rural areas: low reliability.

(³) Towns and suburbs: low reliability.

(⁴) Cities: low reliability.

(⁵) Rural areas: not available due to a very low reliability.

(⁶) Towns and suburbs: not available due to a very low reliability.

(⁷) Cities: not available due to a very low reliability.

Source: Eurostat (online data code: edat_lfse_30)

eurostat

Certain social groups are more directly affected by school dropouts: young people from poor socio-economic backgrounds, vulnerable groups, people with functional diversity, migrants, Roma, etc. In addition, there are strictly individual aspects that also contribute to explaining both failure and early school leaving. These include issues such as self-concept and self-esteem, health, motivation towards learning, attitudes towards school, self-responsibility in learning, study habits, learning rhythms and academic performance[15]. Thus, over and above the purely capacitive aptitudes, the aspirational and motivational skills stand out as the most determinant. In this sense, the family framework is clearly conclusive both because of the social origins and because of the training and occupation of its members, their internal problems (destructuring, confrontations, bankruptcies...) or the assessment of their members of learning and study attitudes. Almost equally important, these same aspects are highlighted in relation to other close people, friends, peers, close social environment... It is the counterpoint between family authority and the equality of friendship or companionship.

At the institutional and purely academic level, curricular rigidities or the lack of training among teaching professionals to deal with the diversity of situations and personal problems that usually arise in the various European education systems stand out as factors that favour failure or early school leaving.

In relation to the curriculum, the grading system also has an important influence on school



dropout, especially if it is related to the social class or educational levels of the families. Young people from the wealthiest social classes or with better educational training than their parents have more effective mechanisms – compensatory effects – to deal with poor results in school grades; while students from disadvantaged social classes or with parents with little academic training have more difficulties in coping with insufficient grades[16].

All this leads us to conclude that in order to face the problem of early school leaving, it is necessary to develop multiple and diversified strategies that attack the set of causes that cause it, both preventively and reactively[17]. As stated in the 2015 Council conclusions on reducing early school leaving and promoting educational achievement[18].

VALUES, OBJECTIVES AND PRIORITIES FOR ACTION

The **E2.0C** seeks to generate innovative training strategies to train adults, both young people with obstacles, and technicians from social entities. The objectives for the first group are that they can either enter the labour market or reintegrate into formal education, through adapted training itineraries. The objective for the second group is to improve or complement their training in the field of social and non-profit entities. The ultimate goal is to actively contribute to the construction of a more sustainable and inclusive European society.

The values, principles and aims of this center are situated within the framework of inclusion, seeking a fairer, more plural and diverse society, implying:

- **1.**Work for the social and professional inclusion of unemployed young adults who are outside the education system, promoting equal opportunities.
- **2.**To offer young people who make a voluntary commitment to participate a personalized educational framework through adapted, attractive, innovative and participatory itineraries that alternate training and internships.
- **3.**Provide a digital educational environment that is modular, flexible, alternative and adapted to specific personal needs.
- **4.**Promote the return to the formal education system and/or the transition to the world of work through the personal development of key competences, i.e. the basic knowledge, skills and attitudes for this.
- **5.**Offer guidance and accompaniment to young people before, during and after their time at E2.0C.

- **6.**Continuously adapt educational processes both to people's needs and to changes in social and work environments in which inclusion is sought.
- **7.**Promote personal autonomy, tolerance, participation, solidarity and the values of equality, inclusion, respect for the environment and social justice.
- **8.**Work in coordination with other entities and administrations in pursuit of the inclusion of young adults excluded from the education system and the world of work.
- **9.**Provide the necessary means to guarantee the continuity of E2.OC in the fulfilment of the objectives, purposes, values and principles that drive it.
- **10.**Seek a legal framework that protects the recognition and homologation of the learning facilitated.
- **11.**Collaborate with companies and entities to get involved in the processes of inclusion and training of young people, especially through awareness-raising, volunteering and internships.
- **12.**Encourage the participation of companies and entities in the design, improvement and adaptation of training proposals.
- **13.**Share experiences, strategies and work plans with other second-chance entities, in pursuit of common objectives that are also shared.

For all these reasons, the priorities for action are:



Social inclusion by offering direct and effective pathways for personal development, participation and access to training and/or paid employment for young adults at risk of exclusion for economic, ethnic, cultural, social, health, capacitive reasons, etc. that is, in any field.



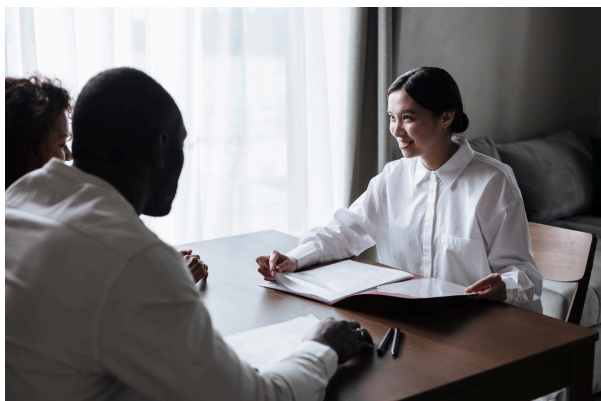
Improve the quality learning opportunities available to adults through an adapted and flexible learning offer, combining synchronous and diachronic methodologies in the virtual environment.



To create personalized accessible skills improvement pathways for the education of adults at serious risk of exclusion, based on the existence of diverse skills and personal situations, but providing users with resources and motivation to improve their key competences and access qualifications and/or jobs that were previously outside their future prospects.

The center will seek comprehensive actions to the different particular situations of the beneficiaries, not only in terms of training, but also taking into account other issues involved in social inclusion, providing support, help and advice in the different fields that are part of life and transition processes. This multidimensionality will also be present in the curricular offer, which will cover aspects beyond professional and academic training, such as learning basic social and personal skills to guarantee the autonomy and integration of the beneficiaries.





The educational response will be clearly differentiated from that of ordinary schools, since it is a resource for people who have previously had difficulties in these schools. Hence the centrality of both informal and innovative frameworks for the development of individualized training itineraries, as well as continuous and specialized tutorial care. A fundamental objective is to establish the personal link with the E2.0C in order to pursue the specific integration objectives: return to formal education, job placement, improvement of their quality of life, reinforcement of their autonomy and maturity...

Personalized itineraries will be agreed upon with young users. Consensus and personalization are necessary requirements for the process of social inclusion. This consensus process is part of the personal and affective bond with the **E2.0C** center, providing a framework of belonging, recognition and security. This involves reinforcing self-knowledge, self-esteem, autonomy and personal motivation, providing them with personal, transversal and professional skills that will be especially appreciated in the entities that collaborate with the center.

Flexibility is one of the most significant characteristics of the E2.0C school to adapt to students both when teaching formal and, above all, informal curricular content.



Personal issues must be placed at a higher level that will determine the pace and time of learning, within the framework of a process negotiated with the young person himself. This leads us to point out the importance of taking care of the affective relationship and involvement of the young person with the center. If this link is not taken care of, the learning processes will be hindered. The concern to know the circumstances and problems of the young student favors involvement and learning.




The commitment of **E2.0C** staff to these values, objectives and priorities is a basic premise of its operation. The professionals at the center have an important vocational component. The figure of the tutor is absolutely key in the development of integration and learning strategies.

Another of the essential characteristics of this center is to develop learning through practice. Learning by doing is one of the most successful methodologies among the available resources. We deal with people who have had difficulties with formal education, often taught with methodologies that tend to prioritize theoretical and rote learning over practical learning and the resolution of real problems. In addition, within the framework of social integration, the practice developed precisely with social utility and profitability by the entities of the Third Sector acquires an important role.

This center will always be willing to learn, to generate and share knowledge and experience about the activities it develops, specifically through the networks it develops with other centers and with other third sector entities with which it will collaborate, especially for the development of practical learning.

The educational plan covers a sufficient period with the aim of providing the beneficiary with the training to obtain a specific academic certification, becoming a more active, integrated and socially committed individual and with new skills acquired to develop both their labor integration and their own capacity for social entrepreneurship.

The strategy is based on three specific actions:

-  A virtual educational center that has the same structure as a physical center to have the capabilities of the latter, allowing virtual sessions and synchronous and asynchronous communication tools, access to specific content and management of any kind, at any time and from anywhere.
-  The implementation of a methodology based on active volunteering that combines the learning process with volunteering internships in entities of the third sector of the social economy in various European countries.
-  High-quality content that allows, on the one hand, basic training in the curricula of adults from various European countries and that also provides specific preparation to work or undertake in the third sector.

METHODOLOGICAL AND TEACHING LINE

E2O was created to fill a gap between formal education systems and traditional adult education. The latter does not meet the needs of young adults in situations of exclusion for a variety of reasons. Discrimination and lack of self-confidence make it necessary to develop a more practical educational methodology capable of inspiring young adults, driving them towards concrete feasible successes that will enable them not only to obtain a basic qualification but also to enter the world of work.

The school's educational methodology combines three conceptual lines: digital learning, E2C and the Third Sector of the Social Economy. To this end, it adapts training that is coherent with adult education curricula (of a basic nature) but with a practical orientation aimed above all at employability in the third sector.



The European associative fabric mobilizes a very important workforce, estimated at more than 29 million workers (including salaried employees (45% of them) and volunteers (55%)), representing just over 13% of the European working population. It is thus the third sector in terms of employment in terms of employment, only behind commerce and the manufacturing sector, ahead of such important industries as construction, transport and the financial sector[19].

Collaborating with a social entity is a very good opportunity to set achievable and exciting objectives that encourage people to study, acquiring practical training that occurs at the same time as contributing to improving European society, strengthening the social fabric and encouraging participation. It should be especially borne in mind that in hiring in the Third Sector, personal involvement, volunteering experience and the existence of exclusionary obstacles, beyond the qualifications themselves, are specifically valued. This makes the Third Sector a very good opportunity for the employability of adults with obstacles who have developed volunteer activities.

