TRAINING COURSE FOR INSEGNAANTI ADULTI VOLONTARIATO ACTIVE PROCESS

This document has been created within the framework of the Erasmus project "VIRTUAL LIFELONG LEARNING CENTERS E2.0C"
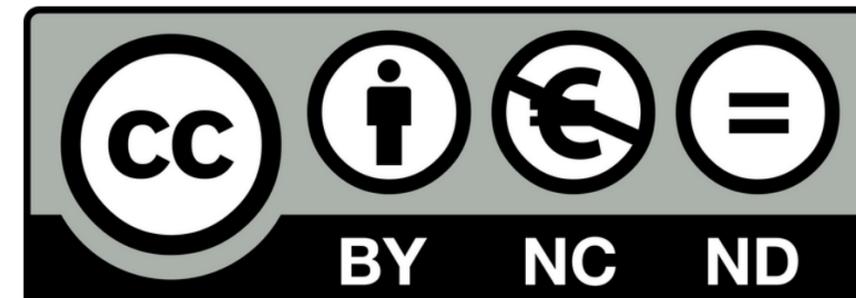
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OBJECTIVES, COMPETENCIES AND METHODOLOGY OF THE COURSE

What is the main objective of this course?

The basic objective of this Course for the training of adult teachers through active volunteering is to provide adult training teachers and trainers from third sector entities with the necessary training to achieve educational and labour inclusion on the one hand of young European and migrant adults who have not completed the stages of basic training and are outside the education system while presenting serious difficulties in their integration into the world of work.

This course is part of the project: E2.0C Virtual Adult Learning Centres: an opportunity to promote inclusion through educational action and social participation co-financed by the Erasmus+ programme. The main objective of this project is to generate an innovative strategy for the education and training of adults with obstacles to develop their educational competences while actively contributing to the construction of a more sustainable and inclusive European society by facilitating the pathways for them to access the third sector labour market.

Complementary objectives

01
Train teachers in the new active learning system aimed at the third sector.

02
Provide specific training to create their own E2.0C centres.

03
Learn how to jointly implement digital learning and active volunteering methodologies.

04
Teach teachers how to educate through active volunteering.

05
Know and use all the tools generated by creating their own E2.0C centers

06
To promote innovative strategies that include active volunteering.

07
Orient teaching towards participation and work in the third sector, simultaneously applying the curricular contents of adult education.

08
To show teachers pedagogical methods to promote educational success and inclusion.

09

To promote the use of educational content adapted to the third sector.

10

Know and understand the history and dynamics of Second Chance Schools (E2O)

11

Include active volunteering as a teaching work methodology.
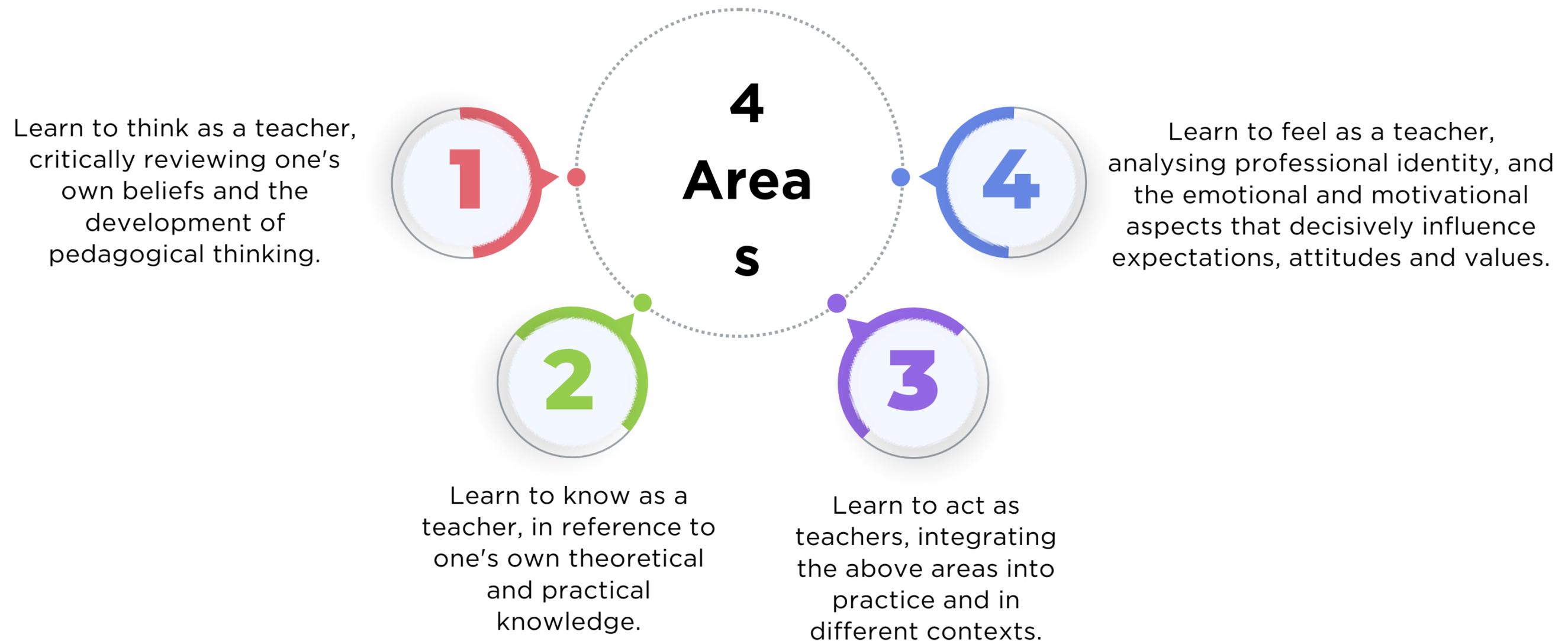
12

To encourage adult education teachers to know how to adapt content for young adults with special difficulties arising from school dropout.

13

To show methods that allow teachers to adapt curricular content to the needs of the third sector.

The European Commission[1] identifies **teaching competences** as a dynamic integration of cognitive and metacognitive skills, conceiving them in:

Learn to think as a teacher, critically reviewing one's own beliefs and the development of pedagogical thinking.

4 Areas

Learn to feel as a teacher, analysing professional identity, and the emotional and motivational aspects that decisively influence expectations, attitudes and values.

1

4

2

3

Learn to know as a teacher, in reference to one's own theoretical and practical knowledge.

Learn to act as teachers, integrating the above areas into practice and in different contexts.

The competencies include three dimensions: Knowledge: that of the discipline taught and the pedagogical knowledge, Skills: didactic know-how and Attitudes: vocation, commitment, empathy, leadership...

[1] European Commission: Supporting teacher competence development for better learning outcomes. 2013.

What teaching competences will I acquire with this course?

- Know how to organise and develop learning situations that provide students with tools to deal with everyday situations.
- Know how to manage strategies for the progression of learning.
- Promote strategies of inclusion, tolerance and respect.
- Involve students in their own learning.
- Foster the ability to engage students in teamwork by promoting leadership.
- Apply new technologies by promoting technical and didactic skills.
- To promote learning in European values.
- Cultivate communicative and assertive skills.
- Promote continuous teacher training, organizing self-training.

What methodology is used in this course?

The methodology applied in this course is based on virtual training or e-learning, so that access and acquisition of knowledge is facilitated through the use of a digital and interactive environment and content. Access to the course and its contents will be open, downloadable and of course free.

UNIT 1
SECOND-CHANCE SCHOOLS: A EUROPEAN COMPARATIVE STUDY.

DIDACTIC OBJECTIVES

This teaching unit is part of the project: E2.0C virtual adult learning centres: an opportunity to promote inclusion through educational action and social participation co-financed by the Erasmus+ programme. The main objective of this project is to generate an innovative strategy for the education and training of adults with obstacles to develop their educational competences while actively contributing to the construction of a more sustainable and inclusive European society by facilitating the pathways for them to access the third sector labour market.

To achieve this objective, publicly available resources and methodological strategies have been generated, among which is the Course for the training of teachers of adults through active volunteering, within which this didactic unit is included through which the following specific objectives are expected to be achieved:

1

To learn about European strategies against school failure and dropout.

2

To know the second chance schools (E2O).

3

Learn about examples of E2O development in various EU countries.

4

Incorporate the principles and didactic methodologies of E2O into the teacher's background.

COMPETENCES

According to the European Commission's document [Supporting teacher competence development for better learning outcomes](#) (2013), teaching competences are conceived as a dynamic integration of cognitive and metacognitive skills, organised into four areas:

Learn to act as teachers, integrating the above areas into practice and in different contexts.

Learn to know as teachers, in reference to their own theoretical and practical knowledge.

Learn to feel as teachers, analyzing professional identity, and the emotional and motivational aspects that decisively influence expectations, attitudes and values.

Learn to think like teachers, critically reviewing one's own beliefs and the development of pedagogical thinking.

The competencies include three dimensions:

- **Knowledge**: that of the discipline taught and the pedagogical knowledge.
- **Skills**: didactic know-how.
- **Attitudes:** vocation, commitment, empathy, leadership…

This curricular proposal aims to develop the following teaching competencies:

- Know how to organise and develop learning situations that provide students with tools to deal with everyday situations.
- Know how to manage strategies for the progression of learning.
- Promote strategies of inclusion, tolerance and respect.
- Involve students in their own learning.
- Foster the ability to engage students in teamwork by promoting leadership.
- Apply new technologies by promoting technical and didactic skills.
- To promote learning in European values.
- Cultivate communicative and assertive competence.
- To promote continuous training, organizing self-training.

Methodology

We use a participatory methodology that promotes the initiative to delve autonomously into the issues and concepts developed by this UD. It is important to know the rest of the materials and tools that are part of the project Virtual Adult Learning Centres E2.0C: An opportunity to promote inclusion through educational action and social participation co-financed by the Erasmus+ programme and publicly available on the website

We consider it essential to opt for cooperative and collaborative learning models so that individual knowledge can be shared in order to learn collectively.

The E2.0C school model is a collective one in which the group of teachers and trainers has a central role in the formation of an educational community that will be helped by having a specific platform and teaching methodology to achieve the objectives of social integration of the students that we are looking for.

Contents: Second chance schools

What is the origin of second chance schools?

E2O have their origins in 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 by 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]". The first of Europe's E2O began its activities in Marseille less than two years after this publication. This first pilot experience was quickly accompanied by twelve other projects in ten states (Denmark, Finland, Germany, Greece, Italy, the Netherlands, Spain, Sweden, the United Kingdom and Portugal)

[1] COMMISSION OF THE EUROPEAN COMMUNITIES: White Paper on education and training TEACHING AND LEARNING: TOWARDS THE COGNITIVE SOCIETY; 29.11.1995 COM(95) 590; P. 41.

These centres have proliferated throughout the EU in the following years. However, the model that has been followed is not absolutely uniform in all countries, since in each one it has been adapted to different characteristics of the social, economic, political-administrative and even religious environments. However, they do try to adapt their pedagogical methodologies to the common objective of focusing teaching on the skills and needs of the students, through active learning and work placements. To this end, they have promoted the flexible adaptation of the most rigid curricular contents, typical of regulated education. In this process, the use of ICT has facilitated the task of seeking and providing students with problems with closer and more accessible ways of accessing knowledge.

E2O have focused their work on socially and economically depressed spaces in which school dropout is a central problem among young people, with serious motivation problems and causing serious problems of social inclusion

What reasons can cause demotivation and dropping out of school?

Demotivation is driven by a wide range of factors, including the direct relationship between the lack of family academic training, linked to their socioeconomic status, and the lack of motivation to progress in the basic education system

Added to this relationship is that of the environment itself, which is often degraded and suffers the pernicious effects of an economic-productive system that finds it impossible to produce a minimally equitable distribution of wealth.

Job insecurity, low salaries and lack of life prospects mean that young people from these economically depressed environments lack motivation to continue their education and at the same time the lack of motivation leads them to have serious problems in being able to integrate effectively into the world of work.

For its part, the education system can present these young people with significant obstacles that adapt to the special personal circumstances of their family and social environments, so that they end up feeling that it is not they who reject the system, but that it is the system that has ended up pushing them aside.

What is the goal of second chance schools?

E2O (in other languages the acronym is E2C – for example in French: école de la deuxième chance) was born with the basic objective of providing a second chance to these young people who have just arrived in adulthood to obtain basic training adapted to their personal circumstances, so that they gain confidence in their own abilities and develop their abilities. The objective is both their personal development and social, educational and labor insertion.

The White Paper itself outlined the specific objectives of these centres:[1]

1

Reintegrate young people without diplomas from disadvantaged neighbourhoods in large urban areas, within the framework of schemes offering a second educational chance, by reorienting schools located in these neighbourhoods or by setting up new educational establishments.

2

Guarantee or reinforce an important follow-up by sending teachers who are especially qualified and equally well paid as in renowned schools.

3

To promote motivation, the ability to learn to learn, basic knowledge and social skills in the young people involved.

4

Create classes with few students.

[1] COMMISSION OF THE EUROPEAN COMMUNITIES: White Paper on education and training TEACHING AND LEARNING: TOWARDS THE COGNITIVE SOCIETY; 29.11.1995 COM(95) 590; P. Question 43.

The E2O seek to generate innovative training strategies to train young adults with obstacles so that they can either enter the labour market or reintegrate into formal education. The main working tool is the individually adapted training itineraries.

E2O are centres whose main purpose is inclusion, seeking a fairer, more plural and diverse society.

E2O promote comprehensive actions in the sometimes very different personal situations of their students. For this reason, they not only seek specific training adaptations but also add to these other issues that directly affect their inclusive objective, such as advice, support and even help of various kinds in the personal and family situations that their students endure. Adaptation thus acquires a multiple dimension, which if Ben will be focused on the adapted curricular offer, will not forget other formative aspects such as the learning of the social skills necessary to facilitate personal autonomy and integration.

A fundamental objective of E2O is to consolidate the individual emotional bond with the school itself in order to pursue specific integration objectives: return to formal education, job placement, improvement of their quality of life, reinforcement of their autonomy and maturity... This link seeks to guide feelings of belonging, proximity and solidarity that help students to share and assume the objectives of personal construction and social integration pursued.

For this reason, they are aimed at:

- Work for and for the social and professional inclusion of unemployed young adults who are outside the education system, promoting equal opportunities.

- To offer young people who make a voluntary commitment to participate a personalised educational framework through adapted, attractive, innovative and participatory itineraries that alternate training and internships.

- To provide a digital, modular, flexible, alternative educational environment adapted to specific personal needs.

- To offer guidance and support to young people before, during and after their time at E2O.

- Continuously adapt educational processes both to the needs of people and to the changes in the social and work environments in which inclusion is sought.

- To encourage the participation of companies and entities in the design, improvement and adaptation of training proposals.

- Promote personal autonomy, tolerance, participation, solidarity and the values of equality, inclusion, respect for the environment and social justice.

- To 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.

- Collaborate with companies and entities so that they get involved in the processes of inclusion and training of young people, especially through awareness-raising, volunteering and internships.

- To share experiences, strategies and work plans with other second-chance entities, seeking to achieve common objectives that are also shared.

- Work in coordination with other entities and administrations to achieve the inclusion of young adults excluded from the education system and the world of work.

- To provide the necessary means to guarantee the continuity of the E2O in the fulfilment of the objectives, aims, values and principles that drive it.

- Seek a legal framework that protects the recognition and homologation of the learning facilitated.

That is why the E2O promote the development of informal and innovative frameworks for the development of personalised training itineraries, in which continuous and specialised tutorial attention is a daily and transversal work tool.

Flexibility is one of the most significant characteristics of E2O when teaching formal and, above all, informal curricular content. Personal issues must be placed on a higher plane that will determine the pace and deadlines of learning, within the framework of a process negotiated with the young person himself. If this negotiation 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 E2O staff to these objectives, values and priorities is a basic premise of their operation. The professionals at the centre must maintain a strong vocational motivation, since they are working in environments that are not usually easy, pleasant and calm. Precisely because of these characteristics of the environment of these centers, the figure of the tutor is absolutely key in the development of the strategies for overcoming reality, learning and integration pursued.

What are the main methods of these schools?

1

Mobilise complementary European funding to support national or regional funding for the establishment of integration pathways.

2

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.

3

Establish a relationship of individual sponsorship, from the beginning of the educational path, by an SME or a large local company, if possible with the promise of employment if certification or recognition of skills is obtained.

4

Use a pedagogy that uses adapted rhythms and pedagogical methods in which new educational technologies are used.

5

To establish a network of second chance devices and the dissemination of pedagogical methods.

6

Closely associate families with the process and functioning of formation.

E2C do not respond to a single organizational format. Thus, we can see how they are organized through various legal formats such as associations, foundations, religious entities, or cooperatives. The legal nature or internal organization does not constitute a closed category. What identifies these centres is the assumption of a specific purpose and methodologies aimed at social inclusion and their anchoring in environments, usually peri-urban, especially plagued by school dropout, precariousness and social marginalisation; environments that in turn know and value the actions and activities of these centers.

The priorities for action of the E2O focus on

1

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

2

To improve the quality learning opportunities available to young adults through tailored and flexible learning provision.

3

To create personalised accessible itineraries to improve skills 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 motivations to improve their key competences and access qualifications and/or jobs that were previously outside their future prospects.

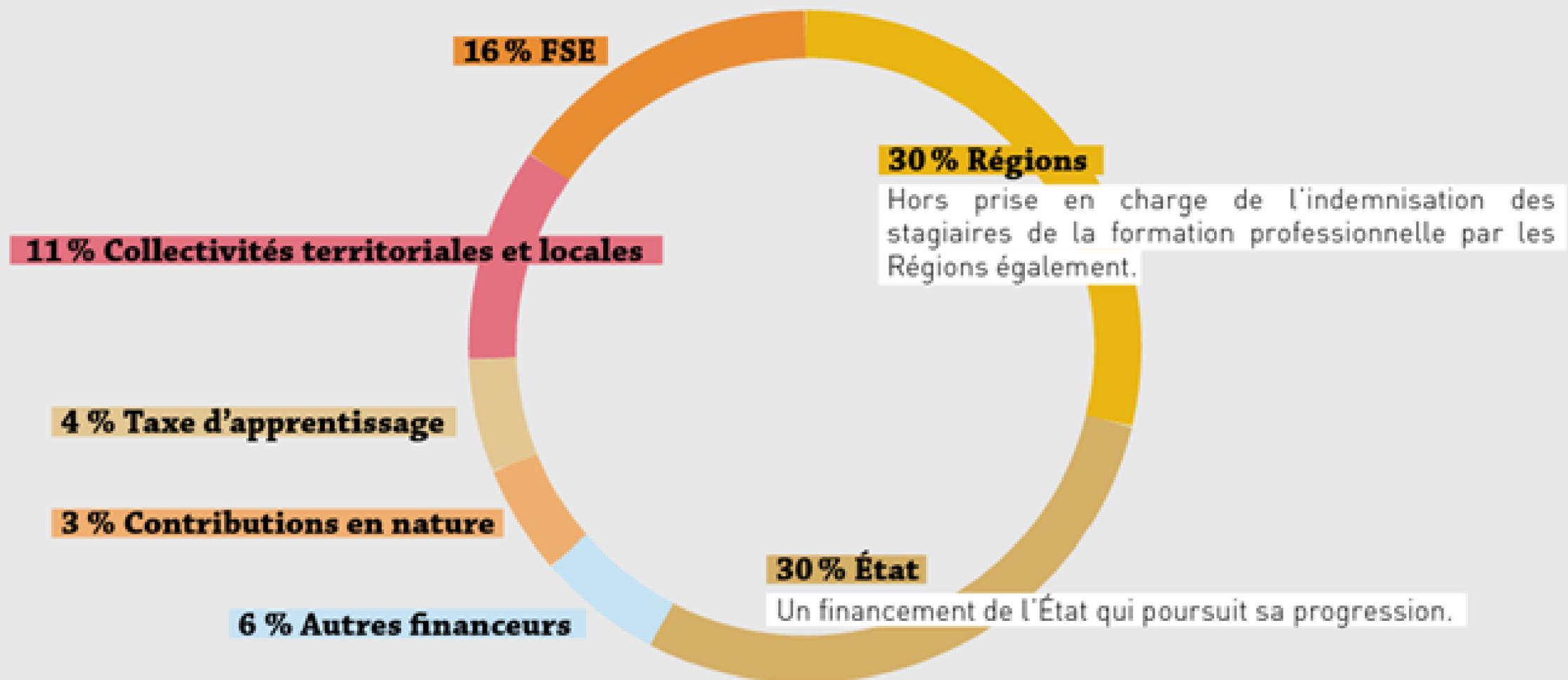# Contents: E2C in some European countries

France

In France , the network of écoles de la deuxième chance is highly developed. It is made up (as of September 2023) of around 146 site-écoles and 55 partners that annually serve more than 15,000 unemployed young people between the ages of 16 and 25 who have been out of the school system for more than a year[1]. They have a wide extension in practically all the regions of the country and an associative legal form, being financed by the regions, the state, the European Social Fund, local administrations and other minor sources.[2]

[1] Data from Réseau E2C France.
[2] Funding data and other details on E2Cs come from the Rapport d'Activité 2022 Réseau des Écoles de la 2e Chance en France.

Part des financeurs des E2C

16 % FSE

30 % Régions
Hors prise en charge de l'indemnisation des stagiaires de la formation professionnelle par les Régions également.

11 % Collectivités territoriales et locales

4 % Taxe d'apprentissage

3 % Contributions en nature

30 % État
Un financement de l'État qui poursuit sa progression.

6 % Autres financeurs

What is the training like in second chance schools in France?

Youth can enroll at any time. The training takes place over a period of between 4 and 18 months, in five stages[1]:

1
Evaluation and training plan with a phased integration period

2
Discovery of trades, internships in companies and consolidation of basic knowledge.

3
Confirmation of the professional project with the acquisition of professional gestures.

4
Preparation for employment and training.

5
Follow-up and support up to 1 year after the launch of E2C.

The training is free of charge for the students. On the contrary, they will receive a remuneration of about 500 euros per month for young people over 18 years of age and 200 euros for minors. At the end of the training, they may be offered some type of employment contract or a return to the formal education system.

[1] Information from the École de la 2e chance (E2C) website.

Spain

In Spain, E2O are made up of entities of different legal typology (foundations, associations, cooperatives, etc.), all of them forming part of the Third Sector of Social Action or the Social Economy[1]. The legal nature and structure of these entities is not relevant in the development of E2O. They have a heterogeneous origin (promoted by both religious and secular, neighbourhood, community entities...) as well as very diverse sizes and areas of action (some neighbourhood and others covering entire autonomous communities); They even specialise in various tasks (training for employment, regulated training, educational leisure activities...) and when analysing their origins some can trace their activities back quite a few years (30 or 40 years) working in the same field and purpose, with very few having been in existence for less than two decades. The [Spanish Association of Second Chance Schools](#) is made up of 44 centers of this type spread throughout almost the entire state. These are centres with strong roots and sometimes diversified activities (supervised flats, professional guidance, etc.) that they develop involving other entities and public administrations.

[1] These data have been obtained from the study: "[Results of the model of accredited Second Chance Schools (E2O) in Spain in response to early school leaving and youth unemployment.](#)" Universitat de València and Spanish Association of Second Chance Schools. 2022.

Italy

In Italy, the experience of the scuole della seconda oppottunità (or also occasione) has an implementation that could be defined as irregular. In 2005, the Rete delle scuole della seconda occasione was formed, bringing together six different projects from cities such as Turin, Verona, Trento, Rome and Naples[1]. These initiatives are involved by local administrations and regions, responsible for the supervision of schooling and social services, and also by bodies of the Catholic Church. It should be noted that, as in the case of Spain, most of these entities began their activities before the launch of the E2C initiative from the EU.

[1] Brighenti, E. (a cura di); Ricomincio da me: l'identità delle scuole della seconda occasione in Italia. IPRASE del Trentino, 2006. Page 8.

Greece

In Greece, the Σχολεία δεύτερης ευκαιρίας (Scholeia défteris efkairías)[1] exceed one hundred entities[2] in operation. The programme was launched in 2000 following the adoption of Law 2525/97 drawn up within the framework of the corresponding EU programme financed by the European Social Fund and the Greek state itself. It is part of the Greek adult education system, developing a two-year curriculum different from that of formal education, aimed at young people over 18 years of age, after which a diploma equivalent to that of secondary education is obtained. Some of the centres operate within prisons. It is based on three basic principles:

1
Flexible education program adapted to the needs of the students to try to ensure their participation.

2
Personalised support in the areas that are most difficult for students.

3
Teaching and auxiliary staff specially prepared for the complexity of the task they face.

Despite being a successful model within the Greek education system, public budget cuts in recent years have posed a challenge to its development.

[1] Καλογερή, Ε.; Σχολεία δεύτερης ευκαιρίας. Η ΑΥΓΗ; 11.10.2015. Σχολείο δεύτερης ευκαιρίας: Βικιπαίδεια.

[2] Σχολεία Δεύτερης Ευκαιρίας

Germany

In Germany, successive federal programmes and a wide network of information and intervention centres have been developed in number more than two hundred, to develop E2O aimed at young people from the age of 12. The "Schulverweigerung – Die 2.Chance" programmedeveloped by the Bundesministerium für Familie, Senioren Frauen und Jugend (Federal Ministry for the Family, Older Women and Youth), with resources from the European Social Fund, ran from 2008 to 2014[1]. The initiative was subsequently transferred to the "JUGEND STÄRKEN im Quartier"[2] programme covering the years 2014-2020. These programs have aimed to fight against school dropout and the recovery of the training path, through personalized help in various areas, implemented with the case management methodology, which sought the evaluation of personal needs and the planning of the steps to be taken agreed with the young people, being also reviewed, adjusted and, where appropriate, complemented.

[1] Sommer, J. (et alii); "Abschlussbericht der Evaluation des ESF-Programms "Schulverweigerung – Die 2.Chance"; Bundesministerium für Familie, Senioren, Frauen und Jugend, Berlin, 2013.

[2] "Monitoringbericht: JUGEND STÄRKEN im Quartier 01.01.2015 – 30.06.2022 Berichtsdatum: 01.12.2022." Bundesamt für Familie und zivilgesellschaftliche Aufgaben

Activities

The following activities are self-assessment activities for the student to perform autonomously.

Activity 1.

To delve into the contents of this UD through the links included in the text, so that specific examples and more extensive explanations of those issues that arouse interest or doubts can be seen.

