

ALL IN



GUIDELINES FOR INCLUSION
MANAGEMENT IN ADULT
EDUCATION INSTITUTIONS

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INTRODUCTION

This guide is specifically designed for management teams and educators within adult education institutions to take action to implement inclusive education.

The guide will fulfil **two functions**:

- to give a concise overview of inclusion in adult education institutions
- to recommend a sequence of concrete steps to underpin this action

It gives an analytical perspective on how to offer inclusion to people with disabilities in adult education. Empowering management teams to change the culture and priorities of their institutions in order to incorporate and embrace people with disabilities.

The guide includes steps, guidelines, and key messages for adult education institutions and personnel to achieve an inclusive setting when delivering courses.

THE ALL-IN PROJECT

The project, **“All-inclusive - adult education and inclusion: new cooperative approaches - ALL IN”** funded under the Erasmus+ programme, aims to create innovative products that are intended to support adult educators to implement inclusive adult education in a practical and needs-based manner.

The main target group for this project is adult educators working with people with disabilities i.e., *all those who have fewer opportunities to attend courses at adult education centres, training institutions, academies, etc., due to physical or mental, or intellectual impairments.*



OPERATIONALISING DISABILITY: INCLUSIVE EDUCATION

In order to accelerate and achieve global efforts and action towards disability-inclusive education, following extensive research, we have identified and condensed the essential principles and measures for adult education institutions to effectively incorporate inclusion in their educational programmes and training activities.

STEPS FOR INCLUSIVE EDUCATION

1.

Rights of people
living with disabilities
and raising social
consciousness
amongst Stakeholders



2.

Inclusive
Project Design



3.

Monitoring &
reporting



STEP 1. Rights of people with disabilities & raising social consciousness

- Inform, defend, and promote people with disabilities' rights and their equal opportunities
- Cultivate understanding, acceptance, awareness, solidarity, and tolerance
- Strengthen the inclusion, cooperation, empowerment, and socialisation of people with disabilities
- Strengthen good practice, active participation, and capacity building
- Promote volunteering, social participation, and collective responsibility
- Mobilise the local community

STEP 2. Stakeholder commitment

- Change your culture and priorities regarding the inclusion of people with disabilities.
- Representatives of each adult organisation or stakeholder in the project should be present and involved in the early stages of the project conception.
- Identify, locate, and engage with active members with disabilities at local, regional, national and EU levels.
- Listen to the experiences and needs of people with disabilities.
- Support educational projects and programmes in community settings.
- Establish partnerships with organisations that have experience of working with people with disabilities. These partnerships are essential for the project design process.
- Target meaningful consultations with relevant stakeholders.
 - Involve all members of the project from the initial steps of the projects, for example:
 - adult students with or without disabilities and their parents/ carers
 - teachers and trainers
 - organisations representing people with disabilities
 - other civil society organisations and communities participating in inclusive practices in a local or national context
 - established local stakeholders



STEP 3. Inclusive Adult Education

To achieve a successful inclusive adult education programme, we propose to apply the fundamental approach called the **“twin-track” approach**.

The “twin-track” approach is...

*“A project can take measures to ensure that persons with impairments can both participate in and benefit from the project in general, **and/ or** the project can include specific activities targeted to benefit and empower persons with disabilities.”*

Therefore the **aim** of Inclusive Adult Education is to **encourage** staff of adult education organisations to co-design projects and courses mainly driven by disability-inclusive curricula and activities, focusing on meeting the needs of all learners.





STEP 4. Monitoring, reporting, feedback & evaluation

Monitoring and evaluation are crucial for both the learning process (i.e., participation and satisfaction) and the outcomes of inclusive adult education.

The school curricula should include and take into consideration at least one disability-inclusion indicator (e.g., visual. learning impairments, deaf and hard hearing, mental & physical disabilities, etc.). The educational management team should think creatively about incorporating disability into their curriculum and classes.

Indicators that educational management staff should consider are the:

- Number of teachers, educators, trainers, administrators, and managers trained with relevant experience to impairment-inclusive practices
- Percentage of trained teachers, educators, trainers, administrators, and managers with relevant experience when it comes to finding ways for a more inclusive and accessible educational centre
- Incorporation of a disability-inclusion module or course in the primary educational curriculum
- Numerous legal/ policy mechanisms have been adopted or promoted to foster a disability-inclusive education at a national or regional level
- Percentage of accessible infrastructure for students with disabilities in educational institutions
- Percentage of accessible special equipment for students with disabilities necessary for successful course participation and/or remote learning



10 GOLDEN RULES FOR INCLUSIVE EDUCATION

1. **Creating learning environments** that respond to the needs of all learners and have the most significant impact on their social, emotional, and physical well-being.
2. **Providing educational settings** that focus on identifying and reducing barriers to learning and active participation.
3. **Ensure the availability** of fully transparent and accessible information on inclusive policies and practices for participants, parents, support staff, and other persons involved in the student's education.
4. **Guarantee the same rights to participate** in adult learning opportunities for students with or without disabilities.
5. **Make it individual**: provide opportunities for students to share their experiences, perspectives, needs, talents and wishes.
6. **Include Various Perspectives**: provide a variety of perspectives on the topics taught.
7. **Know Your Students**: get to know your students. Invest time in understanding your students, their personality, and talents.
8. **Respect Diversity**: establish respect for the values of diverse people by using specific examples, such as examples that demonstrate respect and appreciation for diverse peoples and cultures. Use language that is gender-neutral or takes into consideration the gender identity of students.
9. **Respect Diverse Learning Styles**: students come from diverse backgrounds, ethnicities, and genders, all with unique learning abilities. Students also bring different talents and styles of learning. All students should have the opportunity to learn in a way that works for them, and they should be able to showcase their individual talents.
10. **Collaboration**: A collective collaboration between managers, adult educators, advisors, and other stakeholders is vital.

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ALL IN

*All inclusive - Adult Education and
Inclusion: new cooperative approaches*