The school is committed to coherence with [the 2030 Agenda, the European Adult Learning Plan 2021-2030](#), the European Skills Agenda for Sustainable Competitiveness, Social Justice and Resilience, and the [Erasmus+](#) programme. [20]

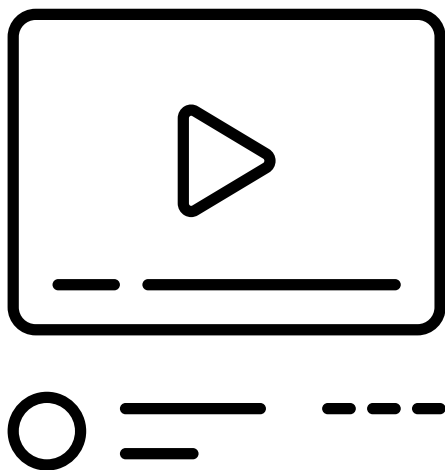
The school's educational methodology combines various techniques and procedures. It develops learning through digital methodology, using its own learning platform, providing content in various formats, so that it is as accessible as possible from anywhere and at any time, to favor both the freedom of teaching schedules and the permanent availability of content that will be organized into subjects.

The school's platform is presented as a single campus that has a structure exactly like that of an educational center but in a virtual way (secretary, synchronous and asynchronous virtual classrooms fully adapted to adults, library where you can find bibliography and resources, cafeteria where you can talk to other students...), as well as all the plans and documents of an educational center (Educational Plan of the Center, Inclusion Plan, Sustainability Plan...).

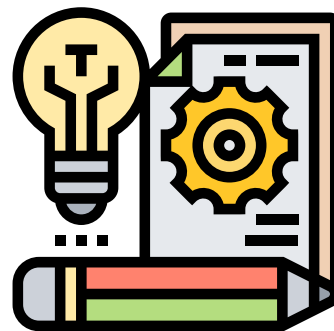
The platform hosts the contents of each course structured in blocks, topics and sessions or modules. The topics or subjects are planned to be developed on a monthly basis. Each topic or subject is structured in personal sessions, prepared on the platform so that they can be implemented freely by each student. Each session is prepared with content of all kinds so that its correct development and comprehension covers in any case a maximum of two hours.

The sessions are accompanied by procedures for self-assessment of the understanding of the contents (through questions with alternative answers) that in no case are exclusive and will not involve evaluation either by the platform or by the virtual center. Its objective is for students to see for themselves what they have learned. At the end of each session, the student will take a test with questions with alternative answers so that he/she can verify if he/she has understood and assumed the corresponding knowledge. Each session or basic module is complemented by a glossary of terms and concepts used in the session that allow the student to understand and assimilate the contents in greater detail and depth.

The digital environment also allows the development of synchronous teaching activities on a regular basis (virtual classes) and also direct tutorial attention (also synchronous) to strengthen links with the center and learning.



The training activities also include the participation of highly qualified people (due to their professional experience or the responsibilities carried out) in the third sector environment and the subjects covered in the course. These sessions are in the format of a masterclass.



At the same time, the project-based learning methodology is also developed, proposing in each of the units, themes or subjects that make up the didactic program, the realization of a personal project, on a cumulative basis, which will lead to the achievement of a great result at the end of the school year. The partial projects will have the same periodicity of development as that foreseen for the topics or subjects and will be presented in common through a synchronous virtual meeting in which all the registered people participate.

As a procedure for self-checking the acquisition of knowledge, in addition to the final project (cumulative result of the partial projects), two types of questionnaires are developed. On the one hand, as already mentioned, the personal sessions will end with a self-assessment exercise through questions with alternative answers, which will allow the student to assess whether they have understood the content they have just gone through; On the other hand, at the end of the cycle of each topic or subject, a test is developed, also through questions with alternative answers, so that the student can check the level of knowledge acquired.

At the end of the course, there will be two months of paid internships in third sector entities in countries other than the student's residence. The school will guarantee a basic remuneration for each student to cover travel expenses to the country of destination and food.

The objective of this methodology is to generate a digital and innovative educational process that promotes social inclusion through the education of young adults with difficulties, while strengthening the associative fabric and the third sector in general.



The training itineraries can be customized according to the needs and interests of each student, always using both virtual learning mechanisms and digital volunteering, focused on self-learning processes reinforced with synchronous sessions of experts. The personalization of the training itineraries will be implemented by the tutor through a process agreed with each student. When you enrol at the center using the digital platform, you can choose between doing it in a full course or doing it in a personalized itinerary. This last option will lead to an initial questionnaire to the new student to find out their motivations, needs and educational shortcomings.



Through this questionnaire the tutor will try to find out:

- The reasons that drive the student's enrolment.
- The prospects for the future that it considers.
- Their previous training.
- The basic knowledge acquired.
- The problems you have had in previous formative experiences.
- Their attitude towards various educational formats.
- The basic training needs you have.

With the information provided in the initial questionnaire and with the educational content of the courses included in the platform, the tutor will be able to prepare a personalized training itinerary for the student using the basic training pieces (the sessions or modules) in such a way that he or she will consecutively enable one by one the ones he or she considers appropriate to meet their perspectives and training needs. The methodology applied requires sustained tutoring and attention to the evolution of each student in order to establish the best personal path in agreement with him/her.

Aimed at workers and technicians of Third Sector entities, the center will develop annual face-to-face training sessions on the contents of the full course, focusing on specific aspects of entity management. In each edition of these conferences, greater emphasis will be placed on different aspects. The training will be given both by the teaching staff of the center itself and by prestigious guests and/or with extensive experience in the issues to be addressed. These conferences may be attended by workers and technicians from other European countries, so the center will manage the relevant aid for travel and stays. The training of these face-to-face sessions may be complemented with specific routes, based on the contents of the general training course, which can also be carried out by workers and technicians telematically, either before or after the sessions themselves.

At the end of the course, each participant who has passed the training with a positive result will be given a diploma stating the following:

- The name of the training action,
- The training contents,
- The mode of delivery,
- The duration and delivery period of the action.

Likewise, participants who have completed the training action without a positive evaluation will be given a certificate of attendance.

The school's training activities must be subject to quality assessment by the students. The questionnaires, which will be anonymous, will be kept by the center.

EDUCATIONAL OFFER OF THE CENTER

The educational offer of the center includes, on the one hand, a complete course in the creation and management of projects and entities of the third sector with the methodological and duration characteristics specified in the previous section.

The course is structured by topics or subjects organized in blocks. In turn, each subject is made up of several modules that serve to structure the respective contents, which in turn are organized into specific sections. The general index of blocks, subjects and modules is as follows:

[An example proposal is included to be adapted by each E2.0C center]

BLOCK 1. SERVICE TECHNIQUES: Project management

1.THE GENESIS OF A PROJECT

- Projects.
- Project planning and design mechanisms.
- Planning-specific plans and strategies.

2.QUALITY, ECONOMIC AND CALENDAR MONITORING AND CONTROL MECHANISMS

- Budget: Estimate of income and expenses. Cash flow.
- Economic control structure. Economic documentary control.
- Monitoring the quality of activities. External controls. Audits.

3.DIGITAL MANAGEMENT TOOLS

- Tracking and coordination app: Jira; Trello...
- Most Commonly Used Programs.
- Software for networking (calendar, docs, onedrive, etc.)

4.THE STRUCTURE OF A PROJECT

- Preparation Phase.
- Implementation and dissemination phases.
- Evaluation and sustainability phases.

5.THE RESULTS: WHAT DO WE WANT TO ACHIEVE?

- Results. Innovation in results.
- Evaluation. Testing. Quality in a result.
- Subcontracting.

6. PROJECT JUSTIFICATION, DOCUMENT CONTROL AND AUDITS

- Justification of the project.
- Document control.
- Audits.

7. GRANTS AND OTHER FUNDING AVENUES

- Unfunded Projects and Projects Seeking Funding.
- Public Subsidies.
- Other Funding Channels.

BLOCK 2. STRUCTURE TECHNIQUES: Creation and management of entities.

1. THE CREATION OF AN ASSOCIATION OR COOPERATIVE

- Basic Concepts.
- Feasibility and choice of legal form.
- Procedures for the creation of entities.

2.LEGAL OBLIGATIONS OF AN ASSOCIATION OR COOPERATIVE

- Organic Obligations.
- Administrative Obligations.
- Obligations with External Impacts.

3.EQUIPMENT & COMMUNICATION

- Human Resources.
- Volunteering.
- Communication.

4.MANAGEMENT TEAMS

- Management skills.
- Quality Management.
- Administration and Management.

5.FINANCIAL MANAGEMENT OF THE ENTITY

- Taxation.
- Accounting.
- Finance.

BLOCK 3. TRANSVERSAL TECHNIQUES.

1. DEVELOPING CRITICAL ANALYSIS

- Critical Thinking.
- The importance of questioning.
- Troubleshooting.

2.BASIC KNOWLEDGE OF OFFICE AUTOMATION

- Word Processors and Other Basic Utilities.
- Spreadsheets.
- Databases.

3.BASIC CONCEPTS OF LAYOUT AND GRAPHICS

- Digital Image: Vector and Matrix Graphics.
- Image processing and audiovisual editing.
- Websites.

4. SOCIAL MEDIA

- Basic Concepts.
- Management Tasks.
- Interaction with People.

The subjects are complemented by practical learning in European third sector entities, with a duration of two months, during which the knowledge acquired during the previous months will be put into practice, through paid volunteering. The internship will take place in a country other than the student's country of residence, which will also help them gain personal autonomy and improve the social skills necessary for a fruitful process of social integration.