Activity 2.

To seek new information on E2O both in the countries whose systems have been discussed in this UD and in other EU countries.

Activity 3.

To know the specificities of the E2O networks of various EU countries.

Activity 4.

To take advantage of the freely usable translation tools available on the Internet to access information on websites and documents available in other languages, thus broadening perspectives and knowledge regarding national experiences of E2O.

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UNIT 2
THE THIRD SOCIAL SECTOR IN EUROPE AND VOLUNTEERING

DIDACTIC OBJECTIVES

This teaching unit is part of the project: E2.0C virtual adult learning centres: an opportunity to promote inclusion through educational action and social participation co-financed by the Erasmus+ programme. The main objective of this project is to generate an innovative strategy for the education and training of adults with obstacles to develop their educational competences while actively contributing to the construction of a more sustainable and inclusive European society by facilitating the pathways for them to access the third sector labour market.

To achieve this objective, publicly available resources and methodological strategies have been generated, among which is the Course for the training of teachers of adults through active volunteering, within which this didactic unit is included through which the following specific objectives are expected to be achieved:

1

To know the third sector in the EU.

2

Understand the differences between different types of entities.

3

To find out how third sector entities are structured in various EU countries.

4

To know the general framework of volunteering in the third sector.

COMPETENCES

According to the European Commission's document [Supporting teacher competence development for better learning outcomes](#) (2013), teaching competences are conceived as a dynamic integration of cognitive and metacognitive skills, organised into four areas:

Learn to think like teachers, critically reviewing one's own beliefs and the development of pedagogical thinking.

Learn to know as teachers, in reference to their own theoretical and practical knowledge.

Learn to feel as teachers, analyzing professional identity, and the emotional and motivational aspects that decisively influence expectations, attitudes and values.

Learn to act as teachers, integrating the above areas into practice and in different contexts.

The competencies include three dimensions:

- **Knowledge**: that of the discipline taught and the pedagogical knowledge.
- **Skills**: didactic know-how.
- **Attitudes:** vocation, commitment, empathy, leadership...

This curricular proposal aims to develop the following teaching competencies:

- Know how to organise and develop learning situations that provide students with tools to deal with everyday situations.
- Know how to manage strategies for the progression of learning.
- Promote strategies of inclusion, tolerance and respect.
- Involve students in their own learning.
- Foster the ability to engage students in teamwork by promoting leadership.
- Apply new technologies by promoting technical and didactic skills.
- To promote learning in European values.
- Cultivate communicative and assertive competence.
- To promote continuous training, organizing self-training.

Methodology

We use a participatory methodology that promotes the initiative to delve autonomously into the issues and concepts developed by this UD. It is important to know the rest of the materials and tools that are part of the project Virtual Adult Learning Centres E2.0C: An opportunity to promote inclusion through educational action and social participation co-financed by the Erasmus+ programme and publicly available on the website

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The E2.0C school model is a collective one in which the group of teachers and trainers has a central role in the formation of an educational community that will be helped by having a specific platform and teaching methodology to achieve the objectives of social integration of the students that we are looking for.

Contents: The third sector

What is the third sector?

It is defined as a third sector to differentiate it from the public and private sectors, constituting a specific area of citizen action aimed at avoiding social exclusion. The entities that make it up are not part of the public administrations, that is, they are private entities, but unlike these, they are not for profit. There are very clear cases of entities that belong to the third sector, such as, for example, an association that helps developing countries.

Third sector entities are characterized by their social commitment, to human rights and the values of solidarity, equal opportunities, inclusion and participation.

In 2006, the Spanish State Council of Social Action NGOs agreed on a first definition of the Third Sector of Social Action, which has been widely disseminated:

"*The Third Sector of Social Action is the area formed by private voluntary and non-profit entities that, arising from the free initiative of citizens, operate autonomously and in solidarity, trying, through actions of general interest, to promote the recognition and exercise of social rights, to achieve social cohesion and inclusion in all their dimensions and to prevent certain social groups from being excluded from sufficient levels of well-being*".

What is the main difference with private sector companies?

However, there are other cases that can be misleading, such as certain entities in the third sector of the social economy, which are dedicated to producing or marketing goods and whose objectives include obtaining economic benefits, such as cooperatives or associated work companies.

However, in this case the difference with private sector companies lies in the fact that the obtaining of profits is not carried out to obtain a profit or enrichment of those who have contributed the initial capital, but is done with a social purpose such as the creation and maintenance of jobs.

Contents: Non-profit entity

What are the non-profit entities?

They are entities whose purpose is to carry out activities or services for the benefit of the social or natural environment, with an altruistic or humanitarian purpose, not having as their main objective the obtaining of economic or financial returns to be distributed among their creators, investors, managers or associates.

They are usually financed through donations, aid and volunteer work. They may also receive subsidies from the public sector to finance their activities. They can also obtain returns on their own assets or their investments.

The absence of profit motive must be assumed to mean that it will not be possible to distribute among the members or their direct relatives or people with whom they live in an affective relationship or their relatives, the economic benefits or surplus generated by the activity of the association. Nor may they be transferred to third parties (natural or legal) who are for profit. The surpluses or economic benefits must be compulsorily dedicated to the fulfilment of the associative purposes, or, where appropriate, they will be transferred to other entities of the same nature, i.e. non-profit.

What are the differences between profit and non profit entities?

Non-profit entities can carry out commercial and productive activities and obtain profits. What differentiates them from other companies and private entities for profit is that the benefits they can obtain from their activities are not intended to be distributed among their partners, but serve to strengthen the organization itself in its main activity, which is the realization of a social or environmental good.

Contents: Non-governmental organization (NGO)

What are the Non-governmental organization (NGO)?

Non-governmental organizations (NGOs) are entities of different legal typology but always of a private nature that share the objectives and characteristics of non-profit entities (ESAL), but that do not have among their founders, associates or directors either public institutions or their representatives.

The term NGO began to be used after the creation of the UN in 1945, which invited various entities that were not part of the governmental framework of any country, that is, NGOs, to participate as observers.

The UN currently uses this designation for any private organization with legal purposes independent of the administration of any government, as long as it is not for profit (excluding political parties). Previously, there were already entities that could have been classified as NGOs that developed important social actions such as the struggle for the abolition of slavery, for labor rights and against poverty or for women's suffrage. However, the greater development of NGOs occurred in parallel with the economic phenomenon of globalization with the end of the Cold War, the disappearance of the Soviet bloc and the dismantling of the welfare state in Western countries.

NGOs were developed in a context of enormous boom and global development of neoliberal principles, with the aim of counteracting the negative effects that these policies were generating around the world. These effects have led NGOs to directly question the role and policies of the major international institutions that have played a leading role in unjust neoliberal globalization. This has led to the emergence of spaces such as the World Social Forum (WSF), which has been held annually since 2001, with the participation of thousands of representatives of hundreds of NGOs who have demanded that governments around the world comply with their environmental and sustainable development commitments.

Despite their altruistic nature, they have sometimes been criticized for the role they play in the neocolonial policy of the first world on the poorest countries. The term NGO-ization has even been used as a synonym for depoliticization or social demobilization. They have been seen, according to some positions, more as a way of silencing the consciences of the developed world than as instruments to question and transform the injustices of the prevailing international order. They have also been criticised for acting in an uncoordinated way, with projects that are difficult to sustain, without adapting to existing structures or to the planning developed by the administrations in the field of action.

What are the differences between non profit entities and NGO?

The difference between ESAL and NGOs is therefore in the fact that NGOs are outside the control of the government at any level and by any State. This should contribute to their autonomy and impartiality vis-à-vis governments and administrations. However, this does not make them alien to attending to or following certain political, ideological or religious orientations. NGOs are complicated to classify, as they define different types of entities according to countries. In some, NGOs are understood to be any non-profit motive and vice versa.

Contents: The third sector in several European countries

France

In France, non-profit organizations are governed by the <u>Loi d'association of 1901</u>. It is legislation that protects many types of entities, from sports clubs to support groups. It regulates a simple procedure with little paperwork that establishes two types of entities:

- Declared association; which acquires its own legal personality distinct from that of its members, which allows it to possess property or litigate.

- "de facto" or "undeclared" association; that it lacks legal personality and acts through that of its members.

Germany

In Germany associations are covered in the first instance by Articles 21 to 79 of the Civil Code ([Bürgerliche Gesetzbuch –BGB](#)–) and are specifically regulated by the Law of Associations ([Gesetz zur Regelung des öffentlichen Vereinsrechts –Vereinsgesetz–](#)). Registered and unincorporated associations are recognized. The difference between the two is that the former (which are registered with the local courts) have their own legal personality, while the latter do not. However, in both cases they can be classified as corresponding to have tax benefits.

Sweeden

In Sweden there is no specific legislation or public register for associations and non-profit entities. Associations acquire legal personality and capacity when they have statutes and a management structure. From this they can apply for an identification number from the Tax Agency. Swedish non-profit organisations are of two types: those that promote the economic interest of the members (such as trade unions) and those that have other purposes.

Norway

Despite having more than 100,000 associations, Norway, like Sweden, does not have its own law to regulate them. In recent years, the Norwegian government has been promoting a bill on associations, which has been widely contested by the sector, and which has not yet produced results. However, it does have a Law on Foundations or [Lov om stiftelser (stiftelsesloven) LOV-2001-06-15-59](#), which is very detailed and establishes provisions that the Boards of Trustees of foundations are obliged to follow both in terms of structure, statutes, purpose, creation, closure and management of the assets.

Greece

In Greece, companies (Σύλλογος; constituted by virtue of a statute with a specific name and purpose), associations (Σωματείο; formed by at least twenty people that have acquired legal personality and pursue a non-profit purpose) and also foundations (Ίδρυμα; regulated by the [Civil](#) Code Greek). Non-profit organizations under private law that provide social care must be registered in the National and Regional Registry of Social Care Organizations of the private non-profit sector.

Italy

In Italy, non-profit organizations of social utility (ONLUS) are registered in a specific public registry and include recognized and unrecognized associations, committees (to raise funds for a specific purpose), foundations, cooperative societies and even the Catholic Church. The Third Sector Code ([legislative decree 117 of 3 July 2017](#)) regulates the various types of non-profit entities:

- NGOs are non-profit organizations of social utility (ONLUS).

- Voluntary organisations, covered by the Volunteering Act ([LEGGE 266/1991](#)).

- Social cooperatives.

- Foundations.

- Social promotion associations (APS), constituted to carry out socially useful activities, regulated by [legge 383/2000](#). They have a mutualist character.

Contents: Volunteering in the third sector

What is volunteering?

Volunteering is defined as the work that some people freely dedicate to the service of the community or the environment. Volunteers are not paid for their work or receive gratuities or rewards.

This is the case in most regulations in European countries. However, in France there are two figures: benevolat and the volontariat. The first corresponds to the figure of unpaid volunteering (except for some compensation for expenses incurred), however in the figure of the volunteer a contract is made with the entity and is remunerated with a compensation less than a salary, not subject to the same taxation as the latter. It is used in international volunteering, civil service, military volunteering, or firefighting. The situation is similar in Belgium and Luxembourg.

Volunteering is carried out in an altruistic and supportive way. The motivations for doing so are different for each person: solidarity, altruism, responsibility, sociability, convictions... The forms are also different: either in non-profit entities, or informally. In any case, it is intentional work (it has a positive and legitimate purpose) but disinterested (it is not rewarded) and it is justified (there is a real need for the beneficiaries).

Volunteers have a series of rights:

- To receive training and support for the functions assigned to them.

- To be compensated for the expenses they actually incur to carry out the volunteering.

- Be accredited in their functions.

- Carry out activities in dignified and safe conditions.

- To be respected and to obtain effective recognition of the work carried out.

- Respect for their fundamental rights and not be discriminated against.

- Participate in decisions that affect them.

- To be insured against the risks they have to assume in volunteering.

Digital volunteering

One of the forms of volunteering is the so-called digital volunteering , which has undergone a significant evolution in recent years, especially after the COVID pandemic. The problems caused by the rigidity of working hours and, on the other hand, the travel problems that many people may experience, both for their personal possibilities and for the places where they live, hinder their willingness to participate in volunteer programs. Faced with this, the possibility of carrying out solidarity activities with the networks and through the internet has opened a new window of opportunity for volunteering through the digital formula, since it allows flexibility of time and space to develop.

Digital volunteering can take on a variety of goals, from spreading the word about the volunteering organization's activities to creating content. There is a certain abundance of third sector entities that are looking for digital volunteers and facilitate digital volunteering activities in their web spaces.

The exercise of volunteering whatever its format – face-to-face or digital – also facilitates the development of competencies, skills, abilities and attitudes that contribute to improving the training of the volunteer. This improvement can be essential to build a personal curriculum that favors their employability. There is legislation, such as the Spanish Volunteering Law (Law 45/2015) that recognizes the right of volunteers to have the entity in which they carry out their altruistic activity certify the **skills** they have developed in the course of it. These skills can be integrated into the personal curriculum, along with other competences acquired through non-formal and informal learning, using tools such as Youthpass, Europass, or Vol+.

Fortunately, the use of digital media and the extension of corresponding skills among younger people is something easily noticeable. However, this phenomenon of digital literacy among young people goes hand in hand with the lack of critical awareness, which is taking on worrying proportions. It is therefore essential to train the new generations with special attention to the skills or strengths provided by **critical thinking,** a line of action in which the Council invited EU member states to undertake initiatives to facilitate both the development of skills and digital literacy, as well as personal independence and autonomy of criteria.

Activities

The following activities are self-assessment activities for the student to perform autonomously.

Activity 1.

To delve into the contents of this UD so that specific examples and more extensive explanations of those issues that arouse interest or doubts can be seen.

Activity 2.

To seek new information on the various entities of the third sector to know their specific casuistry.

Activity 3.

To take advantage of the free-to-use translation tools available on the Internet to be able to access information on websites and documents available in other languages, thus broadening perspectives and knowledge regarding national experiences in the third sector.

Activity 4.

Search for information on the Internet about volunteering in the third sector and specifically about real digital volunteering activities that can serve as an example for future training activities.

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UNIT 3
ACTIVE LEARNING AND CRITICAL THINKING

DIDACTIC OBJECTIVES

This teaching unit is part of the project: E2.0C virtual adult learning centres: an opportunity to promote inclusion through educational action and social participation co-financed by the Erasmus+ programme. The main objective of this project is to generate an innovative strategy for the education and training of adults with obstacles to develop their educational competences while actively contributing to the construction of a more sustainable and inclusive European society by facilitating the pathways for them to access the third sector labour market.

To achieve this objective, publicly available resources and methodological strategies have been generated, among which is the Course for the training of teachers of adults through active volunteering, within which this didactic unit is included through which the following specific objectives are expected to be achieved:

1

To know the didactic methodology based on active learning.

2

Know techniques to develop active learning.

3

Build bridges between active learning and critical thinking.

4

Integrate critical thinking into active learning strategies.

COMPETENCES

According to the European Commission's document [Supporting teacher competence development for better learning outcomes](#) (2013), teaching competences are conceived as a dynamic integration of cognitive and metacognitive skills, organised into four areas:

Learn to act as teachers, integrating the above areas into practice and in different contexts.

Learn to know as teachers, in reference to their own theoretical and practical knowledge.

Learn to feel as teachers, analyzing professional identity, and the emotional and motivational aspects that decisively influence expectations, attitudes and values.

Learn to think like teachers, critically reviewing one's own beliefs and the development of pedagogical thinking.

The competencies include three dimensions:

- **Knowledge**: that of the discipline taught and the pedagogical knowledge.
- **Skills**: didactic know-how.
- **Attitudes:** vocation, commitment, empathy, leadership...

This curricular proposal aims to develop the following teaching competencies:

- Know how to organise and develop learning situations that provide students with tools to deal with everyday situations.
- Know how to manage strategies for the progression of learning.
- Promote strategies of inclusion, tolerance and respect.
- Involve students in their own learning.
- Foster the ability to engage students in teamwork by promoting leadership.
- Apply new technologies by promoting technical and didactic skills.
- To promote learning in European values.
- Cultivate communicative and assertive competence.
- To promote continuous training, organizing self-training.

Methodology

We use a participatory methodology that promotes the initiative to delve autonomously into the issues and concepts developed by this UD. It is important to know the rest of the materials and tools that are part of the project Virtual Adult Learning Centres E2.0C: An opportunity to promote inclusion through educational action and social participation co-financed by the Erasmus+ programme and publicly available on the website

We consider it essential to opt for cooperative and collaborative learning models so that individual knowledge can be shared in order to learn collectively.

The E2.0C school model is a collective one in which the group of teachers and trainers has a central role in the formation of an educational community that will be helped by having a specific platform and teaching methodology to achieve the objectives of social integration of the students that we are looking for.

Contents: Active learning

Active learning implies a change in the traditional roles of teacher and student, in which the student abandons the passive role to assume an active role and protagonist of his or her own learning. At the same time, knowledge becomes an object of appropriation by the student and not simply an objective that must be reproduced in order to pass exams.

Active learning focuses on the student, seeking their direct participation in the educational process. Their protagonism in it will be developed in a collaborative framework in which the teacher adopts the role of activator or facilitator of the processes of appropriation of knowledge by the student. The objective of active learning is to develop in the student the skills of searching, investigating, analysing and synthesizing information in order to transform them into learned knowledge. The process requires reflection, practice and strategic development of the actions, in order to connect the new knowledge with the previously acquired knowledge in order to complete it or discard the erroneous ones.

In active learning, the role of the teacher is that of guide and motivator. Its ultimate goal is for the student to develop their curiosity and their abilities to promote their own learning. In short, to make the student abandon the passive role traditionally developed.

Characteristics of active learning

We have already seen some of the characteristics of active learning: student-centered methodology; active role of the latter in their educational process; awareness of one's own learning… But there are other important features as well:

- Inquiry-based learning and problem-solving.

- Approach the knowledge process through the formulation of questions, hypotheses and challenges.

- Establish evidence, arguments, and solutions based on previous knowledge.

- Raise the need to prove the arguments and proposals for solutions.

- Verify the validity of findings using empirical procedures (direct experience).

- Need to experiment to test hypotheses, answer questions, or solve problems.

Active learning contributes to generating not only direct knowledge about the issue addressed. It also contributes to providing tools to use in other learning situations, thus strengthening personal autonomy. The methodological application of active learning produces greater control of the student over his or her future learning. Its success lies in the fact that the student assumes and uses the tools to guide lifelong learning throughout his or her life.

Active learning does not require a massive use of resources or the existence of very small groups. The techniques she uses use cooperative education and practices such as learning by doing, peer tutoring or peer support networks. However, it does require an effort from the teacher to know the starting situations of the students and adapt the tools they provide to them. This implies being able to have a wide variety of learning strategies to make a tight and effective scaffolding. Active learning does not imply abandoning the student in the learning process, on the contrary, the teacher accompanies this evolution by modulating the scaffolding to strengthen personal autonomy. The teacher has a double role as an activator (structuring learning strategies) and as a facilitator (indicating avenues of research).

Contents: Critical thinking

Knowledge of the tools of critical thinking[1] is part of the fundamental background that must be provided to students to facilitate their autonomy and lifelong learning. Through them, they will be able to learn to question prejudices, stereotypes and cognitive biases that limit and deteriorate our knowledge.

Through critical thinking we can improve the quality of our thinking by subjecting it to intellectual standards. The tools it uses are based on questioning, analysing and reviewing both our own ideas and convictions and the information we receive before assimilating it. Try to think with an open mind, recognizing and evaluating the assumptions, implications, and consequences of ideas. It is a conscious, continuous and permanently subject to review process that facilitates effective communication and problem solving.

[1] Paul, R.; Elder, L.: "Mini-guide to Critical Thinking: Concepts and Tools."

Critical thinking is a great tool for uncovering our thinking errors and recognizing misconceptions. It helps to select the information we receive and reject that which lacks logic or is not supported by evidence. It helps us to know the obstacles to knowledge and learning posed by cognitive biases or prejudices and stereotypes, which unfortunately we often have assimilated in our thinking as correct ideas.

Consider

Rationalize

Think

Fact Find

Critical Thinking!

Judge

Correct

Analyze

Problem Solve

Through critical analysis we question any reasoning, information, or thought by asking ourselves about:

- Its purpose.

- What it tries to solve, solve or explain.

- The assumptions on which it is based.

- The perspective or point of view from which it originated.

- The data or evidence on which it is based.

- The concepts and ideas that it uses to formulate itself.

- The interpretations and inferences from which conclusions are drawn.

- The implications and consequences that it gives off.

THINK

By analyzing and questioning all these components of thought, we can review their reliability, validity, firmness...

Before any idea or reasoning, even before any information, we should subject it to a series of intellectual standards such as:

- Clarity in expressing oneself. An unclear thought or reasoning is not reliable.

- Accuracy, linked to the certainty of what it expresses and the possibility of verifying it.

- Accuracy, in relation to the data and details it contains.

- Relevance. A lot of information is clearly irrelevant and unfortunately does not downplay its importance.

- Depth. Reasoning that answers a question superficially lacks sufficient quality.

- The internal logic of reasoning is a necessary corollary to all the above characteristics.
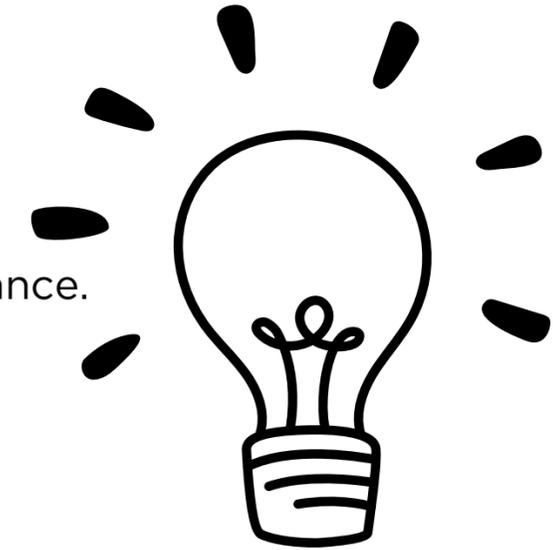
The quality of the reasoning, ideas and information must be contrasted by questioning them around the aforementioned standards.

On the other hand, the exercise of critical thinking will lead us to acquire and maintain a series of essential intellectual characteristics that respond to:

- Intellectual humility, driven by the awareness of one's own limits to knowledge and one's own abilities.
- Intellectual integrity, driven by the awareness that it is necessary to analyze and revise our ideas and beliefs.
- Intellectual empathy, driven by the awareness of trying to understand other points of view.
- Intellectual autonomy, driven by the will to think for oneself.
- Intellectual integrity, driven by the ability to recognize even one's own mistakes and prejudices by applying intellectual standards.
- Intellectual perseverance, driven by the will to maintain critical analysis despite obstacles or frustrations.
- Trust in reason, driven by logical and coherent thinking.
- Impartiality, driven by the ability and willingness to try to understand the multiple perspectives and consequences of reasoning and ideas.

Activities

The following activities are self-assessment activities for the student to perform autonomously.

Activity 1.

To delve into the contents of this UD so that specific examples and more extensive explanations of those issues that arouse interest or doubts can be seen.

Activity 2.

Seek new information about active learning and critical thinking.

Activity 3.

To take advantage of the freely usable translation tools available on the Internet to be able to access information on websites and documents available in other languages, thus broadening perspectives and knowledge regarding critical thinking.

Activity 4.

Search for information on the Internet about active learning and specifically about the didactic techniques it uses and that can serve as an example for future training activities.

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UNIT 4
DIGITAL LEARNING AND ACTIVE VOLUNTEERING: FROM STANDARDS TO AI

**Co-funded by
the European Union**

DIDACTIC OBJECTIVES

This teaching unit is part of the project: E2.0C virtual adult learning centres: an opportunity to promote inclusion through educational action and social participation co-financed by the Erasmus+ programme. The main objective of this project is to generate an innovative strategy for the education and training of adults with obstacles to develop their educational competences while actively contributing to the construction of a more sustainable and inclusive European society by facilitating the pathways for them to access the third sector labour market.

To achieve this objective, publicly available resources and methodological strategies have been generated, among which is the Course for the training of teachers of adults through active volunteering, within which this didactic unit is included through which the following specific objectives are expected to be achieved:

1
Know the principles of digital learning.

2
Assess the possibilities and impact of artificial intelligence in teaching.

3
To know virtual learning environments and their possibilities.

4
Understand what e-learning standards and massive open online courses are

5
To learn about examples of the integration of active volunteering in adult education.

COMPETENCES

According to the European Commission's document [Supporting teacher competence development for better learning outcomes](#) (2013), teaching competences are conceived as a dynamic integration of cognitive and metacognitive skills, organised into four areas:

Learn to act as teachers, integrating the above areas into practice and in different contexts.

Learn to know as teachers, in reference to their own theoretical and practical knowledge.

Learn to feel as teachers, analyzing professional identity, and the emotional and motivational aspects that decisively influence expectations, attitudes and values.

Learn to think like teachers, critically reviewing one's own beliefs and the development of pedagogical thinking.

The competencies include three dimensions:

- **Knowledge**: that of the discipline taught and the pedagogical knowledge.
- **Skills**: didactic know-how.
- **Attitudes:** vocation, commitment, empathy, leadership...

This curricular proposal aims to develop the following teaching competencies:

- Know how to organise and develop learning situations that provide students with tools to deal with everyday situations.
- Know how to manage strategies for the progression of learning.
- Promote strategies of inclusion, tolerance and respect.
- Involve students in their own learning.
- Foster the ability to engage students in teamwork by promoting leadership.
- Apply new technologies by promoting technical and didactic skills.
- To promote learning in European values.
- Cultivate communicative and assertive competence.
- To promote continuous training, organizing self-training.

Methodology

We use a participatory methodology that promotes the initiative to delve autonomously into the issues and concepts developed by this UD. It is important to know the rest of the materials and tools that are part of the project Virtual Adult Learning Centres E2.0C: An opportunity to promote inclusion through educational action and social participation co-financed by the Erasmus+ programme and publicly available on the website

We consider it essential to opt for cooperative and collaborative learning models so that individual knowledge can be shared in order to learn collectively.

The E2.0C school model is a collective one in which the group of teachers and trainers has a central role in the formation of an educational community that will be helped by having a specific platform and teaching methodology to achieve the objectives of social integration of the students that we are looking for.

Contents: Digital learning

What is digital learning?

