



DRESFI

Edit a paper called “**Definition of Relevant Educational Steps to Facilitate Inclusion**” (**DRESFI**) which will be based on the exchange of experiences in teaching and presenting relevant educational steps to be done in order to meet the needs of the new comers in European countries. The paper will be disseminated through official letters to responsible persons in Adult Education and General Education in each country and to Aid Associations, on partners’ websites, on the project website and via networks. It will be officially handed over to representatives of the European Union together with the “Travelling Scarf” (symbol for the solidarity in Europe)

PRELIMINARY CONSIDERATIONS

Here are a range of ideas we must agree on and coincide so that we can start from common assumptions.

1- RECOGNITION OF THE UNIVERSAL RIGHT TO EDUCATION AND EQUALITY

In this context, we define the word *Educational INCLUSION* as therecognition to the righ to fequal conditions, respecting differences and valuing students. It is a wider concept than the one in *Educational Integration* and it provides an idea more related to assistance. The Education Centre welcomes and offers a service based on the limitations of the individuals.

2- APPROACH

It must be focused on the person, on the individual who aims at a changing process from a current situation to a longed-for situation:

- Achievable: possible,attainable, with real possibilities to be fulfilled.
- Adapted: to the needs and situations of the students and the centres.
- Suitable: of good quality (verified and reliable).

3- TEACHER TRAINING

It is crucial to rely on trainers who are trained and prepared for this task of integration. Once the needs are identified, an on going training programme must be offered so that the professionals acquire or update there quired skills and abilities.

RELEVANT EDUCATIONAL STEPS TO FACILITATE INCLUSION

1st STAGE: WELCOMING (Welcome-diagnosis-return)

STEP 1: Identifying the student's profile (first data)

- Student's registration card or enrolment sheet.

STEP 2: Initial Assessment of the Student (VIA document)

- Diagnosis interview (semi- structured interview)
- Impartial level test: identify knowledge and skills. Evaluation of key competences in the different areas: language, mathematics, social, science and technology.

STEP 3: DIAGNOSIS of skills and abilities

- Report
- Training Agreement (Signing a working plan)

2nd STAGE: DEVELOPMENT

STEP 4: WORKING SCHEDULE

The working plan must be clearly stated: school year, level, activities, theme assuring of results and performance, a responsible person for the follow up (guidance and counselling) and especially, the student's personal commitment to start it up.

STEP 5: FOLLOW UP

Supporting and monitoring the proposed educational process. Adequate professional tools must be used with an established frequency agreed upon (interviews, contacts, signatures, check sheets...)

3rd STAGE: CLOSURE

STEP 6: EVALUATION AND FOLLOW UP

Evaluation of the achieved goals and open proposal for continuity, proposal for inclusion in other stages of the educational system or vocational training.