The training for workers and technicians of Third Sector entities will be carried out on certain parts of the previous course depending on the orientation of the annual training days that will be organized for them.

As indicated above, at the end of the course, each participant who has passed the training with a positive result will be given a diploma or, if they do not have a positive evaluation, they will be given a certificate of attendance.

EDUCATIONAL CURRICULA COMPATIBLE WITH THOSE OF EACH PARTNER COUNTRY

Most European states have been adopting reforms of their education systems over the last few years to incorporate key competences as a fundamental element of the compulsory education curriculum[21]. This process has been promoted by European institutions such as the Council of Europe, which in 1996 dedicated a symposium to discuss key competences. But above all, it has been the EU that has been decisively promoting its extension to the education systems of the member countries. The latest example of this momentum is the Council Recommendation of 22 May 2018 on key competences for lifelong learning[22], which had already been introduced as a strategic objective at the Lisbon European Council in 2000 as “basic skills” and which were decisively defined and promoted in the Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning[23]. It set out the eight key competences that all European citizens should be able to achieve, guiding both compulsory education and promoting the concept of lifelong learning.



**The framework sets out these
eight key competencies:**

- Communication in the mother tongue.
- Communication in foreign languages.
- Mathematical competence and basic competences in science and technology.
- Digital competence.
- Learning how to learn.
- Social and civic competencies.
- Sense of initiative and entrepreneurial spirit.
- Cultural awareness and expression.

The concept of key competences has been incorporated in different ways into the compulsory education systems of EU member countries, although it is not without controversy, given that it is attributed a utilitarian character, considering that it responds more to the pressures of neoliberal policy than to the real needs of citizens[24].

European education systems have rethought their purpose, as the objective of training is aimed more at promoting skills and aptitudes by developing functional skills and learning, than at the mere acquisition of knowledge. This focus on skills has become so important that it is a trend that goes beyond the boundaries of the European continent and has a global reach. However, this does not mean that education systems are identical in all EU countries. On the contrary, despite sharing the key competencies, each system has its peculiarities when it comes to incorporating them into their respective curricula, either in the number of those they have included or in the definition or nature they attribute to them[25].

As far as our school is concerned, the personalized curricular tours are organized on the basis of the set of subjects, methodologies and procedures of the school's curriculum. It takes on board the principles of lifelong learning based on key competences and incorporates them into the day-to-day development of the theoretical and practical teachings taught. Specifically, the competencies are integrated with the following characteristics:

[the following characteristics refer to the example of educational offer referred to in the previous section and must be adapted to the specific offer of each E2.0C center]



Communication in the mother tongue

The materials of all kinds and the tutorials and other activities of the course are provided and developed in the official language in which the center is located. In this way, the ability to express oneself and interpret expressions both orally and in writing is encouraged, encouraging interaction with others in a correct and appropriate way for the purposes pursued and taking into account the educational context. In the curricular activity, knowledge of vocabulary, grammar, textual typologies and language functions is promoted. Oral and written communication skills are also encouraged, as well as the ability to express oneself appropriately to the context.

Communication in foreign languages

2

The development of two months of volunteer internships in social entities of the third sector abroad puts in the hands of students a very important instrument to acquire knowledge in foreign languages. First of all, English, an authentic international lingua franca, and also the language of the country you choose to carry out the internship. This EPC also incorporates a specific Language Training Plan (PFI)

3

Mathematical competence and basic competences in science and technology

Mathematical competence is developed when dealing with issues related to the economic management of Third Sector entities, by relating the preparation of budgets, reports, accounts, etc. with basic mathematical skills, knowledge, and abilities. In addition, the curriculum has specific sections to develop basic technological skills, since it incorporates issues such as the use of office applications and graphic design.

Communication in foreign languages

4

The development of two months of volunteer internships in social entities of the third sector abroad puts in the hands of students a very important instrument to acquire knowledge in foreign languages. First of all, English, an authentic international lingua franca, and also the language of the country you choose to carry out the internship. This EPC also incorporates a specific Language Training Plan (PFI)

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Mathematical competence is developed when dealing with issues related to the economic management of Third Sector entities, by relating the preparation of budgets, reports, accounts, etc. with basic mathematical skills, knowledge, and abilities. In addition, the curriculum has specific sections to develop basic technological skills, since it incorporates issues such as the use of office applications and graphic design.

Digital Competence

6

This is encouraged primarily due to the digital nature of the school itself, which contributes decisively to increasing students' knowledge and skills related to their digital autonomy. The platform that hosts the center's activities has its own mechanisms and procedures for this. In addition, the school itself has staff who are available to guide students in all the digital processes that are the backbone of learning in the school's curriculum. In addition, a large part of the curriculum incorporates learning from specific programs and applications for third sector or generalist entities such as office automation or graphic design.

7

Learning how to learn

Throughout the school's educational process, the project-based learning methodology is developed, posing each student with the challenge of developing a complex project based on partial projects embodied in each of the subjects that comprise the school's curriculum. This provides students with the challenge of learning to solve the problems they encounter through procedures that on their own initiative or at the suggestion of continuous tutorials, provide them with the solutions they need. The whole process of developing personal projects is aimed at fostering the competence of learning how to learn.

Social and civic competencies

8

These are at the heart of the motivation of this center, since its main objective is training in the field of social entities of the Third Sector, their needs, volunteering, etc. All of this clearly contributes to the development of social and civic skills.

Sense of initiative

9

The meaning of the initiative is an intrinsic part of the center's curriculum, since one of its objectives is to train young people with obstacles, not only so that they can access to work in Third Sector entities, but above all so that they acquire the confidence and ability to be able to undertake and develop their own projects in this area.

10

Cultural Awareness and Expression

The school's curriculum includes a specific theme dedicated to critical thinking, which aims to promote a correct understanding of diversity and its values; the assumption of the existence of diverse points of view and valuations of all kinds, including aesthetic and cultural ones; the development of questioning and creativity skills; or the respect and appreciation of expressions of cultural diversity.

THE TRANSVERSAL TREATMENT OF THE AREAS, SUBJECTS OR MODULES OF EDUCATION IN EUROPEAN VALUES

The Union is founded on the common values and general principles of respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, including the rights of persons belonging to minorities, as set out in Article 2 of the Treaty on European Union. In accordance with Article 3 of the Treaty on European Union, the purpose of the Union is to affirm and promote its values ... The EU and its Member States face different challenges, such as populism, xenophobia, divisive nationalism, discrimination, the spread of fake news and disinformation, as well as the challenge of radicalisation leading to violent extremism.[26]

The 2018 EU Council Recommendation on the promotion of common values is an essential reference document when talking about education in European values. It refers to the promotion of shared values, which are a core of identification and a priority objective of the EU. Among other issues, it makes special reference to critical thinking as a tool to raise awareness of the risks related to the reliability of information sources and to help exercise sound judgments. It also identifies the Erasmus+ programme [...] cross-border mobility and contacts [as] an effective way of experiencing European identity; [and urges that] all categories of students across Europe should benefit equally from the opportunities offered by the programme, especially through exchanges... These two elements, critical thinking and cross-border mobility, are fundamental pillars that support the educational project of this center.

Critical thinking not only guides all the activities of the school, but also forms one of the subjects of the curriculum, in which the specific characteristics and development of this cognitive and problem-solving process based on structured and argued questioning are deepened, as a tool to eliminate cognitive biases and prejudices, as well as arbitrary thoughts. distorted, biased or uninformed; A series of arguments and procedures that involve a method for improving the quality of thought based on subjecting it to intellectual standards.

Specific training in critical thinking is also complemented by specific training in the field of ICT and social networks, which is also part of the curriculum.

Mobility and cross-border contacts are also a basic element in the educational process of this center, since after the stage of work through the digital platform, the training is completed with the completion of voluntary and paid internships in entities of the Third Social Sector in other EU countries.



The school's curriculum incorporates the understanding and dissemination of the common European values listed at the beginning of the EU Treaty in its contents and programming. The concept of transversality refers to the continuous presence in all the training activities of the center of the defence and promotion of these values, which is fully justified because all the activities are guided by the main objective of the center itself: training aimed at work in entities of the third sector of the social economy. These entities embody the will of European societies to translate the values expressed in the EU treaties into everyday reality.



Education in values involves two lines of action, on the one hand, making them known by understanding the implications and consequences they have; and on the other hand, to unmask doctrines, ideas and prejudices that directly attack those same values. Both lines will be part of all the educational processes and activities of the center.

The specific European values that are taken on board in the center's activities are those expressed in treaties and constitutions, namely:

- ➔ Respect for human dignity, understood as respect for the individual person, as well as for human groups of any kind, for their life, their health, their rights... which also implies valuing and protecting them. It is a fundamental principle that guides laws, norms and the realization of other rights and freedoms. Dignity is an inherent right of all human beings.
- ➔ Freedom in its various forms: opinion, expression, circulation, conscience... and also collective freedoms: association, assembly, demonstration... They are the fundamental freedoms and rights of the individual, enshrined and protected by the positive legislation of the rule of law and international treaties. On the other hand, we must understand that in the exercise of our freedoms there may be collisions with the rights of other people.
- ➔ Democracy as a political system that guarantees superior values such as dignity, freedom, plurality, respect, the rule of law... The separation of powers and the free popular election of representatives articulate democratic systems that are characterized by majority rule as well as respect for minorities and political and social plurality.
- ➔ Equality between all people and social groups, understood as non-discrimination for any reason, be it sex, gender, racism, origin, ethnicity, sexual orientation, disability, poverty, age, religious beliefs, ideology...
- ➔ The rule of law, which requires everyone to enjoy equal protection under the law and prevents the arbitrary use of power by governments. It ensures the protection of and respect for basic political and civil rights, as well as civil liberties. Its inherent characteristic is the existence of transparent, accountable, democratic and pluralistic legislative processes, as well as effective judicial protection.