The concept of digital learning refers to any type of learning in which digital technology is used. It includes everything from the use of ICT in face-to-face teaching to e-learning through learning platforms. The use of the possibilities offered by digital technology has multiplied the resources that can be applied in teaching in a revolutionary way. Thanks to the adaptability it provides, it favors the development of multiple educational strategies. The ways in which learning is done have diversified in such a way, transcending the means and channels used for centuries for teaching, that they have opened up new possibilities for training, communicating and providing tools to know and seek solutions and alternatives to training challenges and deficiencies.

The incorporation of these technologies into training has also redefined the basic skills that the entire population should have access to. Beyond the basic training traditionally provided, the development of digital skills is one of the basic training needs. ICTs came not only to facilitate training, but also to open new avenues in it and also to create new training needs.

The UN Summit on [Transforming Education](#),[1] held in New York in September 2022, highlighted the importance of this digital revolution especially in promoting the integration of marginalized people: "To ensure that quality education is offered as a public good and a human right, with a special focus on the most marginalized, We must harness the power of the digital revolution."For this world organization, the aspirations symbolized by the 2030 Agenda, especially those related to education and lifelong learning, it is a duty to take advantage of digital technologies, so that pedagogy, curricula, assessments and in general the organization of learning are transformed to improve both learning outcomes and to help overcome social inequalities by building a more sustainable future.

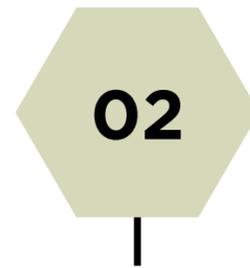[1] UN Transforming Education Summit. NY, September 2022. Retrieved from: https://www.un.org/es/transforming-education-summit
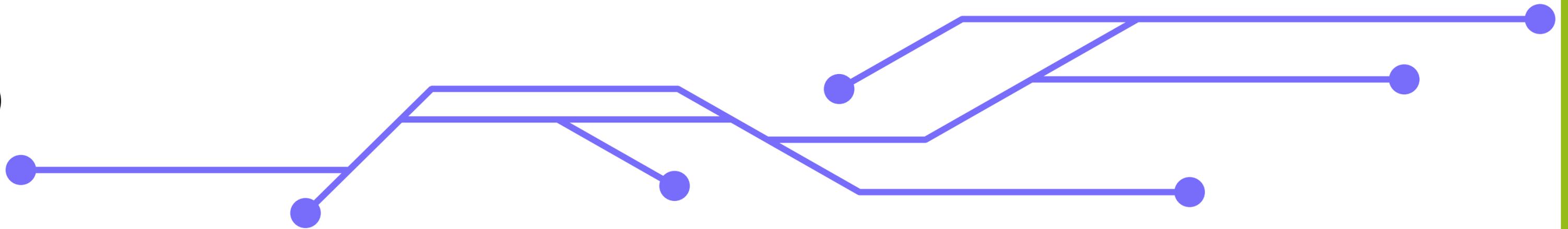
That summit emphasized "three key factors to unleash the power of digital teaching and learning"[1]:
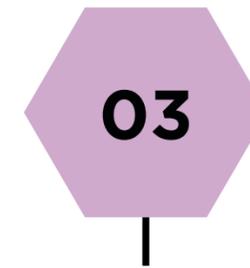
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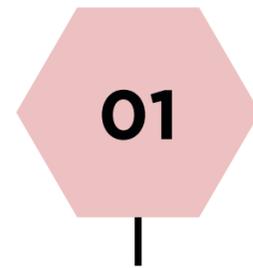
Content

Making quality content available to students and teachers, through the use of digital platforms, for training and learning.

02

Capability

Strengthen the capabilities of students and teachers so that they can have the digital tools and instruments to improve learning.

03

Connectivity

Ensuring that both schools and individuals can access digital educational benefits.

[1] UN "Ensure and improve quality public digital learning for all." Retrieved from: https://www.un.org/es/transforming-education-summit/digital-learning-all

For its part, **UNESCO** considers digital innovation in training to be very important, especially by promoting *"digital inclusion focused on the most marginalized groups, mainly women, low-income groups, people with disabilities and minority linguistic and cultural communities"*[1], thus once again influencing their capacity for social integration and overcoming inequalities. Already in 2015 he promoted the Qingdao declaration on *"harnessing information and communication technologies (ICTs) to achieve Sustainable Development Goal 4"*.[2] This organization makes available to the public a large number of reports and documents, the result of its observation and study work, related to issues ranging from the presence of ICT in training to the derivations that AI (artificial intelligence) has in the educational world, with respect to which it is stated that *"it has the potential to address many great challenges in education, in addition to bringing innovation to teaching and learning practices."*

[1] UNESCO "What you need to know about digital learning and the transformation of education". Retrieved from: https://www.unesco.org/es/digital-education/need-know

[2] UNESCO "Qingdao Declaration, 2015: Seize Digital Opportunities, Lead Education Transformation". Retrieved from: https://unesdoc.unesco.org/ark:/48223/pf0000233352

Contents: Artificial intelligence and training

The concerns generated by the recent development of AI have also reached the educational world. However, in the face of negative perspectives regarding the future of how this technology will affect training, we can see in the Beijing Council on AI and education[1] as, assuming the inevitability of the phenomenon. It focuses on issues such as the "investment needs for the implementation of artificial intelligence in educational policies and programs" or on the "potential for artificial intelligence to combine and analyze multiple data sources to improve decision-making efficiency." In the near future, AI will favor both new models to deliver education and training and new tools to support teaching and teachers, bearing in mind that they cannot be displaced from their role and importance in the educational process. At the same time, it advocates promoting the deep integration of artificial intelligence and transforming learning methodologies. Another fundamental challenge in the future of training is the development of the necessary skills for a work environment in which AI will be present in a very short time. However, these new perspectives should not exclude basic and fundamental issues such as literacy or numeracy from training programmes.

[1] UNESCO: "Beijing Consensus on Artificial Intelligence and Education"; 2019. Retrieved from: https://unesdoc.unesco.org/ark:/48223/pf0000368303

AI will open up new opportunities in lifelong learning, as it will facilitate personalized training at any time. Its enormous potential opens up new avenues that will require instruments to recognize, certify and transfer the knowledge thus accumulated individually. On the other hand, the challenge is to promote an equitable and inclusive use of AI in training, so that opportunities are offered to all people, especially the most vulnerable.

However, ethical, transparent and verifiable use of data and algorithms must be ensured, so that personal data are protected from incorrect use while guaranteeing the absence of biases that limit or distort free and plural access to information.
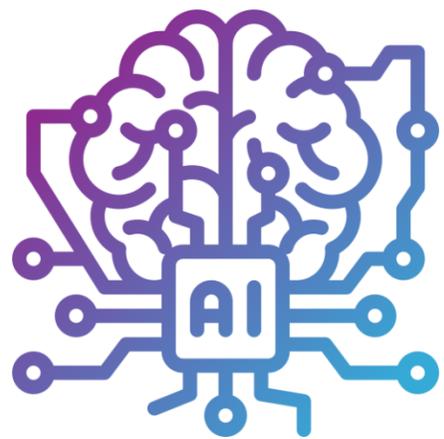
In short, the Beijing consensus focuses more on the opportunities than on the threats of AI, which is breaking into all environments and also in education and training, highlighting the need for monitoring, research and evaluation of this process.

Contents: Virtual Learning Environments

Also known as virtual learning environment (VLE), these are web platforms, or learning management systems (LMS), for teaching and learning in which training materials and activities of various types and formats can be located, edited, distributed and managed, while students can be monitored and evaluated. They have various tools to communicate students with each other and the teacher with them, usually not simultaneously. They can also incorporate tools to carry out simultaneous didactic sessions in the form of virtual classes.

Among its great virtues is that of flexibility, as it allows access to its content regardless of schedules and physical location of the students. It also allows communication between all the actors in the training process, thus being able to form learning communities that can apply collaborative teaching methodologies.

The training on the platforms that make up the virtual learning spaces is structured in courses, within which the didactic content is organized into specific routes that students must go through.

The teacher is responsible for managing and organizing its contents, deadlines for developing activities, selecting external materials to complement training, organizing the development of teaching, configuring the milestones through which the student must go before passing the successive stages, supervising the interactions between all members of the educational community and preparing the content evaluation tests.

They allow you to store materials of various types both text, images, audio and video, all in different digital formats. To facilitate interoperability, different e-learning standards or standards have been developed that establish uniform patterns for the development of digital online training content.

There are many learning platforms or LMSs. There are both free and paid. Without a doubt, the best known and most widespread worldwide is Moodle, a free software platform created in 2002 and in whose development numerous professionals in pedagogy and psychology have participated. It is based on constructivist pedagogy, following dynamic, participatory and interactive methodologies.

Among the following most widespread and well-known, without intending to be exhaustive are:

- Google Classroom
- Microsoft Teams
- Canvas
- Chamilo
- Educational
- Schoology
- Udemy
- Domestika
- 360 Learning
- Classlife

Contents: E-learning standards

There are various standards that seek to establish coherent relationships between virtual learning platforms or environments and the didactic content that is administered in them, ensuring:

01

Interoperability

which is the ability to share and exchange information and data so that educational content can be shared and used on different platforms in an operational and functional way.

02

Reusability

implying the possibility of reusing an object or content in a way that can be easily adapted in other courses or educational contexts.

03

Durability

which means guaranteeing the quality of the content through changes in hardware and software and their continuous updates.

04

Accessibility

facilitating access and easy handling for anyone, regardless of their abilities, which must be related to the principles of universal design for learning

05

Scalability

having the capacity to assume the increase in users and content by expanding its functionalities.

Knowing and working with the different e-learning standards is essential to function in virtual learning environments. There are different standards, each with its own advantages, which allows you to choose one or the other depending on the needs and objectives that arise in the training. **The most common standards are:**

AICC (Aviation Industry Computer-Based Training Committee).
It originated quite some time ago to standardize the training content of workers in the aviation sector, although it is still used.

xAPI (Experience API).
Developed by the U.S. Department of Defense and is quite flexible.

LTI.
Developed by IMS Global Learning Consortium. It facilitates the connection and exchange of data between different platforms, and therefore additional resources without having to leave the original platform.

SCORM (Sharable Content Object Reference Model).
It is one of the most widespread standards and was created just like xAPI by the US Department of Defense. It defines a series of technical specifications for the creation of training content compatible with different learning management systems. It facilitates the reuse and portability of content between platforms, as well as the interoperability and sequencing of content, allowing student activity to be monitored (accesses and times spent on content, routes taken, assessment results, etc.).

Contents: Massive Open Online Courses (MOOCs)

Massive Online Open Courses or MOOCs are a very widespread learning modality, which following the principles of open and mass education is aimed at an unlimited number of participants through the Internet. They are characterized by being open to anyone anywhere who is interested in a specific topic object of the course that takes place entirely virtually. Its format and methodology are usually simple without requiring accredited prior knowledge. As they are open, they are always free of charge in access to their contents. They promote autonomous learning and incorporate all kinds of virtual resources, including tools for interaction between students and with teachers and tests for the evaluation of acquired knowledge.

Contents: Training and active volunteering

Adults' motivations for accessing training are often conditioned by the needs they encounter in their lives. These needs may be related to their work activity, in which case they will face training as a supervening obligation; on the contrary, they may have their origin in aspirations for self-improvement or vital improvement, assuming them in this case as a more vocational activity, in a sense similar to that which leads any individual to take on social volunteering tasks. The maturity of the person plays an important role in determining the motivation that will drive a young adult to take on a formative challenge. When training is assumed as an element of vital improvement or improvement, the application of volunteering practices as a tool in the development of the learning by doing methodology has a motivational reinforcement effect.

Volunteering has long since penetrated educational environments as a complement that is usually alien to training plans. However, there are not many examples that we can find of the application of social volunteering as an integral part of the training and learning process. Taking advantage of the learning by doing methodology , the Learning Helping project is a good example of the use of social volunteering to organise and implement adult training.

In the Learning Helping methodology, structured learning itineraries are generated through work/learning sessions where students must successfully and successively pass a series of activities based on digital volunteering. These training itineraries are carried out autonomously by groups of two students with complementary needs and knowledge and give rise to a learning process among equals reinforced by the tutoring of a teacher.

Activities

The following activities are self-assessment activities for the student to perform autonomously.

Activity 1.

To delve into the contents of this UD so that specific examples and more extensive explanations of those issues that arouse interest or doubts can be seen.

Activity 2.

Find new information about digital learning and active volunteering.

Activity 3.

To take advantage of the free-to-use translation tools available on the internet to be able to access information on websites and documents available in other languages, thus expanding perspectives and knowledge regarding digital learning.

Activity 4.

Search the internet for information about digital learning and specifically about the details of its technical characteristics to complete the training.

Activity 5.

To learn about the digital learning projects based on volunteering included in this UD.

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UNIT 5
ANALYSIS OF ADULT CONTINUING EDUCATION IN EUROPE

DIDACTIC OBJECTIVES

This teaching unit is part of the project: E2.0C virtual adult learning centres: an opportunity to promote inclusion through educational action and social participation co-financed by the Erasmus+ programme. The main objective of this project is to generate an innovative strategy for the education and training of adults with obstacles to develop their educational competences while actively contributing to the construction of a more sustainable and inclusive European society by facilitating the pathways for them to access the third sector labour market.

To achieve this objective, publicly available resources and methodological strategies have been generated, among which is the Course for the training of teachers of adults through active volunteering, within which this didactic unit is included through which the following specific objectives are expected to be achieved:

1

Know the principles and regulatory bases of adult education.

2

To know the organisation and structures of adult education in various European countries.

COMPETENCES

According to the European Commission's document [Supporting teacher competence development for better learning outcomes](#) (2013), teaching competences are conceived as a dynamic integration of cognitive and metacognitive skills, organised into four areas:

Learn to act as teachers, integrating the above areas into practice and in different contexts.

Learn to know as teachers, in reference to their own theoretical and practical knowledge.

Learn to feel as teachers, analyzing professional identity, and the emotional and motivational aspects that decisively influence expectations, attitudes and values.

Learn to think like teachers, critically reviewing one's own beliefs and the development of pedagogical thinking.

The competencies include three dimensions:

- **Knowledge**: that of the discipline taught and the pedagogical knowledge.
- **Skills**: didactic know-how.
- **Attitudes:** vocation, commitment, empathy, leadership...

This curricular proposal aims to develop the following teaching competencies:

- Know how to organise and develop learning situations that provide students with tools to deal with everyday situations.
- Know how to manage strategies for the progression of learning.
- Promote strategies of inclusion, tolerance and respect.
- Involve students in their own learning.
- Foster the ability to engage students in teamwork by promoting leadership.
- Apply new technologies by promoting technical and didactic skills.
- To promote learning in European values.
- Cultivate communicative and assertive competence.
- To promote continuous training, organizing self-training.

Methodology

We use a participatory methodology that promotes the initiative to delve autonomously into the issues and concepts developed by this UD. It is important to know the rest of the materials and tools that are part of the project Virtual Adult Learning Centres E2.0C: An opportunity to promote inclusion through educational action and social participation co-financed by the Erasmus+ programme and publicly available on the website

We consider it essential to opt for cooperative and collaborative learning models so that individual knowledge can be shared in order to learn collectively.

The E2.0C school model is a collective one in which the group of teachers and trainers has a central role in the formation of an educational community that will be helped by having a specific platform and teaching methodology to achieve the objectives of social integration of the students that we are looking for.

Contents: Adult education: concept and principles

What is adult education?

UNESCO's International Conferences on Adult Education (CONFINTEA) define the concept of "adult education" as follows:

"The set of learning processes, formal or not, thanks to which people whose social environment they consider adults develop their capacities, enrich their knowledge and improve their technical or professional skills or reorient them in order to meet their own needs and those of society. Adult education comprises formal and continuing education, non-formal education and the full range of informal and casual education opportunities that exist in a multicultural educational society in which theoretical and practice-based approaches are recognized. Adult education is conceived, in general and dynamic terms, within the framework of lifelong learning".[1]

[1] UNESCO Institute for Education: International Conference on Adult Education, 5th, Hamburg, Germany, 1997

Various formats and levels are included in the adult education space. Certain studies on adult training allow us to approach a systematisation of the various extensions and implications of the concept of **lifelong learning**[1], which allows all subtypes of adult training to be encompassed regardless of the formal, non-formal or informal nature of the learning. The concept of continuing education encompasses continuing education, which is reserved for a part of lifelong training related to job training. However, these concepts are often used interchangeably, even with other variants such as continuing education or training. In any case, adult education comprises a large number of activities and training programmes, regulated or not, located outside the compulsory and regulated education systems (vocational training, baccalaureate or university training).

[1] Rumbo Arcas, Begoña: Problems and challenges of adult education. Educar, 2016.

On too many occasions, adult education has not been given the importance it deserves, concentrating social efforts in the field of education on the initial stages of people's lives. This generalized subsidiary vision with respect to formal education together with the consideration of adult education with a certain welfare character, especially due to the historical shortcomings in the basic literacy of the population, has led both to a significant institutional weakness and to a chronic endowment deficit for this type of training. In many countries outside the European continent, adult education has been assimilated as mere literacy programmes or, where appropriate, access to formal education and the consequent obtaining of the corresponding qualification. With this type of adult training, the formative nature of non-formal and informal education throughout life has been ignored, and the possibility of considering adult education as a continuous process that should go beyond mere literacy, obtaining a qualification or improving work skills. Lifelong learning must be a key tool for building citizenship during all stages of life.

Contents: Lifelong learning in Europe

According to the Eurydice[1] report, in 2019 a fifth of adults in the European Union (between 24 and 65 years old) had not completed the second stage of secondary education (51.5 million). Of these, more than 12 million dropped out of school without completing the first stage of secondary education. Levels of educational attainment decline among older people born outside the country of residence. Between 15% and 57% of people living in Europe also have low levels of reading comprehension and mathematical skills, while 40% are at risk of digital exclusion.

The EU set itself the goal of having at least 15% of European adults participate in lifelong learning processes by 2020. Despite the slow but steady increase in numbers, it was far from most EU countries reaching that target. Only a third of them did. Unfortunately, the general trend is that adults with lower levels of education adopt a position that is reluctant to complement and improve their own training. The participation of adults in the various forms of lifelong learning varies very unevenly from country to country.

[1] European Commission/EACEA/Eurydice, 2021. Adult education and training in Europe: Creating inclusive pathways to skills and qualifications. Eurydice report. Luxembourg: Publications Office of the European Union. https://eurydice.eacea.ec.europa.eu/publications/adult-education-and-training-europe-building-inclusive-pathways-skills-and

We can distinguish **three groups of states** when comparing the general levels of basic education of the population with participation in adult continuing education:
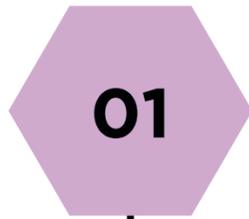
01

Countries with a high level of participation in adult education and a low percentage of people with low levels of education: Nordic countries and some in Western Europe.
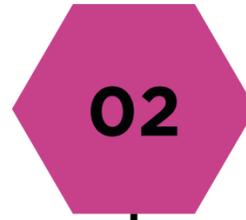
02

Countries with a low level of participation in adult education and a low percentage of people with a low level of education: Eastern and some Western countries.

03

Countries with a low level of participation in adult education and a high level of people with a low level of education: mainly Mediterranean countries.

Among the findings of the latest Eurydice report (2021) mentioned above on adult education in Europe, it is worth noting that:
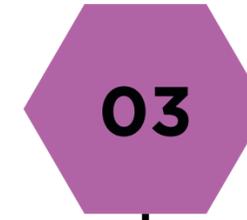
- Most countries subsidize compensatory programmes for adults in order to pass the first stage of secondary education.

- Only a minority of countries have specific mechanisms to provide a financial incentive for people with lower levels of qualifications to participate in lifelong learning processes.

- Some countries organize them into modules, allowing for greater flexibility.

- The courses to acquire basic skills are shorter and poorly systematized.

- A limited number of countries have strong institutions for distance adult training, including all levels of secondary education.

- Some countries have introduced courses especially aimed at migrants, but unfortunately this is not a widespread practice.

The COVID epidemic was a great catalyst throughout the planet to promote the development of digitalization in all educational spaces and levels and also in lifelong learning for adults. However, the existence of high rates of people with a low level of computer skills is a significant limitation in the extension of digital education.

European adults without any academic qualifications have two different situations depending on the country of residence. In half of these, their regulations do not allow access to the second stage of secondary education without having the degree corresponding to the first level. Only about a third of EU countries allow access to the second stage of secondary education without having a basic qualification. Unfortunately, it is clear from the participation data that this flexibility is not used to its full potential by the affected population.

The European Pillar of Social Rights, proclaimed by the European Parliament, the Council and the European Commission at the Gothenburg Social Summit (2017), dedicates the first of its twenty principles to lifelong learning, a clear way of showing the importance that the European institutions attach to this issue. For its part, the EU has set in its strategic framework for European cooperation in the field of education and training with a view to the European Education Area and its future (2021-2030), the objective that "by 2025, at least 47% of adults aged between twenty-five and sixty-four should have developed learning activities in the course of the last twelve months". This objective has been expanded in the European Pillar of Social Rights Action Plan (European Commission, 2021), which aims that "at least 60% of adults should participate in training activities every year by 2030". The latter objective was endorsed at the 2021 Porto Social Summit.

In addition, the Council of the EU, through a Resolution of November 2021, [1] has launched the initiative for a new European plan for adult learning, in response to what it highlights as "the need to significantly increase the participation of adults in formal, non-formal and informal learning". This plan outlines targets up to 2030 in areas such as adult learning governance and national strategies; the provision of lifelong learning opportunities and their use by adults;the sustainability of their financing; the accessibility and flexibility of training initiatives to adapt to the needs of adults; the quality, equity and inclusion of adult learning and its success; teacher professional development; their mobility and that of students; active support for disadvantaged groups; or the impact of the ecological and digital transitions.

[1] Council of the EU. Council resolution on a new European Adult Learning Plan 2021-2030. November 2021. Retrieved from: https://data.consilium.europa.eu/doc/document/ST-14485-2021-INIT/es/pdf
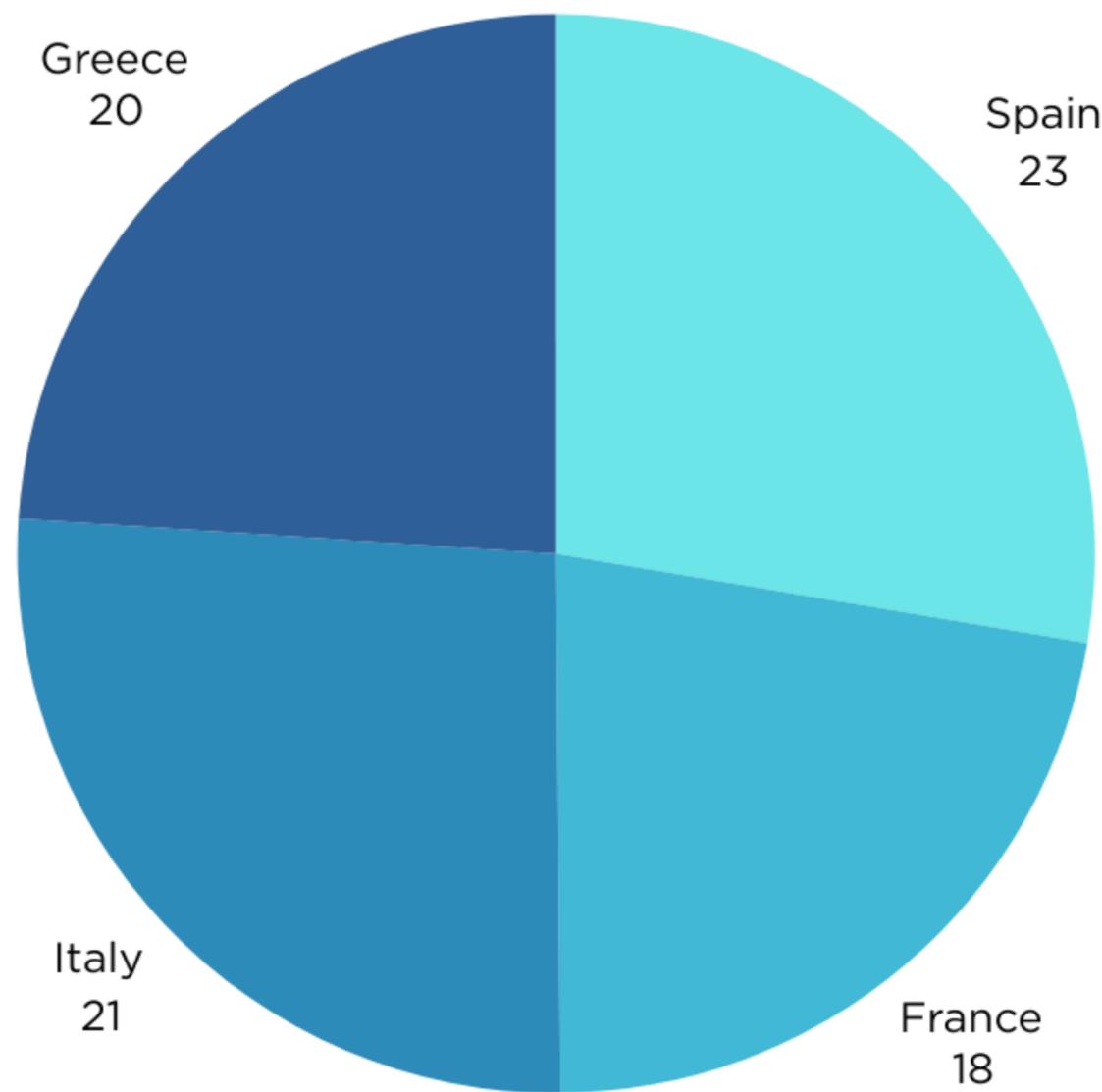
Contents: Continuing adult education in Spain, France, Greece and Italy

Within the classification of countries carried out above according to the relationship between the levels of training of their adult population and participation in continuing training, France, together with the Nordic countries, is in the group of states with the lowest proportion of low-skilled adult population and their highest participation in education and training. The French case is also among those that devote the greatest coverage and resources to adult education policies. On the other hand, Spain, Greece and Italy are in the group of states with the highest proportion of low-skilled adults and their lowest participation in education and training. Of these three countries, Italy is among those that devote the most resources to adult education, while Spain and Greece are among those that devote the least.