- Respect for the human rights proclaimed in the UN declaration of 1948, which guide the interpretation of laws in democratic countries.
- Respect for the rights of persons belonging to minorities, as they are particularly vulnerable.
- Tolerance as a fundamental value for peaceful and harmonious social coexistence.
- Justice as a value understood in multiple aspects, placed in relation to equality and freedoms.
- Solidarity understood as a basic value of any society, which helps to underpin coexistence and promote equality.

In addition to European values, there are others that people must also share for proper personal and social development, such as:

- Responsibility to oneself and to others when making decisions and assuming their consequences, answering for them, assuming one's own obligations and the consequences of inactions. It is also understood as the applied will to plan actions, improve the use of time and other resources, and promote positive values and practices.
- Effort as a fundamental element to achieve objectives.
- The peaceful resolution of conflicts is the best way to facilitate coexistence and the possibility of obtaining satisfactory results for all parties.

The basic purpose of the transversal treatment of European values is to contribute to the improvement as people of all members of the educational community and of society in general, through individual and specialized training in the management of social entities that can contribute decisively to the improvement of the real living conditions of people and their communities.

The main lines of intervention of the center are:

- Stimulate dialogue.
- Facilitate encounters between different people.
- Encourage participation, specifically in standard-setting processes.
- To stimulate integration and understanding of natural social diversity.
- Encourage cooperative work.
- Contribute to the development of personal autonomy and self-esteem.
- Encourage physical and mental hygiene habits.
- Encourage assertiveness, empathy and active listening.
- Encourage creativity and personal initiative.
- Raise awareness of European values and human rights.

- Work against any display of intolerance, racism, sexism, LGBT-phobia or hate speech.
- Promote environmental values and a culture of reduction, reuse and recycling.
- To provide analytical tools that favour the development of free reflections and opinions based on both verifiable facts and European values.

TRAINING PLAN FOR ADULT EDUCATION TEACHERS

The training plan for teachers of this center contemplates the adaptation of knowledge and methods to the evolution of the reality of the entities of the third sector of the social economy, as well as the specific didactics applied. In addition, it will also adapt to methodological evolutions in the areas of coordination, organization, guidance, mentoring, inclusion, equality, diversity, etc. and specifically in relation to conflict resolution, gender-based violence and bullying.



The general objectives of teacher training are:

- Keep technical knowledge up to date.
- Special attention to ICT innovations.
- Continuously update pedagogical training.
- Reinforce creativity.
- Knowledge and use of other European languages.
- Encourage the exchange of good practices and experiences.
- Continuous application of critical thinking principles and techniques.
- Continuous improvement in areas such as:
 - Tutoring of students
 - Attention to diversity
 - Promotion of reading
 - Improvement of coexistence
 - Conflict Resolution
 - Cooperative Work Dynamics
 - Regulatory Update
 - Prevention of occupational risks
 - Safety and first aid.
- Reflect on one's own pedagogical practice.
- Promotion of research.

It is the responsibility of the school's management to stimulate, assess and harmonise the training needs of teachers. These processes will be participatory, informed, informed and consequential. The results will lead to the optimal training actions being planned for each school year. It is the obligation of all the staff of the center to collaborate and participate in the training plans.

This planning will include the promotion of specific measures to promote cooperative

teaching work, as well as the general information that can be provided on innovative didactic research underway.

On the other hand, the training plans for each school year will also include the good practices developed by the center, the results of which have been shown to be positive, with the aim of disseminating them both inside and outside the center itself to increase their impact.

The procedures or stages for the development of this training plan include:

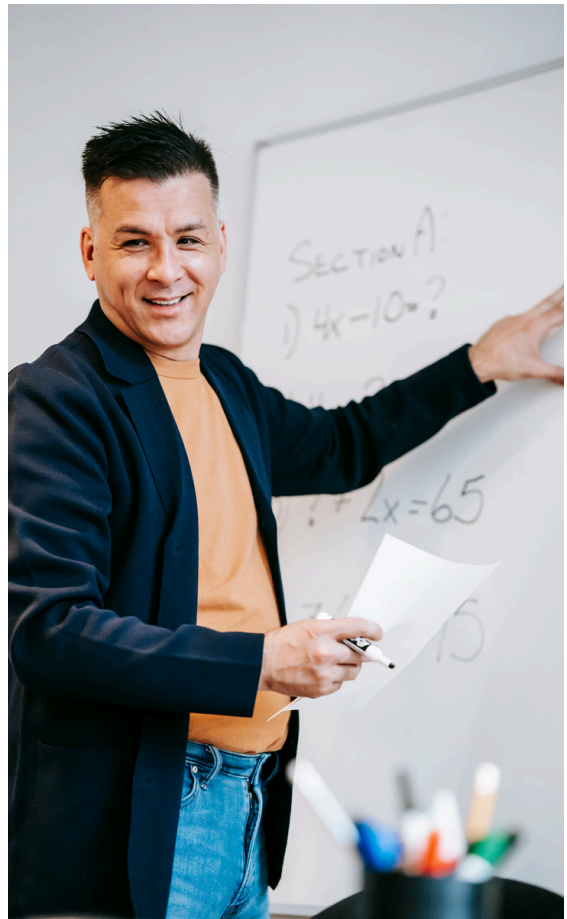
- Identify training needs.
- Establish the channels for training proposals.
- Analyze and prioritize proposals.
- Design a concrete plan.
- Get it going.
- Evaluate.

Before specifying the training proposals for each course, the training needs of the teaching staff of the center will be correctly identified. These must be contextualized and therefore must respond to generalist criteria derived from the experience of previous courses and not so much attend to personal issues.

In order to determine the training needs, the teaching line of the center will be taken into account, the needs to adapt to

legal and regulatory changes, as well as all those recommendations and reports that have been prepared internally or externally to contribute to the teaching improvement of the center. Self-assessment techniques will be used to help provide a diagnosis of training needs. This process may be reflected in a self-assessment report of the center.

When designing training, it is necessary to take into account the different responses or attitudes that the teaching staff will adopt in this regard. In this way, we will find teachers involved in their improvement who will be able to assume different positions such as enthusiasm in participating in groups and training activities or even opting for self-taught outing. On the other hand, there are teachers for whom their involvement in training depends on the existence of a direct relationship between the training content and those of their teaching areas or specific needs. On the other hand, newly incorporated teaching staff may need specific training in matters related to the teaching specificities of the center, but may not need it in other matters for which their recent training or experience gives them sufficient training and knowledge, so they will not require training actions.



The final result will be reflected in an Annual Training Plan that will specify the needs detected and the proposals for action, which will normally be oriented in the medium or long term, giving rise, where appropriate, to multi-annual training plans. To prepare this document, the Report of the previous plan, the proposals for diagnosis and self-evaluation, as well as the general objectives of the Training Plan for Teachers will be taken into account. The forecasts of the Annual Training Plan must be realistic and coherent with the general context of the center.

In the development of the Annual Plan, various training modalities may be used, specifically:

- Self-taught training.
- External courses. Individualized or in a group. Face-to-face, blended or distance learning.
- In-center training. Working groups on specific issues.
- Participation in seminars, meetings, joins... to make contributions or learn about the latest developments.

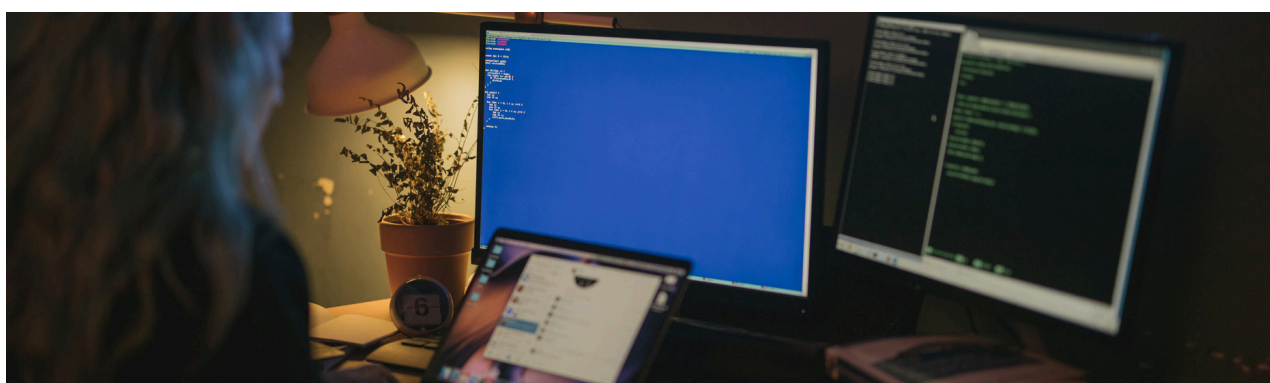
At the end of the period of development of the Annual Training Plan, an evaluation document of both performance and results must be drawn up, which will take the form of a **Report**. This will serve to culminate a continuous process that will have assessed each training activity at the end of its development, contemplating headings such as satisfaction of the participants, adequacy to the objectives sought, results obtained or impact on the teaching activity of the center. The report will be used to carry out a process of reflection and evaluation related to the planning, execution and results of the training plan. The achievement and coherence of the actions with respect to the objectives set will be specifically assessed and in a reasoned manner. The failure to carry out any of the previously planned training actions must also be assessed and justified. The content of the Report will be oriented not only to evaluations but also and significantly to facilitate decision-making regarding the orientation and improvement of teacher training in future plans.