Regarding the levels of basic competences (reading comprehension, mathematical competence and use of digital environments) of the adult population in these countries, the OECD provides data through the International Assessment of Adult Population Competences (PIAAC)[1] in the period between 2011 and 2018. The average of adults with low levels of basic skills in the twenty EU states participating in this study is 16%.

[1] OECD, "Report on the Assessment of Adult Competencies (PIAAC)". Retrieved from: https://web-archive.oecd.org/2016-06-28/238421-evaluaciondecompetenciasdeadultospiaac.htm

The four reference countries worsen this situation by being above that average

Specifically, the average number of people with a low level of digital skills in the 20 states mentioned is 30%.

Greece
20

Spain
23

Italy
21

France
18

Greece
28

Spain
33

Italy
34

France
33
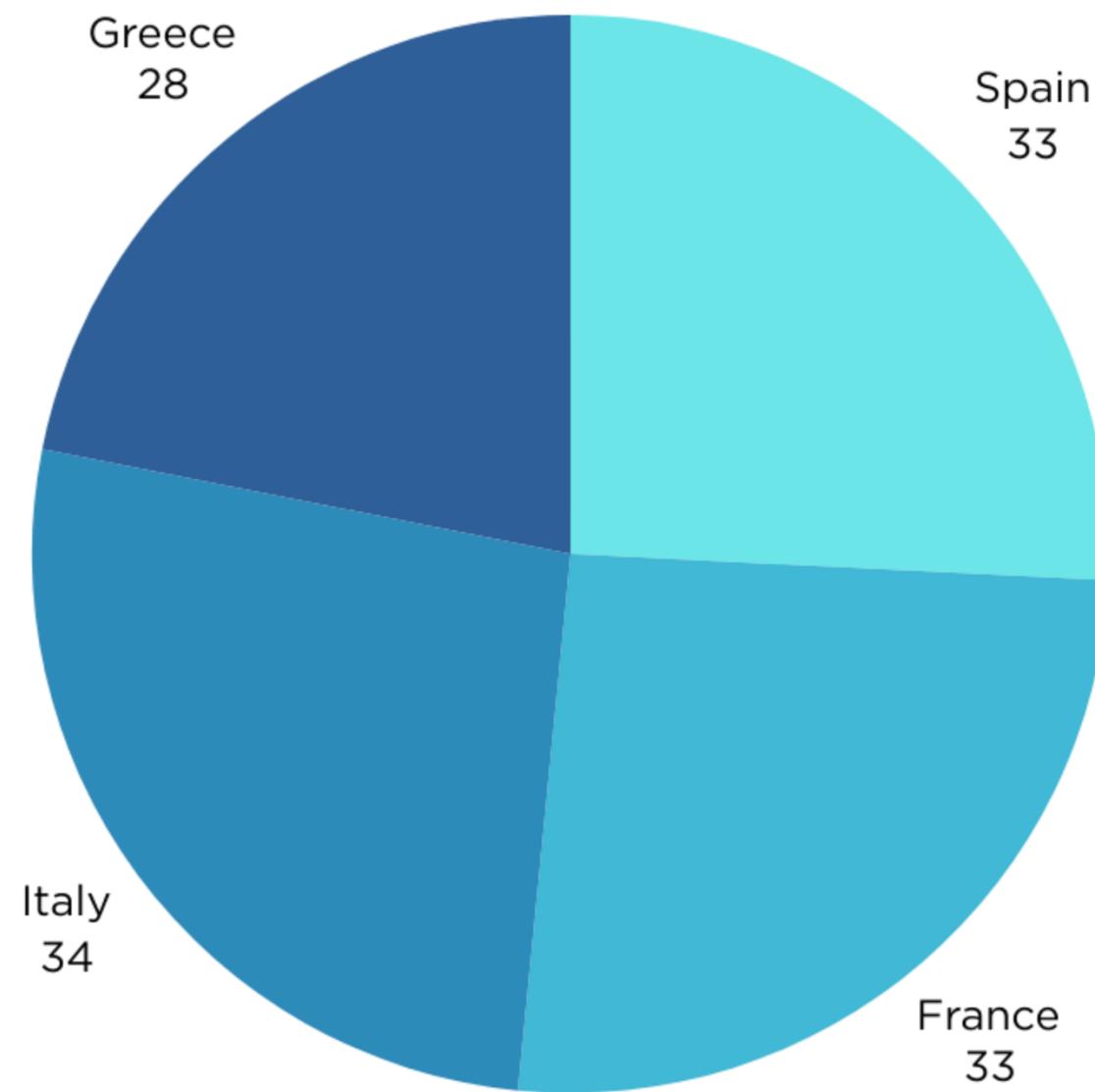
Eurostat[1] provides a great deal of data on adult education in Europe. In the 27 EU countries, the average adult population with educational levels below compulsory basic education (or first level of secondary education) was 21.8% in 2020, the latest year for which data are available.

[1] Eurostat: https://ec.europa.eu/eurostat/en/
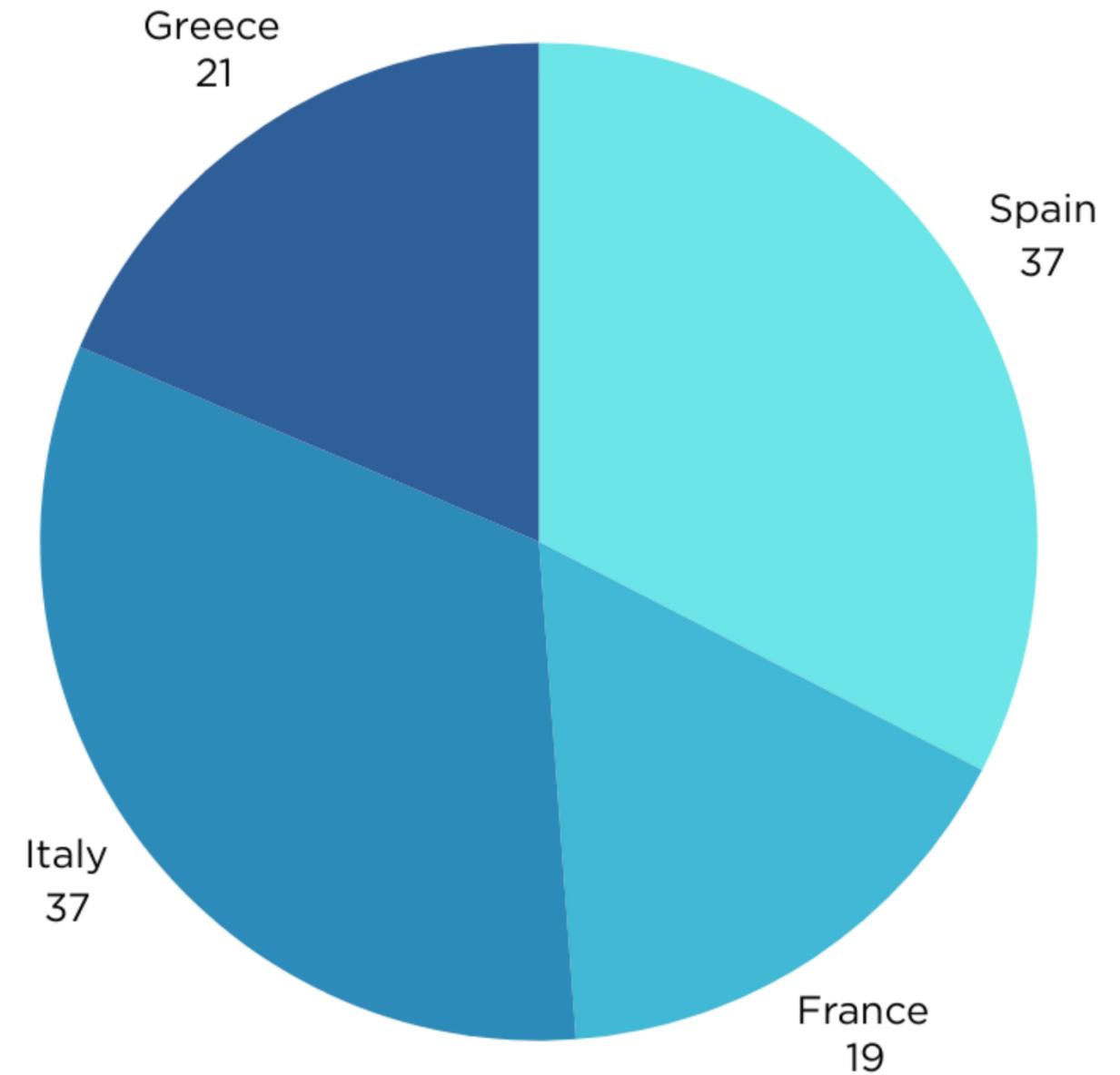
The interest of adults in participating in lifelong learning activities in the 27 as a whole stood at an average of 15.7% in 2022.

One cannot avoid putting this fact in relation to France's membership of the group of countries that devote the most resources to lifelong learning. [1].

[1] See data on the adult population willing to participate in education and training:

https://ec.europa.eu/eurostat/databrowser/view/TRNG_AES_175/bookmark/table?lang=en&bookmarkId=32c63aed-153b-457a-84cf-71c8785f11f3
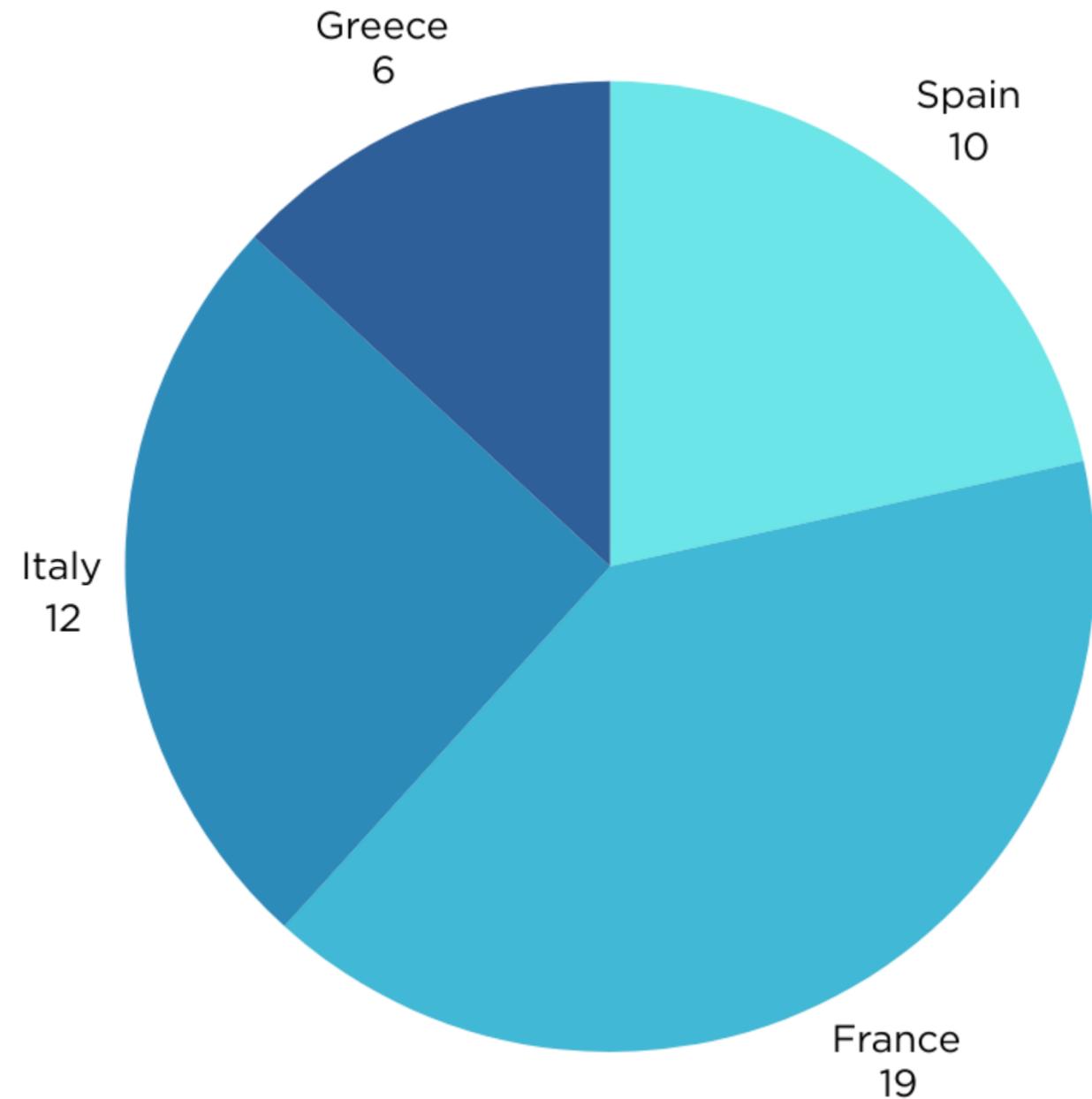
But it is one thing to show willingness or interest in training and another to do so. The data on adults who have participated in education and training actions in recent weeks suggest that in 2022 while the EU average lowers intentionality to a reality of 11.9% effective participation, in the four reference countries the phenomenon is reproduced but on a different scale. Thus, in France the effective participation remains at 13.3%, also falling significantly in Italy to 9.6% and in Greece to 3.5%. The Spanish case is curious since it is the only country in which the percentage of real participation exceeds that of intentionality, reaching 15.3% and even exceeding the average of 27[1].

Intentionality and real participation of adults in continuing training
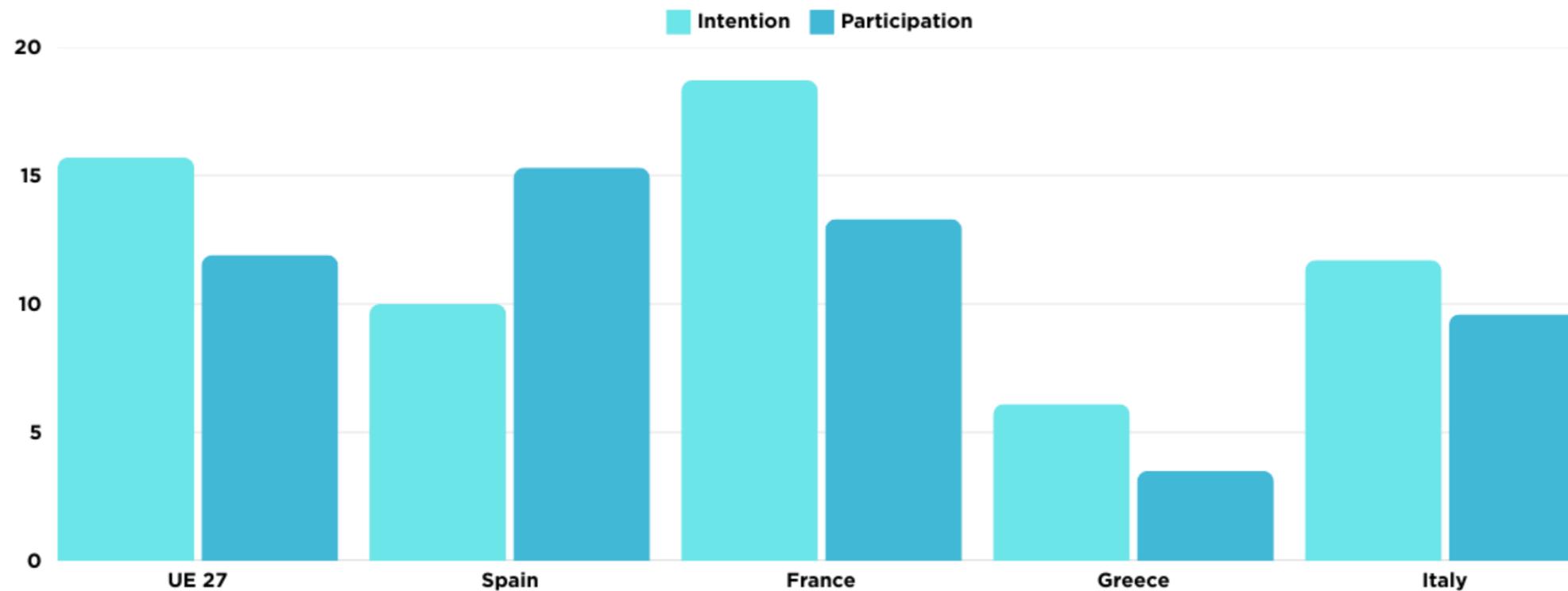
[1]   See   data   on   the   adult   population   that   has   participated   in   training   activities   in   the   4   weeks   prior   to   the   study: https://ec.europa.eu/eurostat/databrowser/view/TRNG_LFSE_01/bookmark/table?lang=en&bookmarkId=1fd8fb50-df35-45ad-a504-dcb8adce1546

Contents: The organization of continuing adult education in Spain, France, Greece and Italy

Following the Eurydice[1] report, we can organize the structures of lifelong learning into two categories:

1 Entities to obtain official qualifications or qualifications.

2 Training entities in key competences without obtaining official qualifications.

[1] European Commission/EACEA/Eurydice, 2021. Adult education and training in Europe: Creating inclusive pathways to skills and qualifications. Eurydice report. Luxembourg: Publications Office of the European Union. P. 208. Retrieved from: https://eurydice.eacea.ec.europa.eu/publications/adult-education-and-training-europe-building-inclusive-pathways-skills-and

Spain

In Spain, teaching is a competence of the autonomous communities. In most autonomous communities, adult training centres are regulated by their education departments and managed by municipal governments. They provide preparatory training for obtaining the compulsory basic qualification, secondary and access to university. However, obtaining the corresponding qualifications is the responsibility of secondary schools or universities themselves (in the case of the entrance exam for those over 25 years of age). These centres also offer programmes for basic skills: reading comprehension, mathematics and digital skills.

France

France has a network of entities called GRETA (an acronym for groupement d'établissements) that brings together local public education entities that pool their resources to organize actions and strategies for lifelong learning for adults. Since 2019 they have also taken charge of the work apprenticeship. Their number is close to two hundred.

The Agence nationale pour la formation professionelle des adultes (AFPA) is under the supervision of the Ministry of Labour. Since 2017 it has been a public entity, before it was an association. It offers qualified vocational training certified by a professional qualification issued by the French Ministry of Labour.

The Conservatoire national des arts et métiers (CNAM) is supervised by the Ministry of Education and is an institution of higher education, but its apprenticeship offer includes programmes for qualification up to ISCED 3 or MEC 4 levels.

These institutions are spread throughout the country, and are generally present in cities with more than 20,000 inhabitants.

As regards the continuing education of adults in basic skills, France does not have public institutions to develop it, which are carried out by private entities.

Italy

Italy has the centri provinciali per l'istruzione degli adulti (CPIA) (provincial adult education centres) which are organised into territorial networks of services, usually at the provincial level. They have pedagogical and administrative autonomy. These same centres also offer courses in basic skills: reading comprehension, Italian for foreigners, etc.

Greece

In Greece, on the other hand, second-chance schools (scholia defteris efkerias) are competent for the award of secondary education by adults. The Vocational Learning Centres (EPAS mathiteias) are more than fifty and are managed by the public employment service. They offer programmes for qualification at ISCED 3 or EQF 4 levels.

Municipalities ' lifelong learning centres (kentra dia viou mathisis) offer short-term programmes for adults: basic skills, key skills and Greek classes for migrants.

Activities

The following activities are self-assessment activities for the student to perform autonomously.

Activity 1.

To delve into the contents of this UD so that specific examples and more extensive explanations of those issues that arouse interest or doubts can be seen.

Activity 2.

To seek new information on the subject of continuing adult training.

Activity 3.

To take advantage of the freely usable translation tools available on the Internet to access information on websites and documents available in other languages, thus broadening perspectives and knowledge regarding continuing education in various countries.

Activity 4.

Search for information on the Internet on national mechanisms for lifelong learning of adults in other European countries.

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UNIT 6
THE EUROPEAN FRAMEWORK FOR ADULT EDUCATION: CURRICULA AND COMPETENCES

This document has been created within the framework of the Erasmus project "VIRTUAL LIFELONG LEARNING CENTERS E2.0C"

This project is co-financed by the Erasmus+ Programme of the European Union. The content of this document is the exclusive responsibility of Redtree Making Projects Coop.V, Smallcodes SRL, Ikasia Technologies, Lesvos Solidarity, Fundación por la Europa de los Ciudadanos and Transform!Europe and Greta Auvergne. Neither the European Commission nor the Spanish Service for the Internationalisation of Education (SEPIE) are responsible for the use made of the information disseminated here.

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DIDACTIC OBJECTIVES

This teaching unit is part of the project: E2.0C virtual adult learning centres: an opportunity to promote inclusion through educational action and social participation co-financed by the Erasmus+ programme. The main objective of this project is to generate an innovative strategy for the education and training of adults with obstacles to develop their educational competences while actively contributing to the construction of a more sustainable and inclusive European society by facilitating the pathways for them to access the third sector labour market.

To achieve this objective, publicly available resources and methodological strategies have been generated, among which is the Course for the training of teachers of adults through active volunteering, within which this didactic unit is included through which the following specific objectives are expected to be achieved:

1

To know the basic European regulation on the curriculum in adult education.

2

To know the European Qualifications Framework and the key competences of lifelong learning.

3

To know the curricular contents of the different levels of adult education and in various European countries.

COMPETENCES

According to the European Commission's document [Supporting teacher competence development for better learning outcomes](#) (2013), teaching competences are conceived as a dynamic integration of cognitive and metacognitive skills, organised into four areas:

Learn to act as teachers, integrating the above areas into practice and in different contexts.

Learn to know as teachers, in reference to their own theoretical and practical knowledge.

Learn to feel as teachers, analyzing professional identity, and the emotional and motivational aspects that decisively influence expectations, attitudes and values.

Learn to think like teachers, critically reviewing one's own beliefs and the development of pedagogical thinking.

The competencies include three dimensions:

- **Knowledge**: that of the discipline taught and the pedagogical knowledge.
- **Skills**: didactic know-how.
- **Attitudes:** vocation, commitment, empathy, leadership...

This curricular proposal aims to develop the following teaching competencies:

- Know how to organise and develop learning situations that provide students with tools to deal with everyday situations.
- Know how to manage strategies for the progression of learning.
- Promote strategies of inclusion, tolerance and respect.
- Involve students in their own learning.
- Foster the ability to engage students in teamwork by promoting leadership.
- Apply new technologies by promoting technical and didactic skills.
- To promote learning in European values.
- Cultivate communicative and assertive competence.
- To promote continuous training, organizing self-training.

Methodology

We use a participatory methodology that promotes the initiative to delve autonomously into the issues and concepts developed by this UD. It is important to know the rest of the materials and tools that are part of the project Virtual Adult Learning Centres E2.0C: An opportunity to promote inclusion through educational action and social participation co-financed by the Erasmus+ programme and publicly available on the website

We consider it essential to opt for cooperative and collaborative learning models so that individual knowledge can be shared in order to learn collectively.

The E2.0C school model is a collective one in which the group of teachers and trainers has a central role in the formation of an educational community that will be helped by having a specific platform and teaching methodology to achieve the objectives of social integration of the students that we are looking for.

Contents: The curricular content of lifelong learning

The European Qualifications Framework (EQF)[1] sets and levels the curricular content of adult lifelong learning in Europe. It is an eight-level structuring[2] for all types of qualifications based on learning outcomes. It is an instrument to be able to compare the different qualifications established by the 27 EU states and eleven other member countries of the European Economic Area or candidates to join the EU.

This instrument covers all levels and types of qualification by determining the knowledge, skills and competences to be developed at each of its eight levels. This makes it possible to compare the contents and levels of adult education curricula in different countries.

[1] European Qualifications Framework website: https://europa.eu/europass/es/herramientas-de-europass/el-marco-europeo-de-cualificaciones
[2] Website of the eight levels of the MEC: https://europa.eu/europass/es/description-eight-eqf-levels

It was originally established in 2008 and revised in 2017. The member states are committed to continue developing it and linking their respective curricula to the levels and contents of the EQF. It has its legal justification in Directive 2005/36/EC on the recognition of professional qualifications in the EU,[1] which allows the free movement of professionals and establishes the need for the recognition of professional qualifications. For its part, the Lisbon Convention on the Recognition of Qualifications[2], sponsored by the Council of Europe, extends the mutual recognition of qualifications even outside the continent.

The Council Recommendation of 26 November 2018[3] invites states to carry out the so-called correlation process by which a clear correspondence will be established between the national levels of qualification and the eight established in the EQF. It is a process that must be updated and reviewed periodically and that culminates in the incorporation into all degrees, diplomas, certificates and other official national documents that certify a certain level of training of a clear reference to the corresponding levels of the MEC.

[1] Recognition of professional qualifications in practice https://single-market-economy.ec.europa.eu/single-market/services/free-movement-professionals/recognition-professional-qualifications-practice_en

[2] Lisbon Recognition Convention https://www.coe.int/en/web/higher-education-and-research/lisbon-recognition-convention

[3] Council Recommendation of 26 November 2018 on the promotion of automatic mutual recognition of higher education and post-compulsory secondary education qualifications and the results of learning periods abroad. Retrieved from: https://eur-lex.europa.eu/legal-content/ES/TXT/?uri=CELEX:32018H1210(01)

Contents: The eight levels of the European Qualifications Framework

Level 1 The learning outcomes for Level 1 are

Knowledge	Capabilities	Responsibility and autonomy
Basic general knowledge	Basic skills needed to perform simple tasks	Work or study under direct supervision in a structured context

Level 2 The learning outcomes for Level 2 are

Knowledge	Capabilities	Responsibility and autonomy
Basic factual knowledge in a particular field of work or study	Basic cognitive and practical skills needed to use useful information to perform tasks and solve everyday problems with the help of simple rules and tools	Work or study under supervision with a certain degree of autonomy

Level 3 The learning outcomes for Level 3 are

Knowledge	Capabilities	Responsibility and autonomy
Knowledge of general facts, principles, processes, and concepts in a particular field of work or study	Range of cognitive and practical skills needed to perform tasks and solve problems by selecting and applying methods, tools, materials, and basic information	Assumption of responsibilities to perform tasks in work or study activities Adapting one's behavior to circumstances to solve problems

Level 4 The learning outcomes for Level 4 are

Knowledge	Capabilities	Responsibility and autonomy
Factual and theoretical knowledge in broad contexts in a particular field of work or study	Range of cognitive and practical abilities needed to find solutions to specific problems in a particular field of work or study	Self-management according to slogans defined in work or study contexts that are generally predictable, but which could change Supervising the routine work of other people, assuming certain responsibilities with regard to the evaluation and improvement of work or study activities

Level 5 The learning outcomes for Level 5 are

Knowledge	Capabilities	Responsibility and autonomy
Extensive specialized knowledge, factual and theoretical, in a specific field of work or study, being aware of the limits of that knowledge	Full range of cognitive and practical abilities needed to find creative solutions to abstract problems	Management and supervision in contexts of work or study activities in which unforeseeable changes occur Review and development of one's own and others' performance

Level 6 The learning outcomes for Level 6 are

Knowledge	Capabilities	Responsibility and autonomy
Advanced knowledge in a field of work or study that requires a critical understanding of theories and principles	Advanced capabilities that demonstrate the mastery and innovation skills necessary to solve complex and unpredictable problems in a specialized field of work or study	Management of complex technical or professional activities or projects, assuming responsibilities in decision-making in unpredictable work or study contexts Taking responsibility for managing the professional development of individuals and groups

Level 7 The learning outcomes for Level 7 are

| Knowledge	Capabilities	Responsibility and autonomy
Highly specialized knowledge, some of it at the forefront of knowledge in a particular field of work or study, which lays the foundation for original thinking or research Critical awareness of questions of knowledge in a specific field and at the point of articulation between different fields	Specialized capacities to solve problems in research or innovation, with a view to the development of new knowledge and procedures, and the integration of knowledge in various fields	Management and transformation of complex, unpredictable work or study contexts that require new strategic approaches Assumption of responsibilities for the development of professional knowledge or practices and the review of the strategic performance of teams

Level 8 The learning outcomes for Level 8 are

Knowledge	Capabilities	Responsibility and autonomy
Knowledge at the most advanced frontier of a particular field of work or study and at the point of articulation between various fields	The most advanced and specialized skills and techniques, in particular in synthesis and evaluation, necessary to solve critical problems in research or innovation and to expand and redefine existing knowledge or professional practices	Demonstrate authority, innovation, autonomy, academic and professional integrity, and substantial ongoing commitment to the development of new ideas or processes at the forefront of work or study contexts, including research.

Contents: Key competences

In 2018, the Council of the EU defined the so-called key competences for lifelong learning in a resolution it adopted for this purpose[1]. He defined them as a combination of knowledge (facts, figures, concepts, ideas and theories that support the understanding of a topic), capacities (such as skills to carry out processes) and attitudes (related to the mentality and willingness to act), which all people need for their fulfillment and development as individuals, as well as to enjoy an active life. among other objectives. For the Council, these key competences should be developed from a lifelong learning perspective, through formal, non-formal and informal learning. They are structured into eight categories:
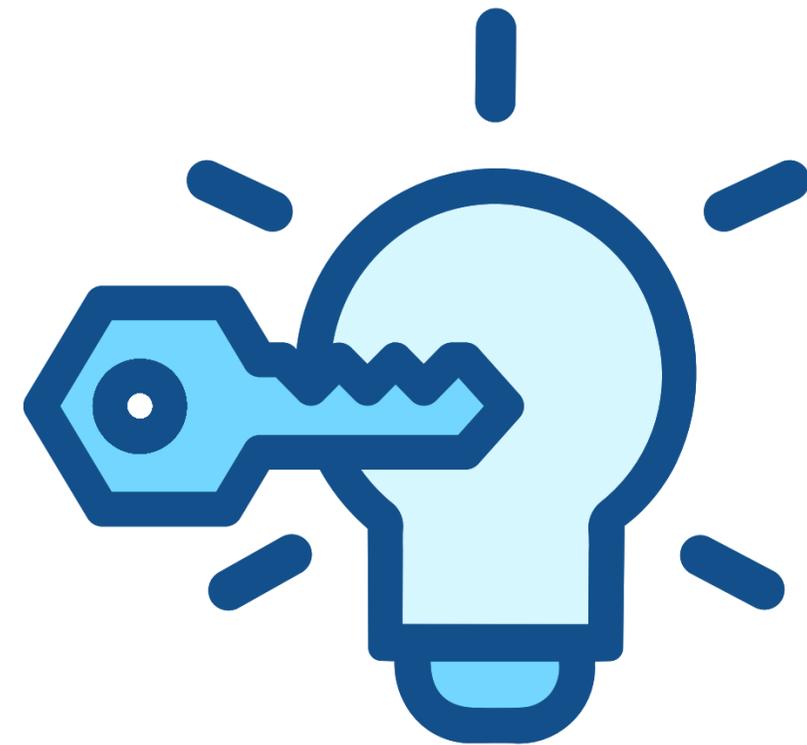
[1] COUNCIL RECOMMENDATION of 22 May 2018 on key competences for lifelong learning (2018/C 189/01). Retrieved from: https://eur-lex.europa.eu/legal-content/ES/TXT/PDF/?uri=CELEX:32018H0604(01)&from=SV

1. Literacy proficiency.

"Reading and writing is the ability to identify, understand, express, create and interpret concepts, feelings, facts and opinions orally and in writing, through visual, sound or audio and digital materials in different disciplines and contexts. This involves the ability to communicate and connect effectively with other people, appropriately and creatively. The development of reading and writing forms the basis for subsequent learning and subsequent linguistic interaction. Depending on the context, literacy skills can be acquired in the mother tongue, the language of schooling or the official language of a country or region.[1]"

[1]Lisbon Recognition Convention https://www.coe.int/en/web/higher-education-and-research/lisbon-recognition-convention

2. Multilingual competence.

"This competence defines the ability to use different languages appropriately and effectively for communication. Broadly speaking, it shares the same dimensions of competences as reading and writing: it is based on the ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions orally and in writing (listening, speaking, reading and writing) in various social and cultural contexts according to the wishes or needs of each person. Language competences include a historical dimension and intercultural competences. It is based on the ability to mediate between different languages and media as highlighted in the Common European Framework of Reference. Where appropriate, it may include the maintenance and further acquisition of competences in the mother tongue, as well as the mastery of (one) official language(s) of a country (2). .[1]"

[1]Lisbon Recognition Convention https://www.coe.int/en/web/higher-education-and-research/lisbon-recognition-convention

3. Mathematical competence and basic competences in science, technology and engineering.

"Mathematical competence is the ability to develop and apply mathematical reasoning and perspective in order to solve various problems in everyday situations. Based on a good command of calculation, the emphasis is placed on process and activity as well as knowledge. Mathematical competence involves—to varying degrees—the ability and willingness to use mathematical modes of thinking and representation (formulas, models, constructions, graphs, and diagrams).

Competence in science refers to the ability and willingness to explain the natural world using the body of knowledge and methodology employed, including observation and experimentation, in order to ask questions and draw conclusions based on evidence. Technology and engineering competencies mean the application of such knowledge and methodology in response to what is perceived as human wants or needs. Competence in science, technology and engineering entails an understanding of the changes caused by human activity and the responsibility of each individual as a citizen[1]"

[1]Lisbon Recognition Convention https://www.coe.int/en/web/higher-education-and-research/lisbon-recognition-convention

4. Digital competence.

> *"Digital competence implies the safe, critical and responsible use of digital technologies for learning, at work and for participation in society, as well as interaction with them. It includes information and data literacy, communication and collaboration, media literacy, digital content creation (including programming), security (including digital wellbeing and cybersecurity-related skills), intellectual property issues, problem-solving and critical thinking.[1]"*

[1]Lisbon Recognition Convention https://www.coe.int/en/web/higher-education-and-research/lisbon-recognition-convention

5.   Personal, social and learning to learn competence.

" *Personal, social and learning to learn competence is the ability to reflect on oneself, manage time and information effectively, collaborate with others constructively, maintain resilience and manage one's own learning and career. It includes the ability to cope with uncertainty and complexity, learn to learn, contribute to one's own physical and emotional well-being, maintain physical and mental health, and be able to lead a healthy and future-oriented life, express empathy, and manage conflict in an inclusive and supportive context.[1]"*

[1]Lisbon Recognition Convention https://www.coe.int/en/web/higher-education-and-research/lisbon-recognition-convention

6.   Social and civic competencies: citizenship competence.

"Citizenship competence is the ability to act as responsible citizens and participate fully in social and civic life, based on an understanding of social, economic, legal and political concepts and structures, as well as sustainability and world events.[1]"
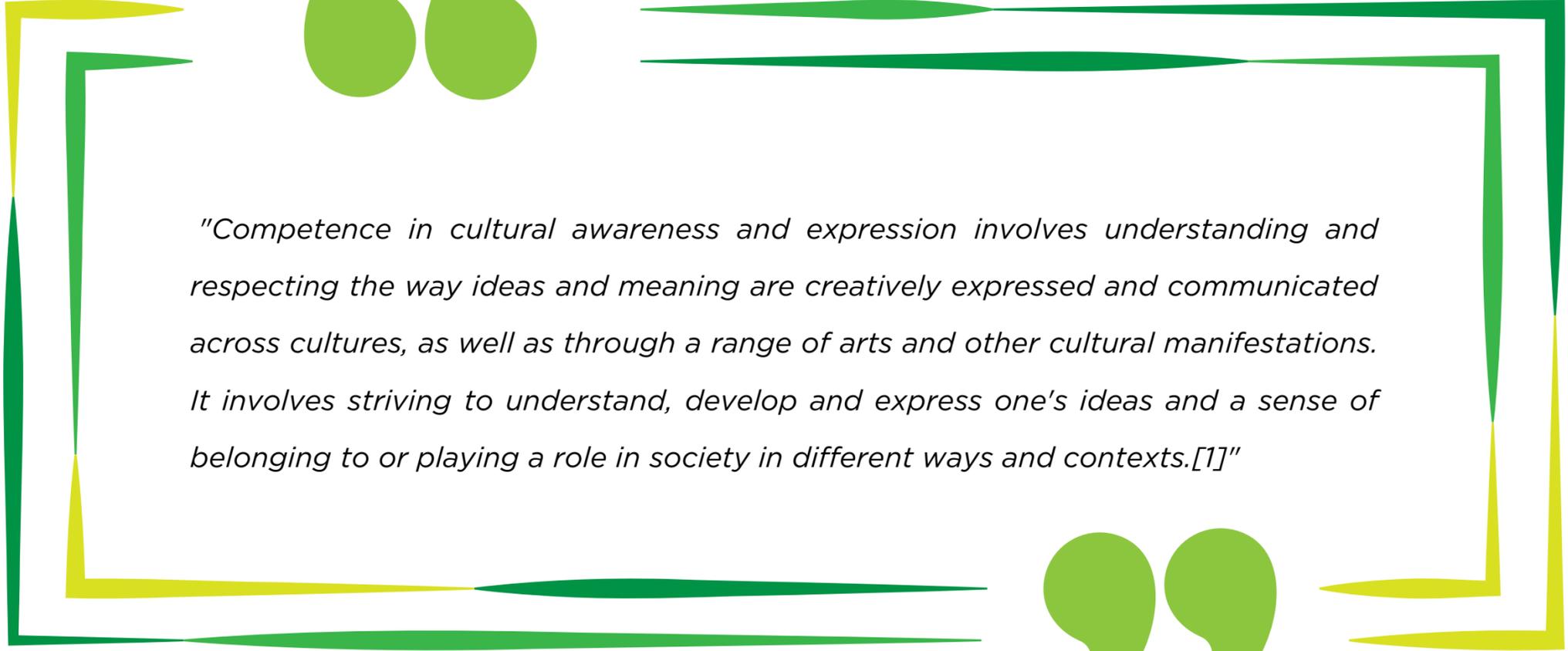
[1]Lisbon Recognition Convention https://www.coe.int/en/web/higher-education-and-research/lisbon-recognition-convention

7. Sense of initiative and entrepreneurial spirit.

"Entrepreneurial competence refers to the ability to act on opportunities and ideas, and transform them into values for others. It is based on creativity, critical thinking and problem-solving, taking initiative, perseverance and the ability to work collaboratively in the planning and management of projects of financial, social or cultural value.[1]"

[1]Lisbon Recognition Convention https://www.coe.int/en/web/higher-education-and-research/lisbon-recognition-convention

8. Cultural awareness and expressions.

"Competence in cultural awareness and expression involves understanding and respecting the way ideas and meaning are creatively expressed and communicated across cultures, as well as through a range of arts and other cultural manifestations. It involves striving to understand, develop and express one's ideas and a sense of belonging to or playing a role in society in different ways and contexts.[1]"

[1]Lisbon Recognition Convention https://www.coe.int/en/web/higher-education-and-research/lisbon-recognition-convention

Contents: Adult education curricula in Spain, France, Italy and Greece

In **Spain,** the contents of the adult continuing education curriculum are developed in Order EFP/822/2023, which establishes the curriculum and regulates the organisation of basic education for adults.[1] This is a recent regulation that repeals the previous one that was in force since 2017.

In **France** , these contents are included in articles D6113-29 to D6113-33 of the Labour Code[2].

Italy has its own contents of continuing adult education regulated in the Istruzione degli adulti (DPR 263/2012) Linee guida per il passaggio al nuovo ordinamento[3].

[1] Order EFP/822/2023, of 19 July, which establishes the curriculum and regulates the organisation of basic education for adults, and establishes the characteristics of the test for obtaining the title of Graduate in Compulsory Secondary Education for those over eighteen years of age, within the scope of management of the Ministry of Education and Vocational Training. Retrieved from: [1] COUNCIL RECOMMENDATION of 22 May 2018 on key competences for lifelong learning (2018/C 189/01). Retrieved from: https://eur-lex.europa.eu/legal-content/ES/TXT/PDF/?uri=CELEX:32018H0604(01)&from=SV

[2] Work Code : articles D6113-29 à D6113-33. Retrieved from: [1] COUNCIL RECOMMENDATION of 22 May 2018 on key competences for lifelong learning (2018/C 189/01). Retrieved from: https://eur-lex.europa.eu/legal-content/ES/TXT/PDF/?uri=CELEX:32018H0604(01)&from=SV

[3] Istruzione degli adulti DPR 263/2012: Linee guida per il passagio al nuevo ordinamento. Allegati a percorsi di istruzione di primo livello. Retrieved from: [1] COUNCIL RECOMMENDATION of 22 May 2018 on key competences for lifelong learning (2018/C 189/01). Retrieved from: https://eur-lex.europa.eu/legal-content/ES/TXT/PDF/?uri=CELEX:32018H0604(01)&from=SV

Greece has two standards on lifelong learning:

- Law No. 3369 of 2005 on the Systematization of Lifelong Learning[1].

- Law No. 3879 of 2010 on the development of Lifelong Learning[2].

[1] Νόμος Υπ'Αριθμ. 3369: Συστηματοποίηση της δια βίου μάθησης και άλλες διατάξεις. Law No. 3369 of 2005 concerning the systematization of lifelong learning. Retrieved from: https://natlex.ilo.org/dyn/natlex2/r/natlex/fe/details?p3_isn=89415

[2] Νόμος Υπ'Αριθμ. 3879: Ανάπτυξη της Δια Βίου Μάθησης και λοιπές διατάξεις. Law No. 3879 of 2010 concerning the development of Lifelong Learning. Retrieved from: https://natlex.ilo.org/dyn/natlex2/r/natlex/fe/details?p3_isn=86898

Activities

The following activities are self-assessment activities for the student to perform autonomously.

Activity 1.

To delve into the contents of this UD so that specific examples and more extensive explanations of those issues that arouse interest or doubts can be seen.

Activity 2.

Find new information on continuing adult education

Activity 3.

To take advantage of the freely usable translation tools available on the Internet to access information on websites and documents available in other languages, thus broadening perspectives and knowledge regarding continuing education in various countries.

Activity 4.

Search the Internet for information on national curricula for continuing adult education in other European countries.

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Istruzione degli adulti DPR 263/2012: Linee guida per il passagio al nuevo ordinamento. Allegati a percorsi di istruzione di primo livello. Retrieved from: http://www.itozieri.net/corsi_serali/LG_Allegati_10_aprile_2014.pdf

Order EFP/822/2023, of 19 July, which establishes the curriculum and regulates the organisation of basic education for adults, and establishes the characteristics of the test for obtaining the title of Graduate in Compulsory Secondary Education for those over eighteen years of age, within the scope of management of the Ministry of Education and Vocational Training. Retrieved from: https://www.boe.es/eli/es/o/2023/07/19/efp822

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Νόμος Υπ'Αριθμ. 3369: Συστηματοποίηση της δια βίου μάθησης και άλλες διατάξεις. [Law No. 3369 of 2005 concerning the systematization of lifelong learning](). Retrieved from: https://natlex.ilo.org/dyn/natlex2/r/natlex/fe/details?p3_isn=89415

Νόμος Υπ'Αριθμ. 3879: Ανάπτυξη της Δια Βίου Μάθησης και λοιπές διατάξεις. [Law No. 3879 of 2010 concerning the development of Lifelong Learning](). Retrieved from: https://natlex.ilo.org/dyn/natlex2/r/natlex/fe/details?p3_isn=86898

UNIT 7
ADAPT THE CURRICULAR CONTENTS OF AN E2.0C TO YOUNG ADULTS WITH SCHOOL FAILURE

This document has been created within the framework of the Erasmus project "VIRTUAL LIFELONG LEARNING CENTERS E2.0C"
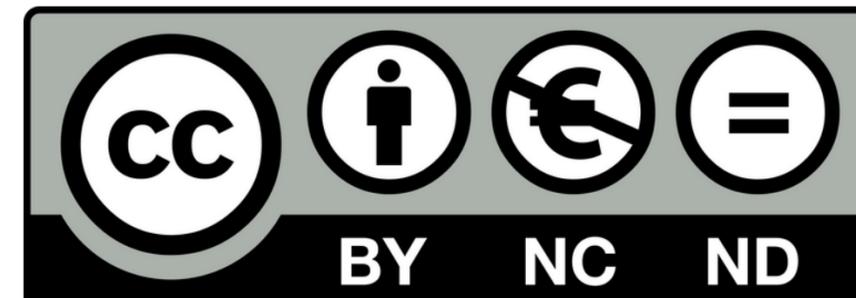
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DIDACTIC OBJECTIVES

This teaching unit is part of the project: E2.0C virtual adult learning centres: an opportunity to promote inclusion through educational action and social participation co-financed by the Erasmus+ programme. The main objective of this project is to generate an innovative strategy for the education and training of adults with obstacles to develop their educational competences while actively contributing to the construction of a more sustainable and inclusive European society by facilitating the pathways for them to access the third sector labour market.

To achieve this objective, publicly available resources and methodological strategies have been generated, among which is the Course for the training of teachers of adults through active volunteering, within which this didactic unit is included through which the following specific objectives are expected to be achieved:

1

To know the characteristics of the adaptations applied in the E2O.

2

To assess the importance of the teacher in inclusion processes.

3

To know the curricular adaptations and their application in an E2.0C center

4

Learn to evaluate adaptations and adapted learning.

COMPETENCES

According to the European Commission's document [Supporting teacher competence development for better learning outcomes](#) (2013), teaching competences are conceived as a dynamic integration of cognitive and metacognitive skills, organised into four areas:

Learn to act as teachers, integrating the above areas into practice and in different contexts.

Learn to know as teachers, in reference to their own theoretical and practical knowledge.

Learn to feel as teachers, analyzing professional identity, and the emotional and motivational aspects that decisively influence expectations, attitudes and values.

Learn to think like teachers, critically reviewing one's own beliefs and the development of pedagogical thinking.

The competencies include three dimensions:

- **Knowledge**: that of the discipline taught and the pedagogical knowledge.
- **Skills**: didactic know-how.
- **Attitudes:** vocation, commitment, empathy, leadership...

This curricular proposal aims to develop the following teaching competencies:

- Know how to organise and develop learning situations that provide students with tools to deal with everyday situations.
- Know how to manage strategies for the progression of learning.
- Promote strategies of inclusion, tolerance and respect.
- Involve students in their own learning.
- Foster the ability to engage students in teamwork by promoting leadership.
- Apply new technologies by promoting technical and didactic skills.
- To promote learning in European values.
- Cultivate communicative and assertive competence.
- To promote continuous training, organizing self-training.

Methodology

We use a participatory methodology that promotes the initiative to delve autonomously into the issues and concepts developed by this UD. It is important to know the rest of the materials and tools that are part of the project Virtual Adult Learning Centres E2.0C: An opportunity to promote inclusion through educational action and social participation co-financed by the Erasmus+ programme and publicly available on the website

We consider it essential to opt for cooperative and collaborative learning models so that individual knowledge can be shared in order to learn collectively.

The E2.0C school model is a collective one in which the group of teachers and trainers has a central role in the formation of an educational community that will be helped by having a specific platform and teaching methodology to achieve the objectives of social integration of the students that we are looking for.

Contents: The role of teachers

It is not possible to exaggerate the role of the teacher in the integration processes that E2.0C schools try to carry out. Aware that its main task is to contribute to the integration of the students, it assumes, from experience and continuous training, also to be a transmitter of values and an example for the students.

Teachers must develop an approach to students in a positive way that provides them with information and thus the ability to influence issues such as motivation or specific personal shortcomings. The ultimate goal of this approach is for the student to gain the ability to manage their own learning autonomously, improving their self-esteem and motivation, and thus their performance.

The fundamental tool of the teacher will be the individualization of teaching, to introduce elements that favor equity. The application of personalised guidelines within the framework of a good diversification of the educational offer constitutes, together with practical training, recommendable and necessary experiences to achieve inclusion. All students must be attended individually by the tutor, so that a link is established mediated by the didactic activity.

Responsabilities of the teacher

- Implement strategies to detect and recognise the individual difficulties of students from any background.

- Attend to the individual educational needs of the students, considering their characteristics and personal situations, trying to compensate for the difficulties detected.

- To facilitate the processes of reception in the centre and insertion into the educational process.

- Devise and implement individualised curricular and organisational adaptations to seek the insertion of students in the centre and learning.

- Implement compensatory measures that ensure the principle of equity.

- Develop the learning of basic social skills for educational, labor and social insertion.

- Promote healthy and balanced communication, favouring processes of listening, dialogue, respect and assertiveness.

- Coordinate with the rest of the educational community, including all actors (teachers, students, administrative and technical staff and families) to develop joint strategies for equity and inclusion.

- Prevent and draw up strategies against absenteeism by boosting student motivation.

- Develop their own continuous training and exchange of experiences regarding strategies and methodologies for the inclusion of students.

Contents: Tools to personalize learning

There are multiple tools and practices that can be developed to personalize learning and contextualize content. In the E2.0C centres, the training and relations of the educational community are developed in a virtual environment, which makes it possible to have all the existing facilities on the Internet to adapt content or search for new ones with which it is more feasible for the individualised student to access the knowledge and skills of the curriculum to be taught.

We can count on didactic resources present on various websites, which can be used directly or can be adapted to the purpose and content that is of interest to the specific learning we develop.

A fundamental challenge will be to provide the student with ideas about activities of a novel nature that capture their interest and lead them to carry out motivating exercises.

Freely available multimedia and audiovisual environments will make it possible to link and recommend access to simpler formats to disseminate the concepts and learning sought. The teacher-tutor must also be able to present their own adaptations in multimedia and audiovisual content of their own elaboration that will not only seek to adapt content to the personal characteristics of the student, but will also help to strengthen the link between the student and the educational center and the learning it develops.

A basic tool, which should become a daily habit for the student, is the exploration of content and concepts outside the learning platform itself, boosting their curiosity and their ability to take a critical approach to information. Reviewing various resources, websites, audiovisual materials, knowing free resources available to learn about content and new ideas is a resource but also an objective. It will not be enough to follow the content of the platform. In addition, individualized practical learning will be developed, boosting the inquisitive spirit and the ability to question the findings and conclusions provided by others.

The changes that are introduced must be monitored by the tutor to check if they have been positive and have been successful. Given the perception that they are uninteresting or boring for the student, the tutor should rethink the suggestions made. It is necessary to take into account the student's previous trajectory, in which absenteeism and school dropout have been preceded by a lack of interest and motivation in the contents and methodologies of ordinary education. The best way to understand these situations is to ask the students directly.

Contents: Curricular adaptations

Curricular adaptations are the adjustments and modifications of the general educational proposal to adapt it to the characteristics and personal situations of a given student. They are classified into three sections:

01

Significant curricular adaptations

They involve the adaptation of the curriculum, the syllabus or the general programming to a specific student, being able to eliminate, replace or add essential elements of the official curriculum. They are individually designed.

02

Non-significant curricular adaptations

They are adaptations related to the circumstances in which the official curriculum and syllabus are taught. They refer to the times, methodologies, materials, aids, evaluation instruments... They are an instrument for individualizing teaching.

03

Access curricular adaptations

They do not affect the official curriculum or syllabus; they meet the specific needs of the students, allowing them to access the spaces and means of an educational center.

As mentioned above, significant and non-significant accommodations are considered an individualized tool. To develop them, it is advisable to create an individual file, especially to make significant curricular adaptations, which includes questions such as:

- School and personal data of the students, and of the technical staff involved.

- Reports and assessments on their curricular competences and levels of development (psychomotor, intellectual, emotional, linguistic, etc.)

- Determination of special educational needs.

- Determination of the modifications included in the adapted curriculum (objectives, contents, methodologies, activities, schedule, calendar, and evaluation criteria).

- Follow-up of adaptations.

The contents included in the E2.0C centre platform must be structured in such a way as to allow individualised adaptations. To this end, minimum content structures must be used that also allow alternative routes to be established depending on the specific interests of the students.

The contents developed, which should assume as far as possible both the European Qualifications Framework and be oriented according to key competences, should be easily adaptable in a personalised way, especially taking into account that they will not be constrained by the demands of regulated training whose rigidities may have been one more reason that has pushed the student to leave school beforehand.

With the flexibility allowed by an unregulated training framework and a digital environment, it should be operational and quite simple to make the necessary curricular adaptations to accommodate optimal personalized routes for students with special difficulties.

Contents: Evaluate accommodations

The evaluation of content will be carried out through automatic questionnaires containing questions with alternative answers of which only one will be the correct one. There must be evidence of several types:

01

Content monitoring questionnaires.

02

Route tracking questionnaires.