The **timing of teacher** training will be guided by the deadlines and moments of development of the annual course, so that the diagnostic stage will be carried out in the weeks prior to the start of the course and parallel to the start of the course, the management of the center will make public the Annual Training Plan. The activities derived from the plan will be carried out during the academic year, with the exception of those cases, especially seminars, conferences, congresses, etc. that are outside the duration of the course. At the end of this course, the evaluation will be carried out and the development report of the training plan will be prepared.

Priority area of training: ICT in teaching practice

In the center's teacher training, there will always be a specific section dedicated to the use of information technologies and fully up-to-date training in the field of computer science. The virtual nature of the center itself and the centrality of the use of these techniques in its methods and work more than justifies the importance of continuous and up-to-date training in this area.

The aim is for the knowledge and use of ICTs to be fully updated, in order to put them at the service of teaching due to their motivating potential and accessibility. These technologies are the center's main means of providing training and information thanks to the interactive nature that enhances its intrinsic attractiveness.



Training in this regard must include both the teaching use of the tools, as well as the ways and formats to facilitate their use by students, who will have to be provided with the necessary help to take full advantage of the possibilities offered by these technologies. In this regard, it is a priority objective to have tools that facilitate the simple and functional learning of computer tools, both by those employed in the teaching activity, and by others who are present in daily life or in the activities of the entities of the Third Sector of the Social Economy. Digital literacy must guide all teaching activity.

Specifically, it will be necessary to contribute to teacher training with regard to educational software and good practices in its use. To do this, it will have to be put in direct correlation with the tools provided by critical thinking.

In this area, it will be important to have tools and procedures so that teachers can work permanently in groups on the exchange of experiences and knowledge that are often obtained through self-taught procedures. The use of the school's own human resources and their knowledge and skills will be taken into account in this regard. In any case, the planning of training activities will be carried out after a process of reflection and with due justification, using the most appropriate formulas to meet a need that normally has very different levels among the teaching staff.

In the diagnosis of teacher training needs, the following will be specifically considered:

- Ignorance or unfamiliarity with free software and its environments.
- Difficulties in the use of educational software and applications or information and communication.
- Difficulties or unreliable practices in the search for correct information or in the identification of uncertain or false information.
- Difficulties in the development of curricular materials using ICTs.



Training in this field will be specifically geared towards objectives such as:

- Internet Tools
- Office Applications
- Educational Platforms
- Open Educational Resources
- Educational Apps
- Design of curricular materials
- Web Design
- Webquest Design
- didactic use of ICT
- Shared work environments.

PLAN FOR USER INCLUSION

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 for inclusion measures

- 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

- 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.





LANGUAGE TRAINING PLAN

The objective of a Language Training Plan (PFI) is to establish the procedures and instruments to provide the different members of the center with an improvement in their language skills in languages other than their native and own language. This objective is in line with the second of the key competences for lifelong learning advocated by the European Council: “communication in foreign languages”. The Center fully shares the principles expressed in the Council conclusions of 20 May 2014 on multilingualism and the development of language skills.^[27]

The first step in the specific actions of the plan is to carry out a diagnosis of the situation and training needs in foreign languages of the center. This process will be carried out at the beginning of each academic year, by means of questionnaires that will either be specific or will include in some other of the questionnaires that derive from the specification of the PEC, the specific questions related to knowledge of languages. The diagnosis will make it possible to locate the training needs in order to focus the necessary actions on them.

The foreign language that will be the priority to know will be English, since it acts as an international lingua franca. However, given that the activities of the center and the project that has given rise to it are carried out with entities from other countries, the learning of basic notions of other European languages such as French or Italian will also be considered.

The main objective should be to achieve the following objectives in English^[28]:

Communicate in a foreign language, with increasing autonomy, using analogue and digital resources and using basic strategies of comprehension, production and interaction, in order to respond creatively and effectively to specific personal and professional needs.

Communication in a foreign language involves putting into practice the knowledge, skills and attitudes necessary for comprehension, production and interaction, both oral and written and multimodal, on frequent and everyday topics, of personal, educational or professional relevance to students. Comprehension, at this level, involves understanding and interpreting texts and extracting their general meaning to satisfy specific communicative needs, both personal and professional. Among the most useful comprehension strategies for students are inference and the identification of key linguistic elements.

Production, on the other hand, in various formats and supports, must give rise to the writing and presentation of texts. In adult education, it can include the presentation of a short description or anecdote, a formal presentation on a specific topic of interest to students, or the writing of texts useful for their training or professional needs, using digital and analogue tools. In its multimodal format, production includes the joint use of different resources to produce meaning (writing, image, graphs, tables, diagrams, sound, gestures, etc.) and the selection and application of the most appropriate one according to the task and needs in each case. Finally, interaction involves two or more participants in the construction of a discourse. To put it into practice, linguistic courtesy and digital etiquette, verbal and non-verbal elements of communication, as well as adaptation to the different registers and dialogic genres, both oral, written and multimodal, in synchronous or asynchronous environments come into play.

The language usually used in the training processes of the center will be that of the country in which the center is located. However, various materials in English and other European languages related to the school's curricular content will be available to students through the digital platform. These materials will serve as a complement to the basic learning disseminated. On the other hand, in the tutorials developed in weekly synchronous sessions, part of the activities will be carried out in English, thus reinforcing the materials made available to students for the knowledge of that language. The methodology will have an eminently practical character, trying to recover previous knowledge and provide new tools for understanding and expression.

Specific vocabulary relating to the third sector, specific phrases for everyday life and strategies to facilitate the learning of foreign languages will be provided. The materials and strategies will be customized as much as possible to the circumstances and previous knowledge of each student. The aim of foreign language training is to ensure that students acquire and consolidate basic knowledge, in order to be able to start the next training stage with advantage and successfully complete: the two months of internship abroad.

The main procedure for learning foreign languages will be the paid internship period in third sector entities located abroad. In this internship experience, students will have the opportunity to immerse themselves in other linguistic cultures, which will provide them with a propitious opportunity to learn and improve the practice of foreign languages, especially English as a lingua franca.



On the other hand, students will be recommended to use the Common European Framework of Reference for Languages tool offered by Europass, which provides a series of descriptions that will help them determine their language knowledge, being able to self-assess their own levels of oral and written expression and comprehension.

The evaluation of specific knowledge in foreign languages will be carried out as part of the process of evaluating the performance of the internships carried out abroad. It will be reflected in a specific section of the overall report on practices. This report will be the responsibility of the person from the third sector internship who exercises the mentoring functions in that area. A continuous assessment methodology will be used, basing the collection of information in this regard on the regular monitoring of the students' progress. Special attention and assessment will be given to the performance of trainees in the use of English and in the language of the country in which the internship takes place.

The school's language training should be reviewed sporadically in order to adapt the strategy (materials, talks, advice, practices, etc.) to the best possible use so that students can substantially improve their performance in English and other European languages. These reviews will take into account both the assessments made by the students on the training processes of the center (taking into account the requirements of other sections of this PEC) and the information on the linguistic adaptation provided by the reports of the tutors of the foreign entities where the students carry out the internships.

ATTENTION TO THE DIVERSITY OF THE STUDENT BODY

Attention to diversity is a fundamental principle of inclusive education. Its objective is to provide all students with an education appropriate to their needs and characteristics, in order to guarantee their success. The key to this process is personalized attention, through the appropriate adaptations to the rhythms, interests and motivations of the student. Thus, attention to diversity can be understood as the set of training actions aimed at satisfying the different abilities, rhythms, motivations, interests and social, economic, linguistic, cultural and health situations of each person.



The concept of inclusive education has been implemented in European education systems in recent years. The beginning of this change can be found in the work of the British committee created in 1974 to deal with special education in the United Kingdom and which, after four years of work, published the Warnock report at the end of the decade (named after Helen Mary, president of the committee).

The report concluded with the need for a change in the special and segregated educational treatment given to children and young people with functional diversity until then. Thus, we began to talk about students with special educational needs, contributing to a change in the paradigm of special education, laying the foundations for educational integration[29].

The concept of diversity should be understood in its broadest possible way, assuming that it encompasses all people, since each person has its own characteristics that make it a unique specimen of the species. It is also a value with a clearly positive character, since it brings a plural richness to society that distances it from an unreal uniformized panorama. The right to difference is therefore also a value in itself.

Diversity Attention Plan includes the set of actions that the school and its teaching team can undertake to meet the educational needs of students, consisting mainly of curricular and access adaptations, organisational measures and support and reinforcements. In doing so, it responds to the principles of equality, equity and educational inclusion that inspire it as fundamental values.

As mentioned above, the aim of this center is to actively contribute to the construction of a more sustainable and inclusive, fair, plural and diverse European society. To achieve this, it works for the social and professional inclusion of unemployed young adults who are outside the education system, promoting equal opportunities. The center offers young people who make a voluntary commitment to participate a personalized educational framework through adapted, attractive, innovative and participatory itineraries that alternate training and internships; providing a digital educational environment that is modular, flexible, alternative and adapted to specific personal needs.



Criteria and procedures for the detection and assessment of special educational needs (SEN)

Identifying the SEN of the school's students is the first step in the inclusive strategy of attention to diversity. This is a general and broad process whose objective is to satisfy the SEN of students and not to detect "different" students. Therefore, the first step is the detection of learning difficulties.

It is the tutor's responsibility to continuously monitor the students and detect any difficulties. In this case, they will carry out an analysis of their reasons (insufficient previous knowledge, slow pace of work, lack of stimulus, insufficient attention, low interest...) and of the circumstances in order to know the causes (physiological, psychological, personal, social problems...) and propose ways of solving them (non-significant curricular adaptations and access). If, with the implementation of these measures, the student's difficulties diminish or disappear, the desired objective will have been achieved.



If, on the other hand, these persist, it will be up to the management of the center to arbitrate the necessary actions to, with all the resources at its disposal, carry out a specialized evaluation that will look for causes and ways of solving the learning difficulties detected in the student. This evaluation will be reflected in writing in a personal report of the student that will be carried out with his/her collaboration, and to whose development and results he/she will always have access and that will end up proposing the significant or not significant adaptations that he/she considers necessary to facilitate educational success.



When assessing the SEN of students, the following will be considered:

- Learning and/or behavioral difficulties:
 - specific to learning to read or dyslexia;
 - specific learning of writing or dysgraphia;
 - learning arithmetic or dyscalculia;
 - specific oral language learning.
- High intellectual abilities.
- Attention deficit hyperactivity disorder.
- Neurological and developmental disorders or other physical limitations.
- Language and cultural barriers.
- Special personal conditions and school history.

In addition, the sexual orientation and gender identity of the students will be issues subject to special protection in the processing of information and monitoring by the tutors, in order to detect as soon as possible and immediately stop any sign of LGBTQphobic behavior among the rest of the educational community of the center. The same practice will be developed with any other personal circumstance in a student who may be the object of inappropriate, discriminatory behavior or hate speech by any other member of the school.

In this regard, the educational community will address any student by the name they have chosen and will use the appropriate pronouns. The administrative documentation will be adapted in the same way. The safety and privacy of people will be guaranteed.



Curricular and organization measures envisaged for each type of case

A number of generally applicable measures and resources are available that are based on adaptations of access to the curriculum. These will not entail the disappearance of objectives related to professional competences, and must therefore maintain or compensate for the minimum contents and essential objectives of the courses developed by the center.

In addition, there will be the option of proposing specific learning programmes adapted to the SEN of the students or of making learning deadlines and periods more flexible .

On the other hand, in situations of difficulties in interpersonal relationships, learning imbalance or absenteeism, programs may be developed to improve coexistence that may have mechanisms such as the signing of specific agreements between the center and the student to join said program.



In these agreements, commitments may be established for regular monitoring of the teaching activities of the center, for the use of these, for the provision of extraordinary resources, etc. and explicitly contain what the consequences will be in the event of non-compliance with the agreement.

Curricular diversification programmes may also be developed in the event of significant learning difficulties, due to insufficient previous training to access the curriculum of the courses taught by the center. These will take the form of personalized reinforcement programmes that will include specific support measures to be developed from the center's tutorials.

Measures for students with learning difficulties:

Proximity and follow-up. Continuous supervision. Work on motivation and contextualization. Proximate recognition of the task performed as a form of positive reinforcement. Verify correct understanding. Verbal repetition of content and instructions. Properly space out the assumption of content. Enhance other alternative capacities. Avoid exposure to other colleagues. Strengthen self-esteem. Provide instructions in the format that is most understandable to them, incorporating supplementary outlines and explanations, for example, about new vocabulary.



Provide extra time for the completion of activities; reduce or fragment them. Authorize the recording of synchronous teaching activities. Provide task guides with the broken down sequence of simple activities to be performed. Facilitate oral assessment tests.

Measures for students with high intellectual abilities:

Adapt teaching to a multidisciplinary approach. Provide additional resources and encouragement. Give them opportunities to use their skills. Plan the educational process in an optimised way, varying activities, diversifying dynamics, favouring participation. Promote collective acceptance and social trust. Encourage the expression of new ideas and possibilities. Valuing originality more than repetition of content.

Measures for students with language and cultural barriers:

Language support for non-Spanish-speaking students. Specific bilingual initial tour. Reception protocol at the center. Coordinate actions with third sector entities in the student's country of origin. Disseminate knowledge of uses and customs.



Measures for students with attention deficit hyperactivity disorder:

Eliminate distractions as much as possible. Reduce and fragment activities. Continuous supervision. Combining unattractive tasks with more motivating ones. Contextualize activities and learning. Enhance skills in which the student excels in order to improve their self-esteem and motivation. Use reinforcements and visual aids. Provide immediate recognition after the completion of activities. Verify correct comprehension of oral presentations by asking questions or repetitions. Use scheduled follow-up of activities and learning. Space out activities. Highlight progress to bolster motivation. Facilitate the completion of the assessment tests by being able to take them in different sessions. Carry out the evaluation of these students according to a variety of criteria.

Human and material resources available

All the human and material resources of the center will be able to be mobilized to contribute to achieving the integration objectives that it defends and develops. Specifically, there must be technical staff who are experts in personalized psychological care and pedagogical care. On a material level, the center has sufficient technical resources to implement the necessary virtual adaptations to facilitate personalized care for SENs.



Evaluation and monitoring of the PAD

The Diversity Attention Plan will be monitored on an ongoing basis both to apply its provisions and to complement them and, where appropriate, modify them by agreement of the educational community. Annually at the end of each course, a process of evaluation of its forecasts and effectiveness will be carried out, carried out through personal assessment forms for teachers and students. These forms will include assessments, opinions and contributions regarding the treatment that the center has given to diversity in accordance with this plan.

Specific training of teachers in attention to diversity

Attention to diversity will be the subject of specific teacher training to ensure the success of all students. The training will focus on how to design and implement an educational offer that is sensitive to the inherent diversity of students. Thus, the educational offer will have to overcome a homogeneity that would be difficult to adapt to the diverse reality. The implementation of strategies that break the rigidities that may exist to enable the success of the learning of all students will be developed.



The training will make special reference to the fact that diversity should not be seen as a “problem that affects students”, which would lead to differentiating between those who have this problem and those who do not, which in turn would justify therapeutic and palliative actions that would lead to segregation, behavior contrary to the inclusive education that we intend to develop. The principles for developing this concept are based on the fact that any student can have difficulties, and that these are not a problem, but a challenge for both the student and the teacher.

Diversity teacher training will encourage the curriculum to be sensitive to differences, and should not become a source of failure for students. In this sense, the capacity for initiative and responsibility in the face of students' learning difficulties will be valued. In the face of contemplative attitudes of complaint and lamentation, teachers must learn to take on the challenge of helping students face difficulties and achieve educational success. In short, the training should seek the involvement of teachers with the values of inclusive education, and may be simultaneous with other training processes related to parallel issues such as coexistence and inclusion plans. Training on diversity will be continuous and permanent.

THE TUTORIAL ACTION

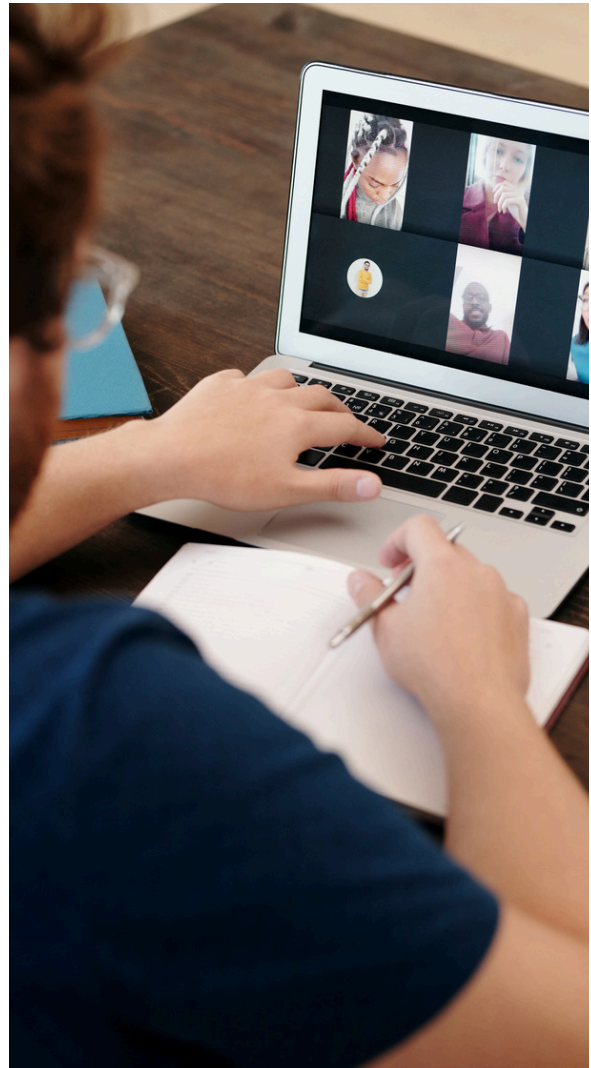
The tutorial action refers to the role of the teacher as a counselor and guide in everything related to the center and the teaching-learning activities it develops. It is a personalized, concrete function, with definable objectives and contents, which affect the development of learning, didactic orientation and personal maturation, taking into account the context and personal circumstances of the student. In short, it seeks to enhance the integral development of the person. It is an inherent function of the teacher-teacher who must specify both the activities he or she comprises (bureaucratic and counselling) and the people he or she affects (tutor and the entire teaching team of the center). The tutorial action is characterized by being a continuous activity to try to prevent difficulties in the learning process, taking into account the peculiarities of the student[30].

The objectives of the tutorial action are:


- Individualize the educational process by favoring inclusion.
- Explore and evaluate the educational situation of students.
- Adapt the educational process through appropriate curricular adaptations.
- Orient towards the most significant learning.
- Promote individual maturation processes (development of identity, values, decision-making, etc.)
- Anticipate learning difficulties.
- Prevention of maladjustment and school dropout.
- Promote positive interaction and communication in the educational community.
- Assume, where appropriate, mediation or negotiation roles in the face of problems and conflicts.
- Promote study and learning habits and techniques.
- Encourage motivation and guide towards the understanding of the student's own interests.