03

Final comprehension questionnaires.
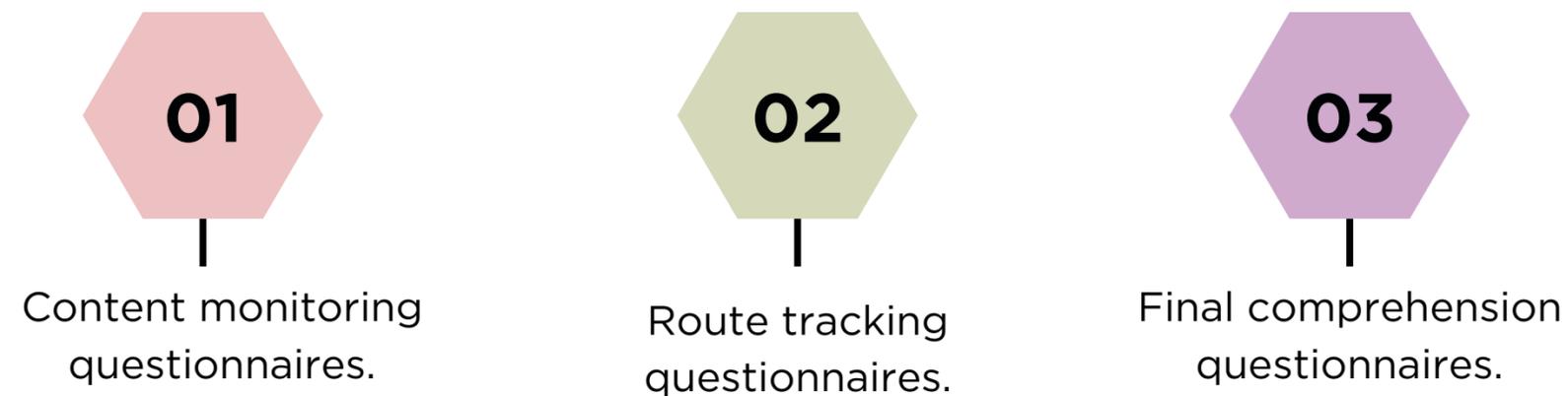
The tutor should take advantage of any type of test to be able to analyse the student's evolution and provide them with both tools for improvement and motivating arguments.

In order for the student to be able to monitor their understanding of the fundamental concepts developed in the contents, it is advisable to insert these tests continuously within the contents, but without qualifying character, as it is clearly demotivating.

The objective of these continuous tests is for the student himself to perceive the result of his learning. The questions in these tests will deal with the fundamental concepts of the contents. There should not be many. It is better that there are as many as the fundamental concepts of that basic unit. Getting the answers right or wrong should give the student an opportunity to reinforce learning and the tutor to find out the levels of difficulty of the specific content for the student.

Other types of assessment tests will have the purpose of completing each of the basic units or learning sessions of the platform. Their number is recommended to be stable, about 10 questions, on the contents developed. Nor should these tests be eliminatory or evaluative, beyond the fact that they are analysed by the tutor to find out the student's progress and the needs for new adaptations. These tests will serve above all to guide the student's training path, so that they cannot move on to the following contents without having answered the questions posed.
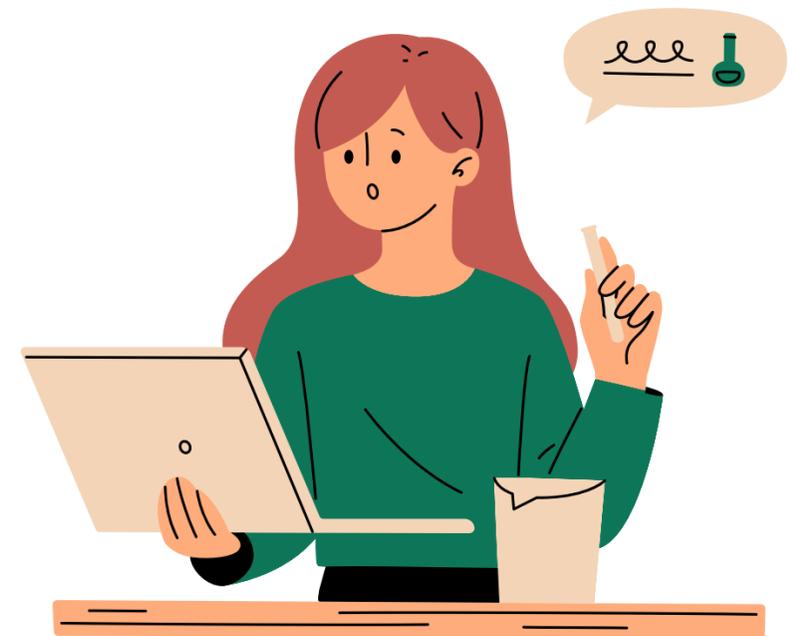
To complete the training process and each of the blocks that make it up, tests must be developed that allow the tutor to know if the student has acquired the curricular knowledge and skills. The nature of this test must show whether the final understanding of the contents through which the student has gone through has taken place and will allow them to obtain the documentation accrediting that they have passed the training process.

On the other hand, the evaluation of the practical exercises must be collective so that each student can present to the rest in a synchronous video call session, the practical work developed and the conclusions obtained during its preparation.

Activities

The following activities are self-assessment activities for the student to perform autonomously.

Activity 1.

To delve into the contents of this UD so that specific examples and more extensive explanations of those issues that arouse interest or doubts can be seen.

Activity 2.

Seek new information regarding curricular adaptations.

Activity 3.

To take advantage of the freely usable translation tools available on the Internet to be able to access information on websites and documents available in other languages, thus broadening perspectives and knowledge regarding curricular adaptations.

Activity 4.

Search for information on the Internet about curricular adaptations in lifelong learning for adults in other European countries.

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UNIT 8
ADAPT THE CONTENTS TO ADULT MIGRANTS

DIDACTIC OBJECTIVES

This teaching unit is part of the project: E2.0C virtual adult learning centres: an opportunity to promote inclusion through educational action and social participation co-financed by the Erasmus+ programme. The main objective of this project is to generate an innovative strategy for the education and training of adults with obstacles to develop their educational competences while actively contributing to the construction of a more sustainable and inclusive European society by facilitating the pathways for them to access the third sector labour market.

To achieve this objective, publicly available resources and methodological strategies have been generated, among which is the Course for the training of teachers of adults through active volunteering, within which this didactic unit is included through which the following specific objectives are expected to be achieved:

1
Know the mechanisms that generate discrimination.

2
Deepen the concepts of inclusion and equity.

3
Identify the specific needs that affect migrants and the means to alleviate them.

4
Develop curricular adaptation mechanisms for migrants.

COMPETENCES

According to the European Commission's document [Supporting teacher competence development for better learning outcomes](#) (2013), teaching competences are conceived as a dynamic integration of cognitive and metacognitive skills, organised into four areas:

Learn to act as teachers, integrating the above areas into practice and in different contexts.

Learn to know as teachers, in reference to their own theoretical and practical knowledge.

Learn to feel as teachers, analyzing professional identity, and the emotional and motivational aspects that decisively influence expectations, attitudes and values.

Learn to think like teachers, critically reviewing one's own beliefs and the development of pedagogical thinking.

The competencies include three dimensions:

- **Knowledge**: that of the discipline taught and the pedagogical knowledge.
- **Skills**: didactic know-how.
- **Attitudes:** vocation, commitment, empathy, leadership...

This curricular proposal aims to develop the following teaching competencies:

- Know how to organise and develop learning situations that provide students with tools to deal with everyday situations.
- Know how to manage strategies for the progression of learning.
- Promote strategies of inclusion, tolerance and respect.
- Involve students in their own learning.
- Foster the ability to engage students in teamwork by promoting leadership.
- Apply new technologies by promoting technical and didactic skills.
- To promote learning in European values.
- Cultivate communicative and assertive competence.
- To promote continuous training, organizing self-training.

Methodology

We use a participatory methodology that promotes the initiative to delve autonomously into the issues and concepts developed by this UD. It is important to know the rest of the materials and tools that are part of the project Virtual Adult Learning Centres E2.0C: An opportunity to promote inclusion through educational action and social participation co-financed by the Erasmus+ programme and publicly available on the website

We consider it essential to opt for cooperative and collaborative learning models so that individual knowledge can be shared in order to learn collectively.

The E2.0C school model is a collective one in which the group of teachers and trainers has a central role in the formation of an educational community that will be helped by having a specific platform and teaching methodology to achieve the objectives of social integration of the students that we are looking for.

Contents: Stereotypes, prejudices and discrimination

On too many occasions, immigration is related to negative issues (insecurity, crime, invasion...) There are social elements related to extreme right-wing positions characterized by racism and xenophobia, which continuously spread rumors and hoaxes in this regard. However, these positions are not supported by objective and verifiable data. On the contrary, these arguments are based solely on the existence of stereotypes and prejudices, which unfortunately are more widespread among the population than would seem reasonable. In addition to these negative mechanisms of reasoning, there are also real obstacles to coexistence and mutual knowledge, such as language differences (which make communication difficult), cultural differences (which can cause mistrust in the face of ignorance), or religious differences.

But the root of the problems caused by racist and xenophobic behaviour lies in the existence of widespread mechanisms of thought that require an effort to exercise our critical capacity and autonomous reasoning.

Stereotypes involve the application of categories to certain groups. It is part of our way of knowing the world. Thus, for example, to know and learn to differentiate an animal species from others, we apply a series of common characteristics that help us to individualize a whole. By classifying concepts into categories, we draw on information that comes to us from very different sources. We build simple representations of reality from the information we acquire and turn them into concepts. This mechanism of knowledge is the one that shelters the existence of stereotypes that constitute a poor basis for supporting our reasoning.

equality

The need we have to place ourselves socially leads us to draw the personality of those around us, based on basic and minimal information that is transmitted to us in some cases by the people themselves and, in others, by third parties who transmit their own perception to us. A teacher giving a class will compose a simplified map of the group of students from certain elements that simplify the personality of each individual in the group. He/she will even take advantage of these simplifications to resort to a communicative student to help him initiate the teaching dynamics, or to seek the complicity of a protesting student so that the class comes to a successful conclusion.

However, it will be very difficult for the ideas that are made about each student to respond to a deep knowledge, usually representing superficial categorizations. When we extend this mechanism to certain human groups, we are establishing a stereotype. Stereotypes don't always have to be negative. On the contrary, there are positives as well. However, stereotypes are not based on contrasted and reliable data. When social behaviours are based on concrete data, we enter the space of statistics, which can also be the subject of different interpretations that are more or less well-founded.

Stereotypes are the basis for the development of prejudices. The application of unfounded stereotypes leads to the establishment of prejudices in our thinking that are as little adjusted to reality as those. Not all prejudices about a race or nationality respond to negative criteria, which is also the case with stereotypes, but they all imply a lack of knowledge of the reality of any human group that is plural by definition.

The existence of prejudices in our thinking is what can cause the appearance of racist and xenophobic behaviors, so that this chain of thought is organized as follows:

STEREOTYPES ⟶ **PREJUDICES** ⟶ **DISCRIMINATION**

Building an inclusive and diverse society is a collective responsibility, in which making known the mechanisms of thought that originate the exclusionary and even violent behaviors of some implies a basic issue, especially in educational environments.

Applying intercultural teaching methodologies and dynamics contributes to generating processes of social inclusion of all people, regardless of their origin, sex, academic record, ethnicity, culture, religion... We must analyse and question preconceived ideas that underpin discriminatory behaviour, even if they are part of a culture and are socially assumed and widespread. Thus, for example, the roles that are granted to men and women have a historical or cultural origin and often serve to justify discriminatory behavior towards women or people with different sexual orientation or assumed gender. These assigned roles should not be the basis for discriminatory acts, even if they are supposed to be an integral part of a culture or religion, and it will be necessary to point them out and work to eliminate them.

Contents: Inclusion and equity

Inclusion is a process of constant improvement in the face of social diversity whose objective is positive coexistence and the assumption of difference as a stimulating value in itself. Inclusion pursues the participation and success of all people, seeking and breaking down the barriers that prevent or limit the exercise of their rights, especially in the case of groups that are at greater risk of discrimination.

The teacher or trainer should emphasize the intrinsic value of difference and plurality. Social diversity contributes decisively to providing greater possibilities for growth and the creation of wealth, services and even cultural products. In addition, inclusion is a way of seeing the world, a philosophy, which drives us to assume and defend that all people have the right to participate in society, to enjoy its resources and to contribute to personal and collective success.

An inclusive educational project will assume European democratic ideals and principles:

- **Respect for the human rights** proclaimed in the UN declaration of 1948, and which guide the interpretation of laws in democratic countries.

- **Respect for the inherent human dignity** of each and every human being. I respect both the individual person, as well as human groups of any kind, their life, their health, their rights... which also implies valuing and protecting them.

- **Equality between all people and social groups**, understood as non-discrimination on any grounds, whether sex, gender, ethnicity, country of origin, sexual orientation, disability, poverty, age, religious beliefs, ideology...

- **Democracy** as a political system that guarantees superior values such as dignity, freedom, plurality, respect, the rule of law, separation of powers, the free popular election of representatives, majority rule and respect for minorities.

- **Solidarity** understood as a basic value of any society, which helps to ground coexistence and promote equality and helps to develop a sense of community and teamwork, providing inclusive learning opportunities and experiences.

- **Freedom in its various concretions**: 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.

- **The rule of law** that establishes the requirement that everyone enjoy equal protection before the law and prevents the arbitrary use of power by governments. It guarantees the protection of and respect for basic political and civil rights, as well as civil liberties.

In short, an inclusive educational project will meet the specific needs of each individual, providing the necessary adaptations.

Inclusion requires the application of equitable mechanisms. The concepts of equality and equity are often confused since to a certain extent they function as synonyms. However, although the definition of the concept of equity is not universally accepted, it is generally assumed to mean the ability to individually compensate or reward a person based on their needs or merits. Equity goes beyond mere equality since it involves the use of compensatory mechanisms seeking to invalidate the unjust effects of strict egalitarianism.

Contents: Identification of needs

The identification of the needs of the migrant student should lead the tutor to **adapt and personalize the educational content and resources of the E2.0C center.** Among the most important issues to take into account will be the linguistic issue, especially when the student does not master the vehicular language used by the center.

Migrant students will have specific needs based on issues such as:

- Own and/or family socioeconomic status.
- Age of arrival.
- Instruction and prior schooling.
- Knowledge of the vehicular language of instruction.

These issues, together with other personal characteristics, will identify the challenges that **the E2.0C center must assume in order to work on the necessary adaptations to promote the inclusion and success of the migrant student.** ´

In general terms, in the available statistics on knowledge and educational success, such as the PISA report, migrant students have obtained worse results than native students in formal education. However, it is an issue that must be related to family socioeconomic status, which overwhelmingly indicates a direct correlation between migration and low economic status, an element that is more decisive when studying academic results.[1] To this circumstance must be added the incidence of the educational level of the members of the family unit, which directly affects educational performance.

It is clear that the condition of newcomer will present difficulties of adaptation that only time will be able to mitigate. On the other hand, the migrant may have both low previous levels of education in their country of origin, and on the contrary good levels of training, but without real possibilities (or in their case with many difficulties) of validation in the host country of the degrees and certifications obtained outside the EU.

[1] OECD (2023), PISA 2022 Results (Volume I): The State of Learning and Equity in Education, PISA, OECD Publishing, Paris. Retrieved from: https://www.oecd-ilibrary.org/deliver/53f23881-en.pdf?itemId=%2Fcontent%2Fpublication%2F53f23881-en&mimeType=pdf

Contents: Reception programme

A reception programme for migrant students aims to facilitate access to the content and training provided by the E2.0C center, promoting their educational and social integration. The programme must consider issues such as those arising from the problems of the languages used (vehicular and franca), information on useful and available resources for the reception of migrants (both specific to the center and others close to and specific to the host country), as well as specific training in personal rights and legal issues that could affect them. In this sense, the inclusion of migrant students would require an additional effort by the teacher to know and provide the student with useful information that facilitates the process of integration in the host country.

Collaboration with social entities specialized in caring for and supporting migrants, also counting on their resources (normally open and available on the Internet) will be of invaluable help to the teacher. Providing this information will also contribute to affirming the student's links with the school and with future learning.

Contents: The treatment of linguistic diversity

At the beginning of the training action, the tutor must diagnose the situation and needs of the migrant student so that he or she can establish mechanisms to facilitate the approach to the contents. Usually the contents will be worked on in the vernacular language of the school, but it will be useful and will contribute to the inclusion of students to have materials and documents both in English, the international lingua franca, and in other EU languages.

The integration of migrant pupils will require a daily effort from them to learn the vehicular language of the host country. This effort should be compensated by trainers by providing additional help to facilitate knowledge of the specific vocabulary used in training, as well as other resources that facilitate understanding and their ability to relate to other members of the educational community.

The use of cooperative teaching methodologies to reinforce language immersion such as peer tutoring could be very useful, so that by pairing students for the performance of specific activities, the exchange of experiences is favored and the possibilities of new learning are increased.

On the other hand, among the documents for the establishment of an E2.0C center there is a **specific language training plan**, available for use and adaptation to the specific needs of any new center.

Contents: Attention to diversity and coexistence

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

Documents for the establishment of an E2.0C centre include various plans for inclusion, diversity, coexistence and conflict management:

- Plan for attention to diversity.
- Inclusion plan for students.
- Virtual center coexistence plan.

These plans include principles, criteria and measures to guarantee the inclusion of all students and reinforce the value of diversity. To this end, ways are proposed to respond to the educational needs of students, adapting the methodology and evaluation to guarantee their inclusion. In addition, these plans promote the values of the educational center and offer mechanisms to prevent, detect and resolve conflicts among its members, while promoting dialogue as a key mechanism for interpersonal relationships based on respect, inclusion and tolerance.

Activities

The following activities are self-assessment activities for the student to perform autonomously.

Activity 1.

To delve into the contents of this UD so that specific examples and more extensive explanations of those issues that arouse interest or doubts can be seen.

Activity 2.

Seek new information regarding curricular adaptations for migrants.

Activity 3.

To take advantage of the freely usable translation tools available on the Internet to access information on websites and documents available in other languages, thus broadening perspectives and knowledge regarding the experiences of migrant students.

Activity 4.

Search the Internet for information on curricular adaptations for migrant pupils in other European countries.

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UNIT 9
HOW TO CREATE YOUR OWN E2.OC CENTER

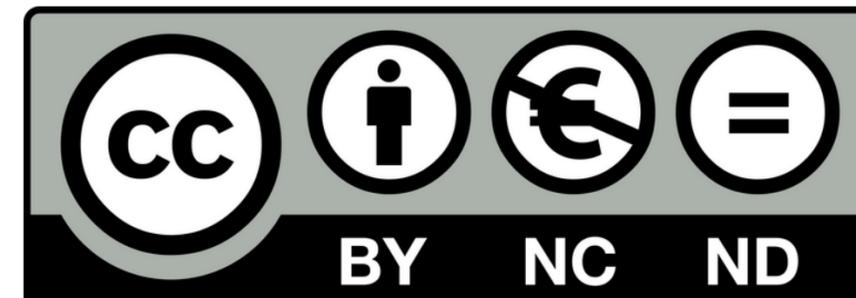This document has been created within the framework of the Erasmus project "VIRTUAL LIFELONG LEARNING CENTERS E2.0C"

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DIDACTIC OBJECTIVES

This teaching unit is part of the project: E2.0C virtual adult learning centres: an opportunity to promote inclusion through educational action and social participation co-financed by the Erasmus+ programme. The main objective of this project is to generate an innovative strategy for the education and training of adults with obstacles to develop their educational competences while actively contributing to the construction of a more sustainable and inclusive European society by facilitating the pathways for them to access the third sector labour market.

To achieve this objective, publicly available resources and methodological strategies have been generated, among which is the Course for the training of teachers of adults through active volunteering, within which this didactic unit is included through which the following specific objectives are expected to be achieved:

1

Know the basic operation of an E2.0C center

2

To learn about and participate in the European network of E2.0C centres

3

Learning how to start an E2.0C center

4

Learn how to program the contents of an E2.0C center

COMPETENCES

According to the European Commission's document [Supporting teacher competence development for better learning outcomes](#) (2013), teaching competences are conceived as a dynamic integration of cognitive and metacognitive skills, organised into four areas:

Learn to act as teachers, integrating the above areas into practice and in different contexts.

Learn to know as teachers, in reference to their own theoretical and practical knowledge.

Learn to feel as teachers, analyzing professional identity, and the emotional and motivational aspects that decisively influence expectations, attitudes and values.

Learn to think like teachers, critically reviewing one's own beliefs and the development of pedagogical thinking.

The competencies include three dimensions:

- **Knowledge**: that of the discipline taught and the pedagogical knowledge.
- **Skills**: didactic know-how.
- **Attitudes:** vocation, commitment, empathy, leadership...

This curricular proposal aims to develop the following teaching competencies:

- Know how to organise and develop learning situations that provide students with tools to deal with everyday situations.
- Know how to manage strategies for the progression of learning.
- Promote strategies of inclusion, tolerance and respect.
- Involve students in their own learning.
- Foster the ability to engage students in teamwork by promoting leadership.
- Apply new technologies by promoting technical and didactic skills.
- To promote learning in European values.
- Cultivate communicative and assertive competence.
- To promote continuous training, organizing self-training.

Methodology

We use a participatory methodology that promotes the initiative to delve autonomously into the issues and concepts developed by this UD. It is important to know the rest of the materials and tools that are part of the project Virtual Adult Learning Centres E2.0C: An opportunity to promote inclusion through educational action and social participation co-financed by the Erasmus+ programme and publicly available on the website

We consider it essential to opt for cooperative and collaborative learning models so that individual knowledge can be shared in order to learn collectively.

The E2.0C school model is a collective one in which the group of teachers and trainers has a central role in the formation of an educational community that will be helped by having a specific platform and teaching methodology to achieve the objectives of social integration of the students that we are looking for.

What are the steps to create an E2.0C virtual center?

1

JOIN INCLUED
NETWORK

2

CREATE
EDUCATIONAL PLAN

3

CREATE
CENTER PLANS

4

DOWNLOAD
PLATFORM

5

CREATE
CENTER E2.0C

6

CREATE
COURSES

7

CARRY OUT
INTERNSHIPS

8

QUALITY
ACTIONS

1 Join the INCLUED network of E2.0C centres

The E2.0C centres operate autonomously, but they are organised in a European network called INCLUED, which articulates the exchange of experiences and makes it possible to carry out practical learning in different entities. The INCLUED network is originally made up of the partnership that has developed the project "E2.0C Virtual Adult Learning Centres: an opportunity to promote inclusion through educational action and social participation," funded with the help of the Erasmus+ programme, made up of entities from Spain, France, Italy, Greece and Belgium:

This original nucleus is joined by other entities that want to launch their own E2.0C centers to provide their own actions or training courses. Contact with the network to take advantage of the freely available resources so that any entity can set up its own centre must be used on the website
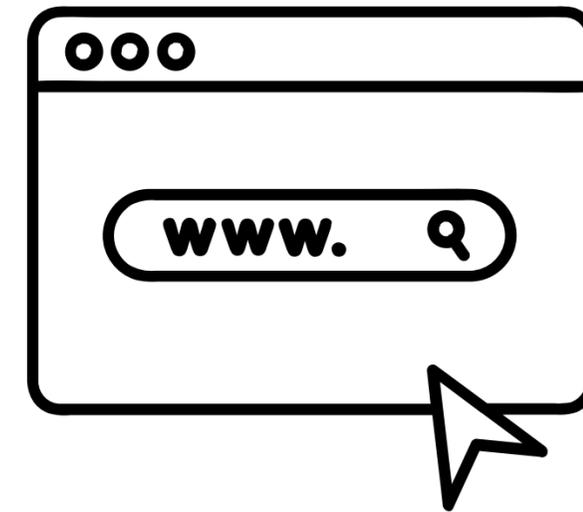
2 Write the Educational Project of the Center

The first step in establishing a new E2.0C school is to develop the School Education Project (PEC). Through this document we will establish the foundations of our educational center by identifying the identity and purposes that we harbor, as well as the main characteristics and the forms of action that we intend to develop. This document is a necessary and very useful frame of reference to guide our work as it sets the objectives of the centre (mission, vision, philosophy and values), studies and defines its context, structures, means, timetables... and gives meaning to its methodological criteria (curricular project and specific action plans: tutorial action, attention to diversity, orientation, coexistence and discipline...)

The PEC must contain at least the following sections:

1 Characteristics of the social and cultural environment of the centre.

2 Definition of the beneficiary profile.

3 Values, objectives and priorities of the centre.

4 Methodological and teaching line.

5 Educational offer of the center.

6 Cross-cutting treatment of the areas, subjects or modules of education in European values.

7 The tutorial action in the center.

To facilitate this work, among the materials that make up this project and that are provided on its website, there is a PEC template that serves as an example and that can be used in all its content since it has a CC (creative commons) BY-NC license, which allows it to be shared and adapted with the only limitations of attributing the origin and not giving a commercial use to the result.

[Download the template](#)

HOW TO CREATE THE SCHOOL EDUCATIONAL PROJECT

2022-1-ES01-KA220-ADU-000089775 ERASMUS+ PROJECT

3 Write the specific complementary plans for the school

After the creation of the PEC, its contents must be complemented by the preparation of certain specific plans for the school:

1 Training plan for teachers.

2 Inclusion plan for users.

3 Plan for attention to student diversity.

4 Coexistence plan.

As part of the example PEC provided among the materials that make up this project, these same plans are included, referring to generic issues, procedures and methodologies that can be adapted to the specific needs and situations of each entity promoting an E2.0C centre. It can also be used in the entirety of the content of these plans since all documents are licensed under CC (creative commons) BY-NC.

HOW TO CREATE THE INCLUSION PLAN

2022-1-ES01-KA220-ADU-000089775 ERASMUS+ PROJECT

HOW TO CREATE THE COEXISTENCE PLAN

2022-1-ES01-KA220-ADU-000089775 ERASMUS+ PROJECT

HOW TO CREATE THE TRAINING PLAN FOR TEACHERS

2022-1-ES01-KA220-ADU-000089775 ERASMUS+ PROJECT

HOW TO CREATE THE PLAN FOR ATTENTION TO DIVERSITY

2022-1-ES01-KA220-ADU-000089775 ERASMUS+ PROJECT

[Download the template](#)

[Download the template](#)

[Download the template](#)

[Download the template](#)

4 Download the E2.0C platform

The next step will be to download the E2.0C platform that will allow you to start implementing your own virtual learning center. To implement this step, it will be necessary to have advanced computer knowledge to make the necessary adaptations. After unloading, an administrator of the center will be registered who will be in charge of its control and will be able to carry out all the necessary procedures for its complete and efficient operation.