The guardianship function corresponds to the entire educational community but is specified in a person according to his or her maturity, experience and capacity. Guardianship functions include:

- Participate in the development and execution of the Tutorial Action Plan.
- Coordinate the continuous, formative and guiding assessment of the student, prioritizing his/her personal promotion.
- Attend to perceived learning difficulties.
- Adapt the curriculum to the needs of the student.
- Facilitate their maturation process and critical thinking.
- Facilitate the integration and participation of students in the school.
- Advise and guide the student in the educational process.
- Channel concerns and problems raised by students.
- Inform the school management about educational difficulties that are difficult for the tutor to address.
- Facilitate educational cooperation among all its agents.
- Prepare and develop weekly tutorial actions.



The tutorial functions are carried out through a variety of tutorial activities, both collective and individual, which will be programmed according to the requirements of the PEC.

- Organize the reception at the center.
 - Explain the roles and activities of mentoring by encouraging participation.
 - Encourage them to raise their needs, problems and expectations in order to find solutions.
 - Promote and develop mechanisms for coexistence, integration and participation.
 - Know the performance of the students.
 - To know the attitude and assessment of the students regarding the teaching methodology developed.
 - Improve interest and motivation.
 - Facilitate personal development and maturation.
 - Promote positive social values that promote harmonious coexistence.
- 
- Collect, with the utmost respect for privacy, information on school records and the personal situation of the student for the sole purpose of helping and guiding in the face of learning difficulties that are detected.
 - Collect, with the utmost respect for privacy, information on students' aptitudes, interests and motivations for the sole purpose of reinforcing them.
 - Collect, with the utmost respect for privacy, information on the self-image and self-concept of students for the sole purpose of helping in their maturation process.
 - Develop positive attitudes towards educational work.
 - Develop compensation mechanisms to promote equity.
 - Advise students on study habits and techniques, use of time and parallel learning activities.
 - Develop specific individual intervention programmes developed by the center.
 - Establish, in agreement with the rest of the teaching team, the objectives, activities, means and materials that respond to the students' SEN.



The Tutorial Action Plan (TAP)

The TAP establishes the guidelines and lines of daily action of the teacher in the development of the training action. It is a dynamic document that will need to be adapted and improved regularly. The PAT establishes medium and long-term objectives agreed upon by all members of the teaching team, taking into account the context of the E2.0C center, its educational modalities and the participants in the training action. The PAT contemplates and timeframes all the tutorial activities to be carried out with the students, organized under several headings:



Reception of students. Presentations by the tutor and the students. Actions to promote mutual knowledge and cordial relations. Presentation of the center, its structure and the services it provides. Collection of information, with the utmost respect for privacy, regarding the student's school background, personal circumstances, aptitudes, interests, motivations, self-image, self-concept and adaptive difficulties. Identification of SENs.

Organization and functioning of teaching. Explain the pedagogical methodology of the school and the details of the learning processes that are implemented, the resources available, as well as the schedule of teacher development. Explain the rules of operation of the center, the objectives, values and coexistence plan.



Continuous, formative and guiding assessment. Initial assessment by means of a specific questionnaire; Level tests in common instrumental subjects. Observation of trajectories and times dedicated to the activities of the center. Interviews. Previously, the evaluation criteria will be set and made known to the students. The necessary reports will be drafted.

Personal development and school adaptation: Acquisition and improvement of work habits. Encourage participation in the proposals for activities to be developed. Personal intervention programmes to address SENs. One-on-one interviews. Dissemination of techniques for:

- work and study (individual and group),
- self-organization and autonomy,
- self-esteem, self-control, frustration management,
- instrumental skills (ICT, reading comprehension, writing, critical thinking, schematization and memory development...)
- time planning,
- Motivational techniques.

The TAP will be evaluated by checking its usefulness in providing students with solutions to the educational difficulties they encounter. In particular, personal growth will be taken into account, which indicates the development of their problem-solving skills and individual autonomy. The evaluation will be carried out by means of specific questionnaires carried out by the teaching staff, after verifying the students' assessment of the tutorial activity itself.



Personal interviews

They are a fundamental tool for tutorial action, because they allow a direct relationship between the tutor and the student for the collection of data, contrasting information, giving results, communicating decisions, assessing progress, etc. In order for them to be really useful, they need to be worked on beforehand, setting the objectives and the questions to be raised. They require that details and conclusions be noted in order to incorporate them into the student's file.

They will be as structured as possible, with the questions to be raised being defined in advance, grouped by the respective objectives. Private matters will be treated with the due duty of confidentiality and with the utmost respect for the privacy of the individual. In any case, they will result in the writing of a specific report on the specific interview. They may be requested by both the students and the teacher-tutor, with both parties agreeing on the time of their completion, which will always be telematic due to the 2.0 nature of the center.

Factors such as:

- Type of interview.
- Information you want to collect.
- Previous interviews conducted.
- Motives and objectives.
- Timing and duration.
- Balance between active listening and taking the necessary notes.
- Contrast the information obtained with other external data.
- Preparation of questionnaires or scripts.



Tutoring sessions and preparation of the personal project

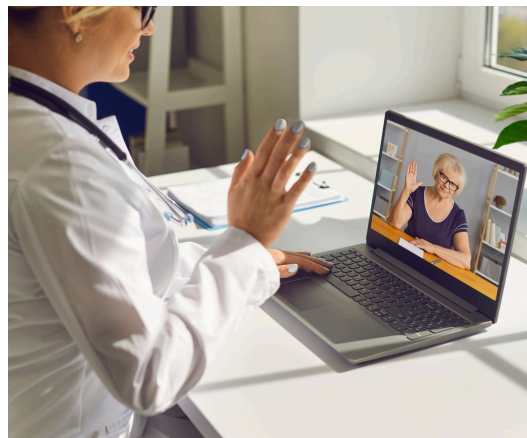
Throughout the course, sessions called “tutoring and preparation of the personal project” will be developed. It will be appropriate for them to be on a weekly basis. They will facilitate the organization and cohesion of the group of students and the contact between them to develop the learning of social skills, absolutely necessary for their insertion into the labor or school.

For the sessions, formats will be used that allow synchronous communication through audiovisual content so that the whole group can communicate with the teacher-tutor to clarify doubts, express opinions and make contributions to the joint debate. This does not exclude the existence of other asynchronous group formats such as the forum, which can be very useful, for example, to continue an open discussion in a synchronous session. External agents may participate in these sessions, where appropriate, to help achieve the main objective pursued, which is the inclusion of students.



The general objective of these sessions is to follow up on the individual work in the personal project of each student, an integral part of the learning process and final assessment of the knowledge obtained. However, in each specific session, there will be a specific objective that must be previously communicated by the teacher to the students, reminding and convening the tutoring session. This will not preclude students from raising the questions and clarifications they consider necessary for their own educational progress. The topics and issues to be dealt with in these sessions can vary and be very broad, always taking care that they have a practical use so that students can socialize and increase their link with learning, their classmates and the school itself. In any case, the guiding function of the tutorial activity will always be taken into account, especially with regard to the transversality of knowledge and values. In this sense, in addition to taking into account the content of section 8. The transversal treatment of the areas, subjects or modules of education in European values, will develop contents and contributions related to issues such as:

- Education in values of respect for the environment.
- The development of skills and knowledge of rights as a consumer.
- Education in equal opportunities.
- Health, especially mental health, sexual health, and dependency prevention.
- Education for peace and civic values.



The tutorial function of guidance, mediation and advice will seek to promote educational values and enhance their learning and internalization as they are fundamental elements of coexistence and social progress. The tutoring aims to help students learn to be a better person, to live together positively, to think critically and constructively, to make decisions in a reasoned way and to solve problems intelligently.

THE COEXISTENCE PLAN

The planning of actions for the promotion of coexistence is one of the basic principles of this virtual educational center.

Coexistence in this school will be built through the relationship between all members of the educational community, based on respect, acceptance, tolerance, inclusion and equality. It will also promote the peaceful resolution of conflicts that may arise.

The center seeks to respond to the specific training needs of the beneficiaries, not only in terms of their training, but also in terms of inclusion and coexistence. In this sense, one of the fundamental priorities of the school is social inclusion, which will result in the improvement of learning opportunities.

This Coexistence Plan seeks the following objectives:

- Promote the values of the school.
- Prevent, detect and resolve conflicts between school members and participants.
- To raise awareness among students, teachers and administrators of the importance of peaceful and harmonious coexistence.
- Provide teachers with mechanisms for resolving conflicts.
- Promote dialogue as a key mechanism for conflict prevention and resolution.
- Promote relationships based on respect, inclusion and tolerance.

The principles of coexistence of the center involve:

- Work for and for the coexistence of the students of the center.
- To offer students the tools to acquire the voluntary commitment to participate in all the activities of the school in coexistence.
- Provide an educational environment that guarantees the coexistence of all members of the educational community.
- Offer guidance and support to young people before and during their time at the school.
- Adapt the center to the strategies and measures of coexistence established in this plan.
- Promote personal autonomy, tolerance, participation, solidarity and the values of equality, inclusion, respect for the environment and social justice.
- Share experiences, strategies and work plans with other second-chance entities, in pursuit of common objectives that are also shared.





Rights and duties

Students' rights and duties

Rights

- To receive quality and equitable training.
- To know the evaluation criteria.
- To have their effort and performance valued with fairness and objectivity.
- To be respected by all members of the educational community in terms of:
 - Identity, integrity and personal dignity.
 - Ideological, religious and moral convictions.
 - Privacy.
- To be protected against aggression of any kind.
- To the confidentiality of your personal data.
- To receive guidance and support.
- To participate in the operation and activities of the center.
- To participate in the implementation and updating of this plan.