It is a unique virtual platform and specially adapted to the new model of second-chance adult education that is being promoted. It has a single campus per center that has a structure exactly like that of a physical educational center but organized in a virtual environment (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, laboratory where you can do virtual volunteer internships, Department of Preparation of Physical and Virtual Mobilities...) This platform is offered completely free of charge on the project's website.

The platform allows you to generate everything necessary for any entity or educational center to implement its own E2.0C center. from 0. It allows programming of a totally innovative virtual environment that goes beyond the traditional guidelines of an e-learning platform and creates a virtual space fully adapted to the needs of adults with obstacles. It also provides third sector social entities with digital tools that favour the creation of learning processes through active volunteering

The platform meets the following requirements:

- It allows differentiated training actions so that information from different courses or their respective students is not mixed.

- It has an online help system on how to use it, i.e. a user manual implemented on the platform.

- Availability 24/7d.

- Compatibility with all browsers and media.

- SCORM, cmi5, or xAPI support

- Accessibility to the platform for people with functional diversity in accordance with the Web Content Accessibility Guidelines (WCAG) 2.1.

- It automatically controls that at least 75% of the evaluation controls have been carried out correctly by users to follow their evolution.

- Access to the content by users is made by forcing the journey, through an appropriate sequence that culminates in the self-assessment tests. These journeys can also be customized at the user level if necessary.

- Record the diplomas accrediting having satisfactorily completed the training action or the certificates issued indicating having participated in it, and the anonymous satisfaction questionnaires. The platform includes satisfaction surveys.

- It guarantees interaction between participants and tutors-trainers through various tools (forum, chat, electronic messaging, videoconference, calendar of events, news section...).

- It facilitates access to the specific didactic guide for the specific training action in downloadable pdf format and to the tutor-trainer's curriculum.

- It provides various statistics on participation and results.

- It has a backup system that supports it.

- It complies with European regulations on the protection of personal data.

- In order to be able to track the activity of users, it records their interactions in a way that, without including personal data, allows a user to be identified with:
  - Connection and interaction times.
  - Access to the contents.
  - Learning controls carried out.
  - Interactions with the tutor-trainer.
  - Interactions with other participants.

- It allows you to create a user who can inspect the platform with the functions of an administrator (without being able to edit content or view specially protected data (personal)) so that you can verify and check:
  - Accessibility, safety, and design requirements.
  - The interactivity of users, tutors, resources...
  - Content, its management and learning paths.
  - The learning journeys taken by users.
  - Tracking participants in real-time.
  - The evaluation and tutorial assistance of the participants.

[Download the template](#)

HOW TO CREATE YOUR OWN
E2.0C VIRTUAL CENTER

2022-1-ES01-KA220-ADU-000089775 ERASMUS+ PROJECT

5 Design and prepare training courses or actions

The administrator of the centre will be in charge of implementing the courses or training actions. To do this, they must create the course or action, in which they will enable the corresponding tutors or trainers.

Each course or action must have its own **didactic guide** in which the following will be stated:

- Basic data of the course: name, duration, tutors, existence of evaluation tests, etc.

- Learning objectives.

- Contents to be taught, including their organisational scheme.

- Competencies to be acquired by the student.

- Practical activities.

- Evaluation system and parameters to pass it.

- Means of certifying the completion or participation in the course.

The didactic guide will be public and will serve so that students, both before formalizing their participation in the course and during its completion, can orient themselves on its convenience and development.

To determine the duration of the course or training activity, a structured planning of the time it will take the student to follow, view or carry out each of its components will be carried out, trying to balance the time that the student has to dedicate to the work of monitoring teaching content on the virtual platform, with independent work and review or extension. and the practical work that will include volunteering.
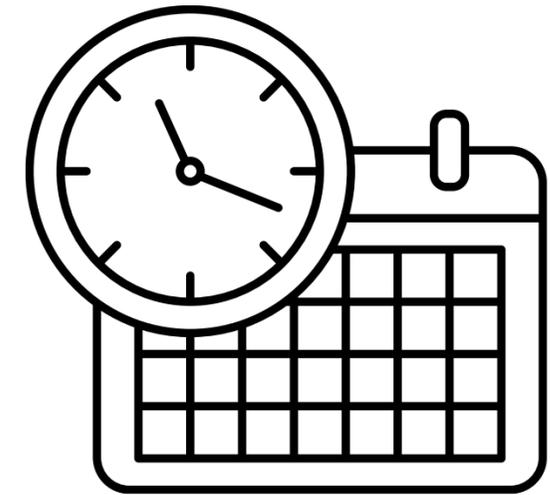
The student enrolment process will be carried out by the administrator of the centre who will have the capacity to register the applications that they have submitted. To this end, an enrolment period will be established for each course. When enrolling, students will have a way to contact the administration of the center and/or the tutors of the course to clarify doubts and complete their information.

The management of tutors and teachers will correspond to the administrator of the center, who will be able to manage their registrations and withdrawals, as well as their assignment to each course.

The administration of the centre will mark the opening and closing dates of the course from which the students enrolled in each one will have access to the assigned itineraries.

Before the start of the course, the tutors must contact the enrolled students to find out their previous educational situation, training prospects, motivations and other issues that allow them to decide on possible curricular adaptations and the best itinerary to be followed by the student.

6 Develop face-to-face internships

Part of the training will be made up of internships in social entities in the third sector that will allow them to exercise in real actions the theoretical learning previously carried out. The internships can be implemented in the promoter of the center itself, although it will be much more productive and constructive if they are developed in other entities participating in the network of E2.0C centers either in the same country or in others.

7 The closing of the course or training action

The culmination of the course or training activity must include quality control actions, closure and obtaining final supporting documents. At the end, it is necessary to incorporate at least one questionnaire in which students can assess the course and allow them to make contributions and suggestions. A farewell forum for an exchange of views may be added to the questionnaire. The student must have the mechanisms to obtain the certificate of participation or the diploma corresponding to the training received. You will also be provided with information for the validation of learning in Europass.

Activities

The following activities are self-assessment activities for the student to perform autonomously.

Activity 1.

Deepen the contents of this UD by viewing the templates of documents such as the PEC and the specific complementary plans.

Activity 2.

Search for new information by accessing the operating manual of the E2.0C digital centre platform.

Activity 3.

Access open online courses (MOOCs) to learn about their resources and methodologies.

Bibliography

ONCE Foundation. Guide to create the content of your digital course. Retrieved from: https://biblioteca.fundaciononce.es/publicaciones/colecciones-propias/coleccion-accesibilidad/guia-para-crear-los-contenidos-de-tu-curso

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Polytechnic University of Madrid. Methodological guide for online courses. Retrieved from: https://oa.upm.es/52881/1/Guia_metodologica_cursos_distancia.pdf

UNIT 10
AVAILABLE TOOLS AND METHODOLOGIES APPLIED IN E2.OC CENTRES

DIDACTIC OBJECTIVES

This teaching unit is part of the project: E2.0C virtual adult learning centres: an opportunity to promote inclusion through educational action and social participation co-financed by the Erasmus+ programme. The main objective of this project is to generate an innovative strategy for the education and training of adults with obstacles to develop their educational competences while actively contributing to the construction of a more sustainable and inclusive European society by facilitating the pathways for them to access the third sector labour market.

To achieve this objective, publicly available resources and methodological strategies have been generated, among which is the Course for the training of teachers of adults through active volunteering, within which this didactic unit is included through which the following specific objectives are expected to be achieved:

1

Learn about the tools available in the E2.0C virtual centers

2

To know the didactic methodologies of the E2.0C centers

3

To learn about e-learning tools and methodologies.

COMPETENCES

According to the European Commission's document [Supporting teacher competence development for better learning outcomes](#) (2013), teaching competences are conceived as a dynamic integration of cognitive and metacognitive skills, organised into four areas:

Learn to act as teachers, integrating the above areas into practice and in different contexts.

Learn to know as teachers, in reference to their own theoretical and practical knowledge.

Learn to feel as teachers, analyzing professional identity, and the emotional and motivational aspects that decisively influence expectations, attitudes and values.

Learn to think like teachers, critically reviewing one's own beliefs and the development of pedagogical thinking.

The competencies include three dimensions:

- **Knowledge**: that of the discipline taught and the pedagogical knowledge.
- **Skills**: didactic know-how.
- **Attitudes:** vocation, commitment, empathy, leadership...

This curricular proposal aims to develop the following teaching competencies:

- Know how to organise and develop learning situations that provide students with tools to deal with everyday situations.
- Know how to manage strategies for the progression of learning.
- Promote strategies of inclusion, tolerance and respect.
- Involve students in their own learning.
- Foster the ability to engage students in teamwork by promoting leadership.
- Apply new technologies by promoting technical and didactic skills.
- To promote learning in European values.
- Cultivate communicative and assertive competence.
- To promote continuous training, organizing self-training.

Methodology

We use a participatory methodology that promotes the initiative to delve autonomously into the issues and concepts developed by this UD. It is important to know the rest of the materials and tools that are part of the project Virtual Adult Learning Centres E2.0C: An opportunity to promote inclusion through educational action and social participation co-financed by the Erasmus+ programme and publicly available on the website

We consider it essential to opt for cooperative and collaborative learning models so that individual knowledge can be shared in order to learn collectively.

The E2.0C school model is a collective one in which the group of teachers and trainers has a central role in the formation of an educational community that will be helped by having a specific platform and teaching methodology to achieve the objectives of social integration of the students that we are looking for.

Contents: Tools available at E2.0C centers

Among the digital educational resources that can be used in virtual training in E2.0C centers we can point out:

- Video of the teacher, videoconference or recorded talk, illustrative external videos (attention to the issue of copyright). It is not recommended that they be excessively long.
- Streaming of live content that will be incorporated into the training materials.
- Virtual presentations and maps with or without audio support.
- Interactive presentations.
- Podcast, audios with content.
- Illustrations.
- Presentations.
- Links to external content: websites, articles...
- Online text: basic content, highlighted content, glossary...

With these resources and tools available in the E2.0C centres, we can develop a whole series of learning activities that can include, among others, the following:

- Activities of access, reading and visualization of the didactic contents of the course or training activity.

- Reflection and review activities of the contents: questionnaires, etc.

- Practical activities (evaluated by teacher or peers).

- Content expansion activities: access to educational resources for in-depth syllabus, their own or others; guided public information searches on the Internet; research...

- Interaction activities:

  - Synchronous Chat Participation.

  - Individual or group tutoring via videoconference.

  - Virtual laboratory

  - Email.

Contents: Applicable teaching methodologies

Bearing in mind that it is a virtual environment that must promote autonomous learning, the **methodological resources and learning strategies that will be used in the learning process** must be specified. It must be taken into account that despite working in a digital environment and therefore favouring the autonomous functioning of the student or user, our model entails a continuous tutorial action that encourages the link between the student and the centre itself. This continuous tutorial attention will use the appropriate methodological resources to adapt the learning process to the needs of the student to achieve their integration.

One of the methodological resources that can be used is the **definition of the learning itineraries**, following the content structure established in the previous didactic guide, which should be the next step. An ideal global itinerary will be established for the training activity or course as a whole. However, itineraries may be established in a personalized way in view of the need to make individual curricular adaptations. The general outline of the course content must always be visible. This content will be structured on the platform through blocks, topics and modules or sessions, which will allow them to be distributed in the most appropriate way to navigate through them. The contents will be grouped into minimum modular units corresponding to a learning session or sequence.

The platform will not allow students to advance through the content without going through the itinerary established by the tutor. However, they will allow us to go back on what has already been overcome in order to review it again. Navigation is very easy since the options are always marked and you will allow you to move forward or backward if you wish. If the session is abandoned or remains inactive for too long, the session will be closed and the student will have to re-enter the center and the platform will direct them directly to the last point where they left off in the previous session.

The **basic modules or learning sessions** must organize resources or activities in a logical sequence on specific issues that allow a global understanding and the acquisition of knowledge, the development of skills and the promotion of attitudes corresponding to the didactic objectives set.

Each session must make sense in itself in a way that can allow them to be reorganized and thus structure the training itineraries in different ways. It must also make sense to promote the student's ability to follow them in their entirety in the simplest and most profitable way possible, self-regulating their learning.

Sequence of sessions

Location within the framework of the training action and learning objectives.

→ Organization of digital educational resources such as readings, videos, presentations, animations, concept maps... with educational content.

→ Reflection, review and self-evaluation activities proposed to the student about the content, such as summary tables, calls for reflection, glossary, questions... that can be located at any point in the content to facilitate their comprehensive development.

→ Final participatory forum where possible questions and contributions can be raised.

The use of self-made video is a good way to transmit information while linking the student with the teacher in the learning process. It is recommended that they are not excessively long (up to 5 minutes), with adequate quality and previously prepared by the tutor using a good script. This does not exclude the use of videos or other freely available materials on the Internet and networks. In the case of using external support materials, the issue of intellectual property rights over them should be taken into account, recommending the use of those that are open and/or have CC licenses.

The establishment of forums, together with other communication forums between the educational community and the use of self-made videos, will contribute significantly to linking the student with the training, motivating them to interact, collaborate, resolve doubts, participate and achieve educational success. Just as forums are powerful and important tools, so are reflection, review or evaluation activities, which should account for a significant percentage of the set of educational resources used.

The questionnaire through questions with alternative answers, of which one is the correct one, will be the usual way of self-evaluation by the student himself or of finally evaluating by tutors and trainers. The incorporation of correction rubrics that help to complement training is a very positive element.

Activities

The following activities are self-assessment activities for the student to perform autonomously.

Activity 1.

To deepen the contents of this UD by exercising with the tools available on the platform of the E2.0C centres.

Activity 2.

Search for new information by accessing the operating manual of the E2.0C digital centre platform.

Activity 3.

Access open online courses (MOOCs) to learn about their resources and applied methodologies.

Bibliography

ONCE Foundation. Guide to create the content of your digital course. Retrieved from: https://biblioteca.fundaciononce.es/publicaciones/colecciones-propias/coleccion-accesibilidad/guia-para-crear-los-contenidos-de-tu-curso

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UNIT 11
ACTIVE VOLUNTEERING IN E2.0C CENTRES

DIDACTIC OBJECTIVES

This teaching unit is part of the project: E2.0C virtual adult learning centres: an opportunity to promote inclusion through educational action and social participation co-financed by the Erasmus+ programme. The main objective of this project is to generate an innovative strategy for the education and training of adults with obstacles to develop their educational competences while actively contributing to the construction of a more sustainable and inclusive European society by facilitating the pathways for them to access the third sector labour market.

To achieve this objective, publicly available resources and methodological strategies have been generated, among which is the Course for the training of teachers of adults through active volunteering, within which this didactic unit is included through which the following specific objectives are expected to be achieved:

1

Know the basic operation of an E2.0C center

2

To learn about and participate in the European network of E2.0C center

3

Learning how to start an E2.0C center

4

Learn how to program the contents of an E2.0C center

COMPETENCES

According to the European Commission's document [Supporting teacher competence development for better learning outcomes](#) (2013), teaching competences are conceived as a dynamic integration of cognitive and metacognitive skills, organised into four areas:

Learn to act as teachers, integrating the above areas into practice and in different contexts.

Learn to know as teachers, in reference to their own theoretical and practical knowledge.

Learn to feel as teachers, analyzing professional identity, and the emotional and motivational aspects that decisively influence expectations, attitudes and values.

Learn to think like teachers, critically reviewing one's own beliefs and the development of pedagogical thinking.

The competencies include three dimensions:

- **Knowledge**: that of the discipline taught and the pedagogical knowledge.
- **Skills**: didactic know-how.
- **Attitudes:** vocation, commitment, empathy, leadership...

This curricular proposal aims to develop the following teaching competencies:

- Know how to organise and develop learning situations that provide students with tools to deal with everyday situations.
- Know how to manage strategies for the progression of learning.
- Promote strategies of inclusion, tolerance and respect.
- Involve students in their own learning.
- Foster the ability to engage students in teamwork by promoting leadership.
- Apply new technologies by promoting technical and didactic skills.
- To promote learning in European values.
- Cultivate communicative and assertive competence.
- To promote continuous training, organizing self-training.

Methodology

We use a participatory methodology that promotes the initiative to delve autonomously into the issues and concepts developed by this UD. It is important to know the rest of the materials and tools that are part of the project Virtual Adult Learning Centres E2.0C: An opportunity to promote inclusion through educational action and social participation co-financed by the Erasmus+ programme and publicly available on the website

We consider it essential to opt for cooperative and collaborative learning models so that individual knowledge can be shared in order to learn collectively.

The E2.0C school model is a collective one in which the group of teachers and trainers has a central role in the formation of an educational community that will be helped by having a specific platform and teaching methodology to achieve the objectives of social integration of the students that we are looking for.

Contents: General characteristics of volunteering and its exercise

According to the European Parliament, in 2016 almost 100 million people in Europe were volunteers, and their work contributed approximately 5% of the European Union's GDP[1]. Volunteering identifies the work that some people freely and without economic remuneration dedicate to the service of the community or the environment. Volunteers do not get paid for their work or receive gratuities or rewards, therefore developing altruistically and out of solidarity.

This is the case in almost all of Europe, however, it should be noted that the French model of volunteering distinguishes between two similar figures, called benevolat and volontariat. The first corresponds to the volunteering that has just been described; The second, however, is a specific form developed by French legislation in which a contract with the voluntary entity allows the person who performs the voluntary work to be remunerated with amounts lower than the labor salaries, not subject to the taxation of these. The French volontariat has spread to Belgium and Luxembourg and is used in international volunteering, civil service, military volunteering or firefighting.

[1] European Parliament resolution of 27 October 2016 on European Voluntary Service and the promotion of volunteering in Europe (2016/2872(RSP)). Page. 210. https://eur-lex.europa.eu/legal-content/ES/TXT/PDF/?uri=CELEX:52016IP0425&from=ES

Volunteering is intentional work (it has a positive and legitimate purpose) but disinterested (it is not rewarded) that is exercised freely (it is not carried out by legal or judicial obligation) and is justified (there is a real need for the beneficiaries). Voluntary action is also characterised by the fact that it is carried out through entities that are totally or partially dedicated to managing volunteering programmes aimed at activities of general interest[1]. In addition, volunteering can take place through face-to-face activities or also telematically through information technologies. These are, legally speaking, the substantial characteristics of volunteering, which excludes activities that, even if they meet the above characteristics, are not carried out through volunteering entities and/or can be carried out for reasons of family, friendship or neighbourhood.
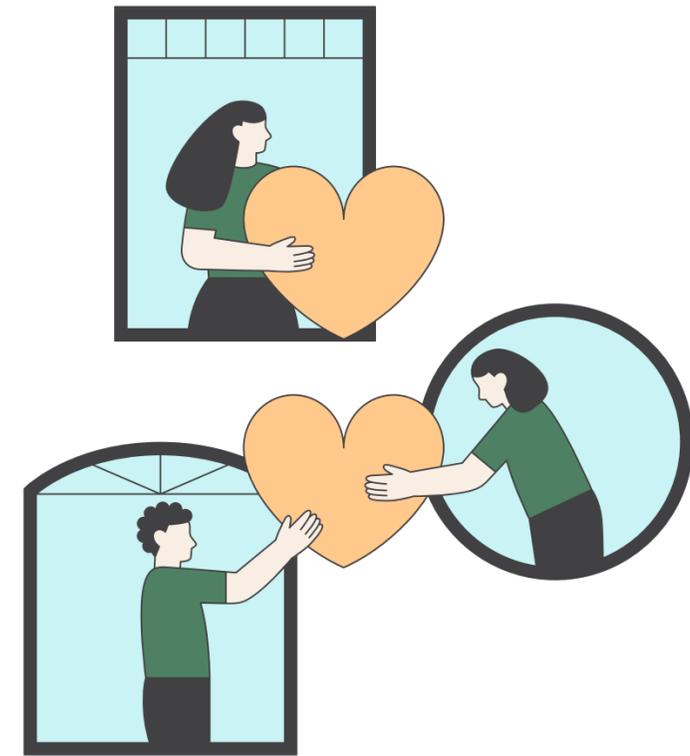
[1] Legally considered purposes of general interest "... those for the defence of human rights, victims of terrorism and violent acts, those for social assistance and social inclusion, civic, educational, cultural, scientific, sports, health, labour, institutional strengthening, development cooperation, promotion of volunteering, promotion of social action, defence of the environment, promotion and care for people at risk of exclusion for physical reasons,economic or cultural, promotion of constitutional values and defence of democratic principles, promotion of tolerance, promotion of the social economy, development of the information society, scientific research, technological development or innovation and transfer of the same to the productive fabric as a driving element of business productivity and competitiveness." As stated in Article 3.1 of Law 49/2002, of 23 December, on the tax regime for non-profit organisations and tax incentives for patronage.

Volunteering is based on a series of values and principles: democratic coexistence, participation, justice, plurality, equality, equity, freedom, solidarity, social cohesion, defence of the common good and fundamental rights. These promote some of its special characteristics such as freedom for voluntary commitment, complementarity with other volunteering actions and with public administrations, autonomy in its management, free services, or non-discrimination and accessibility in the exercise of volunteering activities.

These activities are carried out in a wide range of areas: social, international, environmental, cultural, sports, educational, socio-health, leisure, community and civil protection.
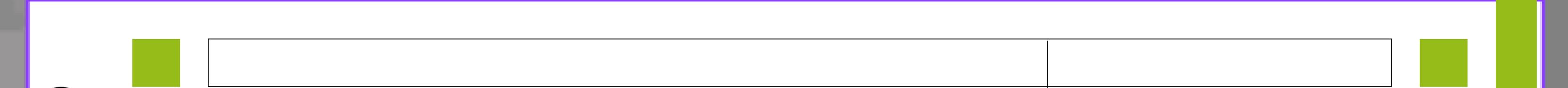
In accordance with Spanish legislation, people who volunteer have a series of rights that must be taken into account by the entities that manage these programmes:

- To receive information, training, support and means for the assigned functions.

- To be insured, by the volunteer entity, against the risks and illnesses that they may suffer during the development of volunteer activities.

- To be compensated in the amount of the expenses that they actually incur while performing the voluntary work.

- Not to suffer any type of discrimination.

- Protection of your personal data.

- Respect for their fundamental rights: freedom, dignity, equality, identity.

- Be duly accredited by the entity in their volunteer functions before the beneficiaries of the activities and before third parties.

- To be respected and to obtain effective recognition for the work carried out.

- Obtain certification of the activities carried out, as well as the knowledge and skills acquired.

- Participate in programs and decisions that affect them.

- Carry out the activities in dignified, safe conditions and in accordance with the principles of universal accessibility.

This certification must be issued by the volunteering entity when the volunteer requests it or at the end of the volunteering period. The certification should include, in addition to the personal identification data of the volunteer and the volunteer entity, the date of incorporation into the entity, the place of development and the duration of the relationship, as well as the description of the tasks or functions performed. This certification will help to realize one of the rights of the volunteer: the recognition of the skills acquired thanks to the volunteer experience. This recognition must take special care to reflect all the competences, knowledge, skills and attitudes developed, both formal and informal, acquired by the volunteer.

Legal obligations

- To fulfil the commitment made with the volunteering organisation in the incorporation agreement.

- Maintain the confidentiality of information obtained as a volunteer and specifically comply with the rules on the protection of personal data.

- Reject any material or economic consideration from the recipients or related to their volunteer activity.

- Respect the rights of the recipients of the voluntary action.

- Participate in the training tasks planned by the volunteer entity for the tasks to be carried out.

- Follow the instructions of the volunteer entity in the development of the tasks.
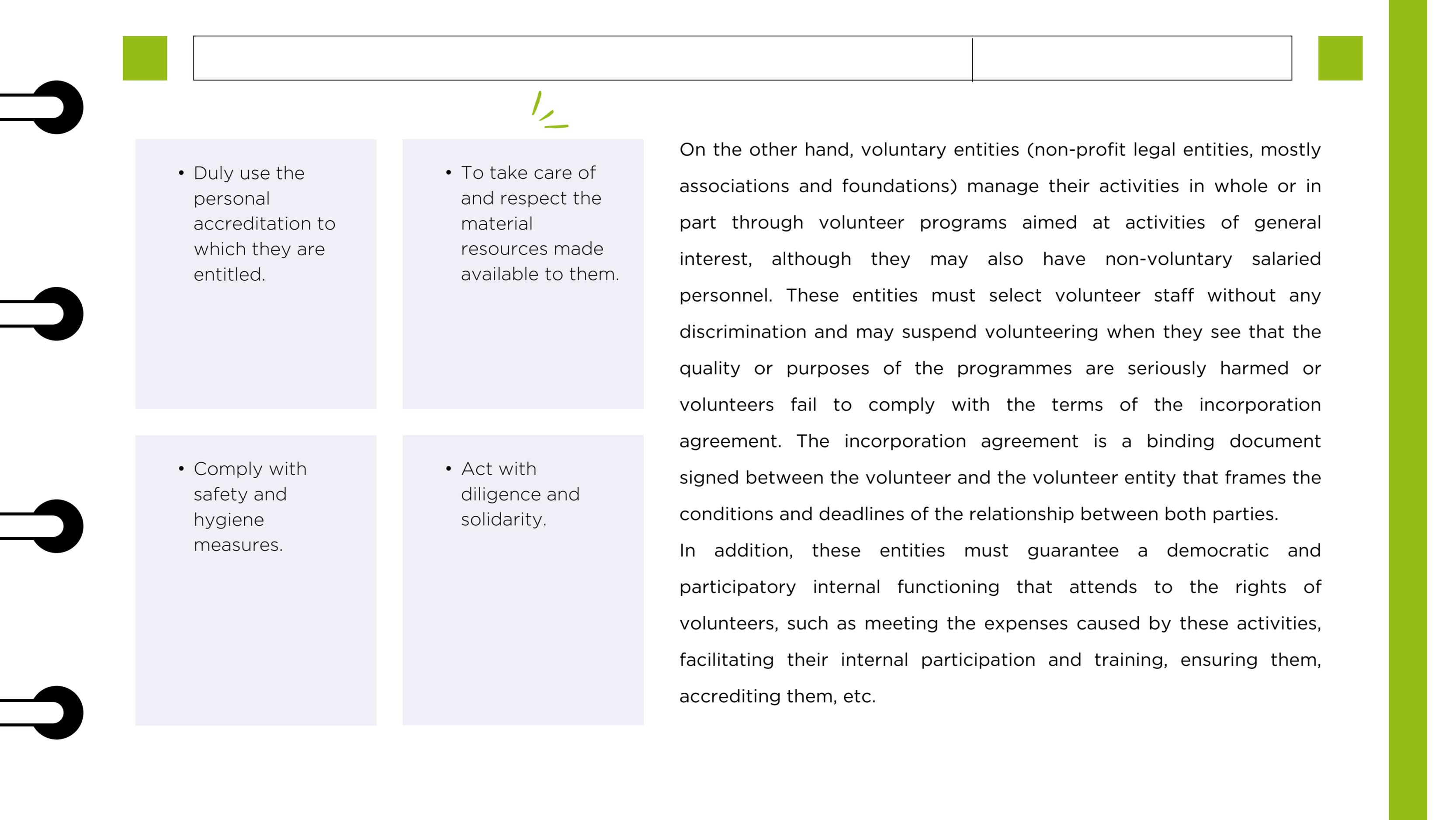
- Duly use the personal accreditation to which they are entitled.