Duties

- Participate in the mandatory activities of the course they are taking.
- Collaborate on group activities.
- Respect all members of the educational community in terms of:
 - Identity, integrity and personal dignity.
 - Ideological, religious and moral convictions.
 - Privacy.
- Respect the school's educational project.
- Respect the rules of coexistence.
- Collaborate in the improvement of school coexistence.
- Communicate possible situations of cyberbullying to tutors and school administrators.

Rights and duties of teachers

Rights

- To be respected by all members of the educational community in terms of:
 - Identity, integrity and personal dignity.
 - Ideological, religious and moral convictions.
 - Privacy.
- To carry out their teaching function with physical, moral and professional integrity.
- To receive help for the improvement of coexistence.
- To participate in the implementation and updating of the coexistence plan.
- To communicate with the students and administrative staff of the school.
- To receive support and help in carrying out their teaching work.
- To receive training in diversity, inclusion, coexistence and virtual teaching.

Duties

- Respect the rules of coexistence.
- Respect all members of the educational community in terms of:
 - Identity, integrity and personal dignity.
 - Ideological, religious and moral convictions.
 - Privacy.
- Comply with the agreements and rules of the center.
- Apply the rules of coexistence.
- Inform students of learning progress.
- Collaborate in the detection, prevention and resolution of conflicts.
- Ensure equality and inclusion of students.
- Update their training in diversity, inclusion, coexistence and virtual teaching.
- Tutor students.
- Support and guide students.
- Contribute to the development of activities with respect, tolerance and equitable participation.

Rights and duties of the center's administrative staff

Rights

- Participate in the implementation and updating of the coexistence plan.
- Carry out their duties in an appropriate environment.
- To be respected by all members of the educational community in terms of:
 - Identity, integrity and personal dignity.
 - Ideological, religious and moral convictions.
 - Privacy.

Duties

- Manage courses.
- Ensure the operation of the virtual center.
- To make the contents of the course public to enrolled students.
- Respect the rules of coexistence.
- Respect all members of the educational community in terms of:
 - Identity, integrity and personal dignity.
 - Ideological, religious and moral convictions.
 - Privacy.
- Contribute to the development of activities with respect, tolerance and equitable participation.
- Preserve administrative documentation.
- Guarantee the confidentiality of the personal data of all members of the school and specifically of the students.
- Provide the necessary mechanisms to manage the violation of the rights of students and teachers.



Rules of coexistence

The rules of coexistence are designed to achieve the objectives of this plan and ensure proper coexistence in the center. All the rules are established for educational purposes and contribute to respect, coexistence and tolerance as well as to the proper functioning of the school.

- Relations between administrative staff, teachers and students will be based on mutual respect.
- No member of the educational community will make use of disqualifications, insults, moral aggressions, or any type of verbal violence.
- Specific mechanisms will be in place to deal with the violation of the rights of students and teaching staff.
- All members of the educational community will be respected in terms of:
 - Identity, integrity and personal dignity.
 - Ideological, religious and moral convictions.
 - Privacy.
- No exams, grades or any documents will be tampered with or falsified.
- Any authorization or document issued by the center cannot be modified.





Coexistence strategies

The strategies for managing coexistence measures establish the actions that will be carried out to avoid conflicts and promote coexistence, effective communication, prevention and peaceful conflict resolution among students. These include:

Tutoring. The figure of the tutor as support and coordinator of the students of each course is not only necessary for academic development, but also facilitates the coexistence of the center and the appropriate response to conflict situations. In this center, weekly group tutorials will be carried out in which the tutor will monitor and guide the students participating in each course. In addition, if necessary, students have the possibility of communicating individually with their tutor.



Collaborative work. Carrying out group activities encourages coexistence and treatment among students. It is an apprenticeship in which students share a common goal, allowing them to learn to work in a team and develop key skills for employment. Obviously, this group work should have a virtual format.

Active student-centered learning methodologies. This center is characterized by the use of a learning methodology that combines active volunteering with project-based learning methodologies. Specified in the Center's Educational Project (PEC), these allow the generation of educational processes that not only promote the inclusion of young adults with obstacles, but also favor coexistence.



Fostering inclusion: 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.



Mechanisms for conflict prevention and resolution

The occurrence of conflicts in a virtual center is rare. However, it is necessary to establish mechanisms to prevent and resolve them.

Prevention tries to establish mechanisms to prevent conflicts from arising, since in most cases these can be perceived in advance. Conflict is a situation in which one or more people come into conflict due to incompatible goals or feel that they are the object of unfair situations or decisions.

There are many different causes that contribute to provoking a conflict that can end up leading to different typologies: interests, values, rights, personality... When it appears, we can apply mechanisms such as negotiation, mediation, conciliation and arbitration.

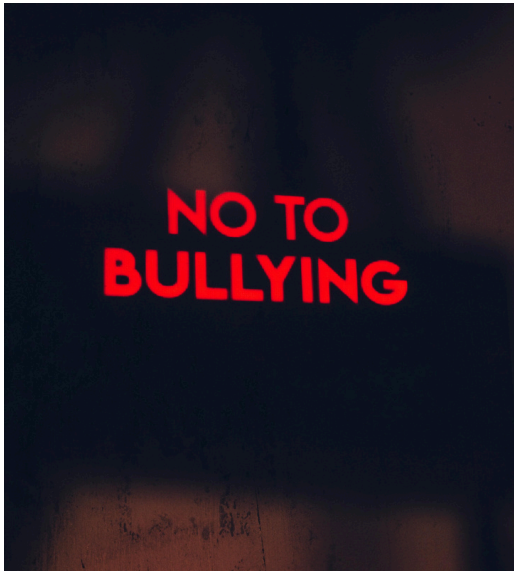
Mediation is a method of conflict resolution that promotes solutions that satisfy both parties. Conciliation, on the other hand, involves the attempt to reach an agreement without providing solutions. Finally, arbitration is the method by which both parties go to an arbitrator (the figure of the guardian), who will make a decision that must be accepted by both parties.



In the event of conflicts caused by character incompatibility or communication problems, tutoring with those involved is a very useful mechanism both for their resolution and for improving the empathy, communication and self-esteem skills of the people involved. Ultimately, however, the school will consider modifying the working groups for each subject.

Due to the fact that this educational center is virtual, one of the main conflicts for which we must create prevention and resolution mechanisms is cyberbullying. This consists of the harassment, intimidation or humiliation of a member of the educational community through the learning platform or other electronic device.

There are several types of cyberbullying, such as:



- Harrasment: denigrating or insulting another person constantly, either directly or indirectly (rumors, exposing their private life...).
- Sexting: Sending sexual content to harass or retaliate.
- Stalking: constantly conspicuously and visibly following another person in the digital world.

As the main prevention mechanism, a moderation system will be implemented to prevent cyberbullying in the school. On the other hand, training activities will be carried out in which the educational community will be taught the importance and main consequences of cyberbullying behaviors.

In the event that this type of harassment occurs, the first step will be to investigate and gather information, proceeding to the analysis of the situation and then inform the management team of the center, which must decide how to proceed as quickly as possible in defense of the violated rights.



Activities to promote coexistence

Below, we establish a set of actions that promote the development of critical thinking, active listening, assertiveness skills, the improvement of social skills such as empathy and emotional intelligence, and knowledge about conflict prevention and resolution:

Activity 1. Training in the school's Coexistence Plan.

It will consist of training activities given by the heads of the school in which they will present and explain the rights and duties of each group of members of the educational community, as well as the rules and strategies of coexistence.

Activity 2. Conflict prevention training.

Conflict prevention encompasses all those measures that allow anticipating and minimizing risks to harmonious coexistence in the school. In order for these measures to be implemented correctly, it is necessary for the entire educational community to receive specific training in this regard. Therefore, these activities will consist of training sessions carried out by the heads of the school for teachers and students.

Activity 3. Conflict resolution training.

In the event that a conflict has arisen, there are a set of mechanisms to implement for its resolution. To this end, members of the educational community will participate in training sessions in which they will learn about the main mechanisms and resources available to the school, as well as the action measures they must take in the event of a conflict.

ENVIRONMENTAL SUSTAINABILITY

The school is designed to be environmentally sustainable, while at the same time disseminating among the educational community and in its surroundings the most sustainable practices and the reduction of any ecological impact.

The specific objectives in this field are as follows:

- Be an example of responsible environmental practice.
- Promote awareness and the importance of an environmentally responsible personal attitude.
- Defend and disseminate practices such as the selective collection of waste, the use of non-polluting means of transport and the saving of resources such as water and energy.
- To foster a culture of participation, cooperation and involvement among the educational community in the fight against climate change and for the environmental sustainability of the surrounding areas.
- Promote sustainable lifestyles.



The center adopts a sustainability decalogue, based on reduction and continuous improvement, in line with the priorities of the European Green Deal and the Erasmus+ programme, which is why, among other measures, it has adopted:

- Promote the use of more sustainable means of transport such as trains and buses, and bicycles and collective transport in local transport.
- Eliminate the use of paper format through the digitization of training programs.
- Eliminate the use of non-recyclable or reusable materials.
- Do not generate merchandising, ensuring that the dissemination of information carried out by the center is always in digital format.
- All training materials will be created in digital format.
- Reduce physical mobility to the minimum necessary, encouraging combined mobility and virtual meetings.
- Maintain the 0 waste target and, where appropriate, separate, recycle or reuse it.
- Promote environmental sustainability in all areas.
- Inform the educational community of the sustainability measures to be implemented.
- To train inside and outside the educational community in the reduction of ecological impact.

A prerequisite for being part of the educational community will be the commitment to personally assume environmentally sustainable behaviors in the activities of the center and in daily life.

Finally, all the center's activities and their environmental consequences will be permanently monitored in order to implement new, more sustainable measures, where appropriate. Specific indicators such as energy consumption, possible waste generated, sustainability of journeys, etc., will be used in this task. to detect, correct and improve the center's practices.

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