- To take care of and respect the material resources made available to them.

- Comply with safety and hygiene measures.

- Act with diligence and solidarity.

On the other hand, voluntary entities (non-profit legal entities, mostly associations and foundations) manage their activities in whole or in part through volunteer programs aimed at activities of general interest, although they may also have non-voluntary salaried personnel. These entities must select volunteer staff without any discrimination and may suspend volunteering when they see that the quality or purposes of the programmes are seriously harmed or volunteers fail to comply with the terms of the incorporation agreement. The incorporation agreement is a binding document signed between the volunteer and the volunteer entity that frames the conditions and deadlines of the relationship between both parties.

In addition, these entities must guarantee a democratic and participatory internal functioning that attends to the rights of volunteers, such as meeting the expenses caused by these activities, facilitating their internal participation and training, ensuring them, accrediting them, etc.

Contents: Volunteering through E2.0C centres

The relationship between training and volunteering is deep and lasting. It includes a number of possible variants, such as training for volunteering (a training obligation specific to volunteering entities) or training, learning and experience acquired through volunteering activities (issues that must be certified by volunteering entities). However, now we want to focus on the use of volunteering as a tool to train adults with problems to achieve inclusion.

This last conception of volunteering as a training instrument is the one that is specifically developed in the E2.0C centres. In them, volunteering activities constitute a fundamental didactic tool enhanced because they are aimed at training sponsored and managed by social entities of the third sector. This link connects young adults with problems resulting from school dropout and lack of training, with entities that work and manage volunteer programs, which in turn, use this part of their activities to attract, train and link these users with the third sector. The objective, as has already been mentioned on numerous occasions, is the social inclusion of these young people with problems and their training to resume the path of regulated training or to integrate into the labour market or undertake in the third sector.

Active volunteering is established as the basis for self-learning reinforced with synchronous sessions of both tutors and experts and the sharing of activities or practical work, using the tools offered by the E2.0C centres' own platform. We thus develop learning based on dual training (both digital and face-to-face) similar to the education developed in vocational training. In this methodological model, students or users must autonomously develop their own knowledge through, not only specific content, but also work with social entities, attending to the social volunteering tasks that are proposed to them.

The innovative digital methodology is based on active volunteering so that the educational actions proposed in the E2.0C centre are accompanied by proposals or demands for social volunteering activities from any of the entities belonging to the INCUED network that sponsors the E2.0C centres. This means that all digital educational and social action of these centres has a transnational character, providing the volunteer or user with the ability to collaborate and work together with people from very different countries.
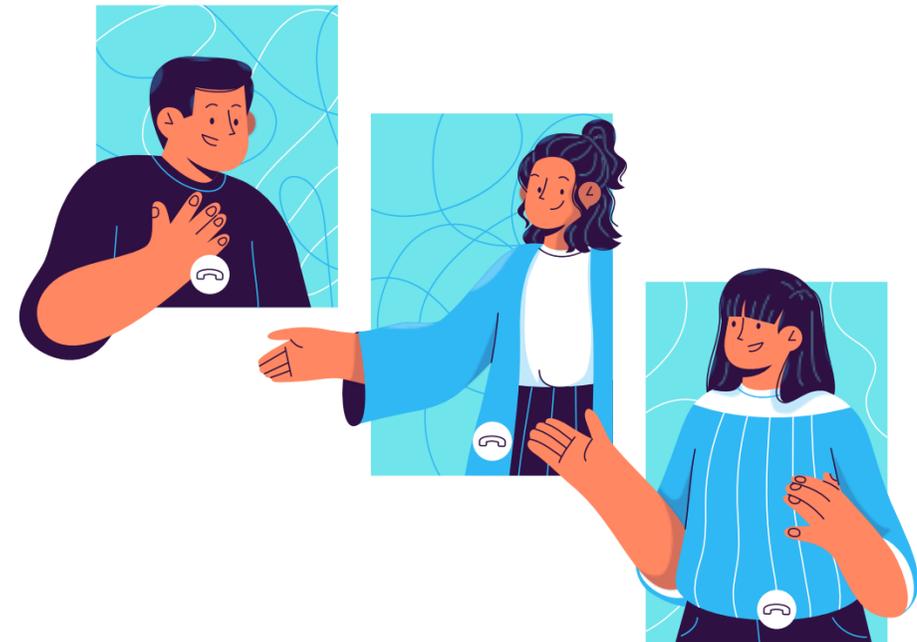
This methodology evolves adult education through collaborative work between different entities and the synergies produced by various fields of social work. To this end, the educational content developed by each centre will be linked to the third sector and will be coordinated with the collaborating social entities that will propose the activities to carry out digital volunteering oriented as practical training. In this way, we develop the diversity that only the participation of entities from different countries can offer.

The entities participating in the INCLUED network are applicants and proponents of volunteer activities that serve in the E2.0C centers to offer practical training that complements the theoretical one. The platform itself provides specific virtual tools, such as the laboratory where virtual volunteering practices can be carried out, to develop this methodology. Digital volunteering activities linked to training processes can be carried out thanks to social entities throughout Europe.

The digital/face-to-face binomial will be developed throughout any course that is to be developed in an E2.0C center. The first part of a training action will be fundamentally virtual through an educational itinerary complementary to digital volunteering. However, the second part will require the mobility of students, so that they can carry out direct volunteering in social entities throughout Europe, knowing their reality and putting into practice everything they have learned. An apprenticeship that will include a stay in a social entity in Europe in which she will take on volunteer tasks entrusted by that entity, which will be the culmination of the practical training of the training activity. This methodology combines learning, volunteering, employability, entrepreneurship and inclusion.

Digital volunteering facilitates accessibility to the volunteer experience. It avoids the need to travel or to a large extent time difficulties, being able to take place from any point or at any time. To do this, it will be enough to have the necessary access to the internet through a device and use personal skills and abilities to do virtual and solidarity work. Digital volunteering will only require some time and personal will.

In the creation of the training content to be developed in the E2.0C centres, the need to generate compatibility with the active volunteering methodology must be taken into account. This work will be facilitated because the educational content will revolve around the activities and procedures of the third sector, so the relationship with the demand for voluntary actions raised or demanded by the entities that make up the INCLUED network will have a natural integration with the contents, achieving the promotion of the educational and social inclusion of adults through active volunteering.

In short, the learning in the E2.0C centres based on digital volunteering will be developed in an environment of collaboration with the third sector, which will provide adults with obstacles with the skills required to participate, work or undertake in that same third sector. It is a training that encourages their participation in the construction of a fairer and more supportive future, facilitating the creation of their own personal social entrepreneurship projects.

Activities

The following activities are self-assessment activities for the student to perform autonomously.

Activity 1.

Deepen the contents of this UD by consulting the bibliography provided at the end.

Activity 2.

Exercise with the tools for volunteering activities available on the E2.0C centre platform.

Activity 3.

Search for new information on the internet about the development of both face-to-face and virtual volunteer activities.

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UNIT 12
INCLUSION AND EDUCATIONAL SUCCESS

This document has been created within the framework of the Erasmus project "VIRTUAL LIFELONG LEARNING CENTERS E2.0C"
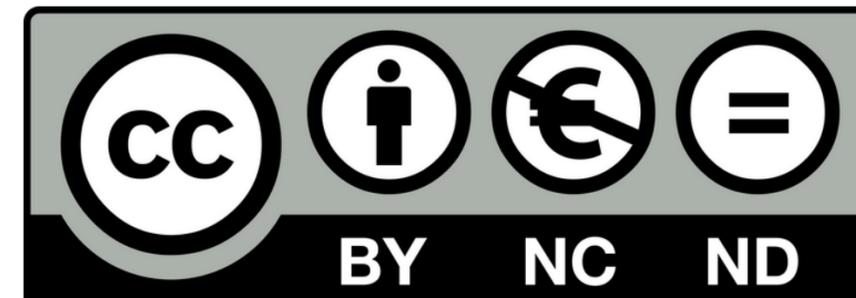
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DIDACTIC OBJECTIVES

This teaching unit is part of the project: E2.0C virtual adult learning centres: an opportunity to promote inclusion through educational action and social participation co-financed by the Erasmus+ programme. The main objective of this project is to generate an innovative strategy for the education and training of adults with obstacles to develop their educational competences while actively contributing to the construction of a more sustainable and inclusive European society by facilitating the pathways for them to access the third sector labour market.

To achieve this objective, publicly available resources and methodological strategies have been generated, among which is the Course for the training of teachers of adults through active volunteering, within which this didactic unit is included through which the following specific objectives are expected to be achieved:

1

Know the operation and methodologies of an E2.0C center

2

To learn about and participate in the European INCLUED network of E2.0C center

3

Learning how to start an E2.0C center

4

Learn how to program the contents of an E2.0C center

COMPETENCES

According to the European Commission's document [Supporting teacher competence development for better learning outcomes](#) (2013), teaching competences are conceived as a dynamic integration of cognitive and metacognitive skills, organised into four areas:

Learn to act as teachers, integrating the above areas into practice and in different contexts.

Learn to know as teachers, in reference to their own theoretical and practical knowledge.

Learn to feel as teachers, analyzing professional identity, and the emotional and motivational aspects that decisively influence expectations, attitudes and values.

Learn to think like teachers, critically reviewing one's own beliefs and the development of pedagogical thinking.

The competencies include three dimensions:

- **Knowledge**: that of the discipline taught and the pedagogical knowledge.
- **Skills**: didactic know-how.
- **Attitudes:** vocation, commitment, empathy, leadership...

This curricular proposal aims to develop the following teaching competencies:

- Know how to organise and develop learning situations that provide students with tools to deal with everyday situations.
- Know how to manage strategies for the progression of learning.
- Promote strategies of inclusion, tolerance and respect.
- Involve students in their own learning.
- Foster the ability to engage students in teamwork by promoting leadership.
- Apply new technologies by promoting technical and didactic skills.
- To promote learning in European values.
- Cultivate communicative and assertive competence.
- To promote continuous training, organizing self-training.

Methodology

We use a participatory methodology that promotes the initiative to delve autonomously into the issues and concepts developed by this UD. It is important to know the rest of the materials and tools that are part of the project Virtual Adult Learning Centres E2.0C: An opportunity to promote inclusion through educational action and social participation co-financed by the Erasmus+ programme and publicly available on the website

We consider it essential to opt for cooperative and collaborative learning models so that individual knowledge can be shared in order to learn collectively.

The E2.0C school model is a collective one in which the group of teachers and trainers has a central role in the formation of an educational community that will be helped by having a specific platform and teaching methodology to achieve the objectives of social integration of the students that we are looking for.

Contents: Educational inclusion

Educational inclusion seeks to guarantee a quality education for all students regardless of their personal conditions. Guaranteeing the effective equality of all students entails the application of the principle of equity, whereby it is necessary to compensate in some way for the different starting situations of each person and the accumulated deficits.
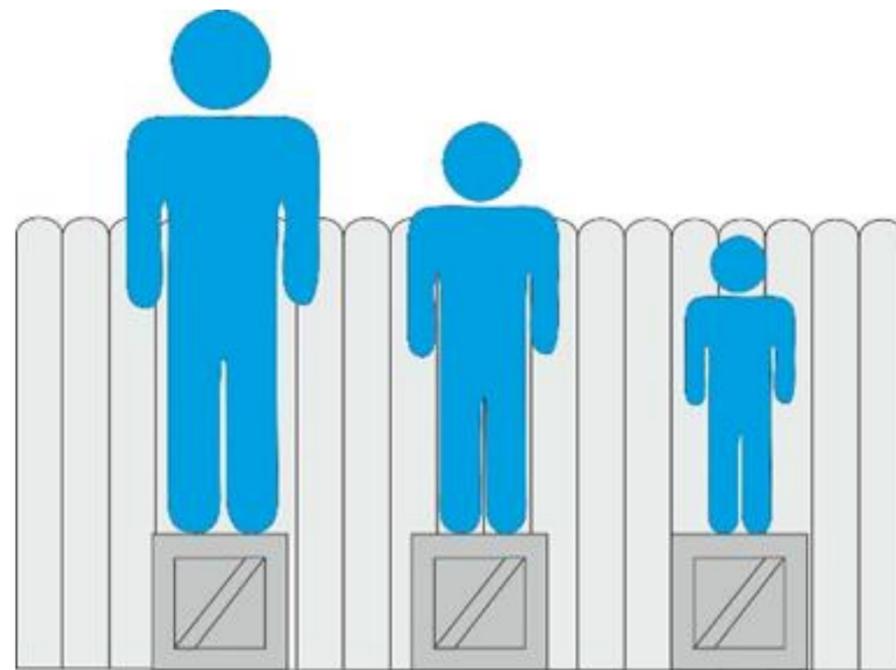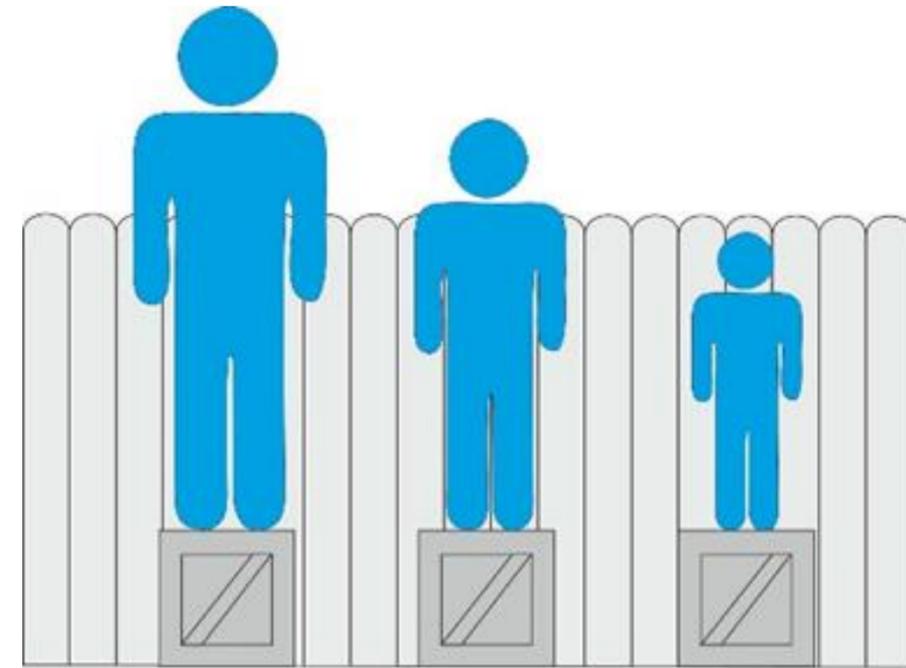
EQUALITY
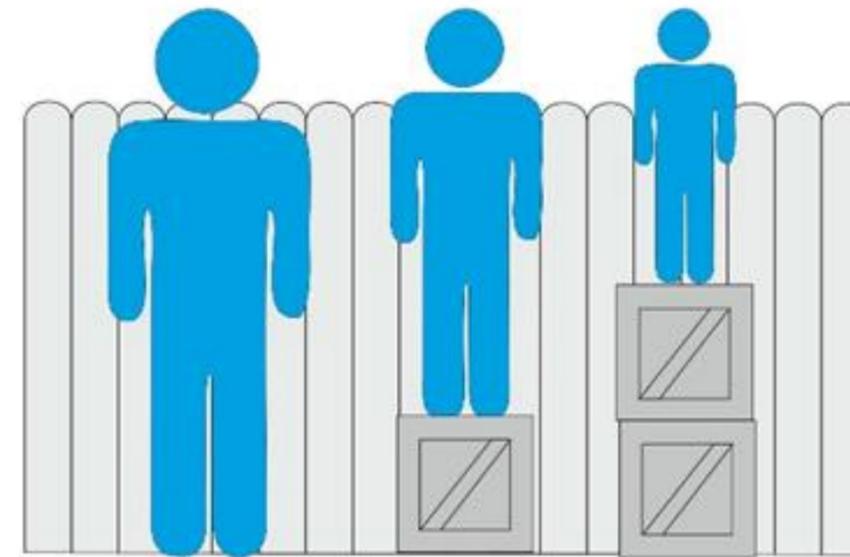
EQUITY

Equality of opportunities seeks to guarantee equal participation in learning processes, by giving greater attention and resources to those who are in a personal situation or at risk of greater exclusion or marginalization. Inclusion is configured as a central element of any general and basic education system whose objective should not be to promote exclusive competition, but the formation of free and equal citizens in rights in a fairer, more equitable and cohesive society. Inclusive education bases its principles on the fact that education is a universal basic right and not a tool to perpetuate privileges or inequalities.

EQUALITY

According to UNESCO, inclusive education should be understood as

> "a process that allows addressing and responding to the diversity of the needs of all learners through greater participation in learning, cultural and community activities and reducing exclusion within and outside the education system".[1] UNESCO itself again urged the international community in 2015 to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all"

within the framework of the Sustainable Development Goals and the 2030 Agenda[2]. This is an ambitious goal that advocates responsible education and responds to the diversity of needs among students.

[1] UNESCO. Inclusive Education: The Way to the Future, Reference Document. 48th International Conference on Education (Geneva), Switzerland. 2008. According to UNESCO, inclusive education should be understood as

[2] Incheon Declaration and Framework for Action for the Realization of Sustainable Development Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. https://unesdoc.unesco.org/ark:/48223/pf0000245656_spa

The European Union responded to UNESCO's call in 2018 with a [Recommendation](#) focused on the promotion of inclusive education, which urged member states to ensure inclusive education at all levels of education for all learners,

> *"including those from disadvantaged socio-economic backgrounds, those with a migrant background, those with special needs and those with the greatest talent."[1]*

[1] Council Recommendation of 22 May 2018 on the promotion of common values, inclusive education and the European dimension of education. https://eur-lex.europa.eu/legal-content/ES/TXT/PDF/?uri=CELEX:32018H0607(01)&from=ET

Inclusive education is a continuous process that facilitates the overcoming of obstacles that students face in their participation in formative development and in achieving their personal achievements. To this end, attention to the most vulnerable people must be placed as a priority because they are the ones who face the greatest barriers.

Inclusive education implies an attitude shared by the entire educational community to provide all students with quality education with flexible formats and egalitarian aspirations. Therefore, it transcends the individual figures of the student with barriers and the teacher, to become an element shared by all the actors involved in the training process, and must even include, of course, even the environment in which it takes place: the educational center.
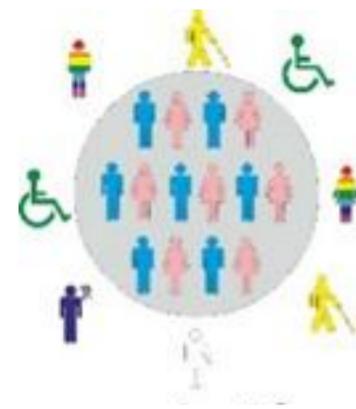
EXCLUSION

SEGREGATION

INTEGRATION

INCLUSION

Inclusion implies the rethinking of the attitudes of the educational community, which must assume that diversity is a universal and positive concept, overcoming a paternalistic vision that "normality" integrates "what is different". The ultimate goal is to provide quality education based on adapted frameworks , not adaptations to the framework. All this leads to addressing attention to diversity, designing and implementing mechanisms and procedures that identify, locate and break down existing obstacles.

A strategy to address this challenge is facilitated by Universal Design for Learning (UDL): a useful theoretical tool to build this new way of understanding educational inclusion, based on the principles of Universal Design. The UDL has been developed by the Americans Anne Meyer, David H. Rose and David Gordon[1] to design curricular proposals taking into account the diversity of the student body, attending to a series of basic principles: equality, flexibility, simplicity, accessibility, resistance and manageability; which will enable the construction of inclusive educational environments. The DUA model, following Carmen Alba Pastor[2], offers a very convenient methodology for inclusive education, which seeks to provide multiple options organized in three areas:

[1] MEYER, A., ROSE, D. H. Y GORDON, D.: "Universal design for learning: Theory and practice." Wakefield, MA. 2016.
[2] ALBA PASTOR, C: "Universal Design for Learning; a theoretical-practical model for inclusive quality education." Alba Pastor, C.; Sánchez Serrano, J.M.; Zubillaga del Río, A.: "Universal Design for Learning (DUA) (educrea.cl)"

1 Provide multiple forms of involvement

Each student has their preferences and motivations for learning and for the various actions of the process (in our case sessions, volunteer internships, knowledge tests...) Various ways of getting involved should be foreseen and provided depending on the diversity of interests, to find those that achieve the objective of maintaining motivation for learning:

- **Provide options to capture interest;** through various alternatives of the same task depending on the different preferences.

- **Provide options to sustain effort and sustain interest;** which is related to the adjustment of content and its difficulty to the individual level of the students. To give an example, a task that is too easy or, on the contrary, difficult will not maintain tension and interest.

- **Provide options for self-regulation;** so that they can recognize emotions and learn to control moods and reactions. These are mechanisms that are learned and not acquired naturally.

2 Provide multiple forms of representation

Ensuring that all students access information as an essential part of learning involves identifying and providing various teaching strategies and resources. To do this, it will be necessary to start from the existence of different capacities and preferences for certain ways or forms of access to information. For all this, the various formats allowed by online training and the platform of the E2.0C centers will be used. There is no optimal way to transmit information, the optimal is diversity in transmission:

- **Provide options for perception;** The difficulty in perceiving the information will imply distortions and usually greater efforts, to avoid this, the same information can be displayed in different formats to facilitate access.

- **Provide options for language, mathematical expressions, and symbols;** Signifier and signified are not necessarily connected for all people, showing different ways of understanding meanings and their relationship with signifiers will facilitate ways of understanding adapted to the plurality of personal characteristics.

- **Provide options for understanding;** information is perceived and then converted into useful knowledge, assimilated and connected to other previous knowledge. Providing concept maps, group activities, mnemonic resources or practical exercises will provide means to relate them and support previous knowledge and its relationship with new knowledge.

3 Provide multiple forms of action and expression

Each student has their own preferences, rhythms and skills to relate and transmit what they have learned. For this reason, we should provide various forms of expression and evaluation of the learning carried out, not enclosing them in a single path.

- **Provide options for physical action;** Restricting learning or the expression of what has been learned to reading and writing will harm students who have an easier time doing so through other means. It is convenient to propose a certain variety of work options.

- **Provide options for expression and communication;** facilitated by the digital environment that also imposes new concepts of literacy. There are multiple possibilities to adapt the messages to the needs and preferences of each individual.

- **Provide options for executive functions, related to impulse self-regulation and the ability to make strategic decisions.** The difficulties in this regard of many students with difficulties or at risk of exclusion can be alleviated by providing direct resources to support planning (guides, templates, lists, etc.) or by posing collective challenges that promote collaboration and shared learning of strategies towards a specific goal.

Contents: Curricular adaptations

Curricular adaptations are the adjustments and modifications of a generic educational plan to adapt it to the characteristics and personal situations of a specific student and are classified into three typologies:

SIGNIFICANT ADAPTATIONS

NON-SIGNIFICANT ADAPTATIONS

ACCESS ADAPTATIONS

1 Significant curricular adaptations

They are those that adapt the syllabus, general programming or set of knowledge of a training action, altering its programming or adding or eliminating elements. They are designed individually according to the specific needs and abilities of the student or user. Although they are considered "significant", it will always be necessary to try to make them as little as possible, so that the competences, skills, aptitudes and knowledge of the training action are finally acquired.

2 Non-significant curricular adaptations

These are circumstantial adaptations, which take into account the forms and times applied to the learning processes. They are an important instrument for individualizing teaching.

Significant and non-significant adaptations have an individual character. They are designed and applied after a previous examination of the conditions, motivations, expectations and specific problems of a given student. The aim is for everyone to have the opportunity to be able to learn at their own pace, using their own learning styles and using their individual strengths and abilities. This will first require a survey of the individual situation of the student, of course always respectful of their privacy, which allows us to know their circumstances, and then a teaching planning of the curricular adaptations necessary to try to promote educational success.

3 Access curricular adaptations

They do not affect the curriculum, syllabus, general programming or set of knowledge of a training action, but rather attend to the educational environment, the E2.0C centre itself, so that it adapts to the physical needs of the students, facilitating accessibility.

Contents: Educational success

Educational success in inclusive education does not consist in the simple accumulation of knowledge demonstrating its sufficiency, but in the social inclusion of students and in their own construction as autonomous individuals capable of making reasoned and reasonable decisions according to criteria of vital self-planning. Therefore, educational success in E2.0C centers will be not only the acquisition of knowledge about planning and management of projects and entities in the third sector, or those that each social entity promoting a center of this type wants to develop, but above all to ensure that users and students achieve an effective way to achieve their social inclusion through labor incorporation or even entrepreneurship in the the third sector, or its return to formal training; but above all, educational success in E2.0C centers is achieved by ensuring that users acquire the skills of self-knowledge, self-regulation and self-assessment that allow them to develop personally in an autonomous and constructive way.

Activities

The following activities are self-assessment activities for the student to perform autonomously.

Activity 1.

Deepen the contents of this UD by consulting the bibliography provided at the end.

Activity 2.

Search for new information on the internet about educational inclusion and curricular adaptations.

Activity 3.

Search for information on the internet to learn about new tools and different possibilities for developing content and disseminating information in order to have its own mechanisms to facilitate educational inclusion.

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