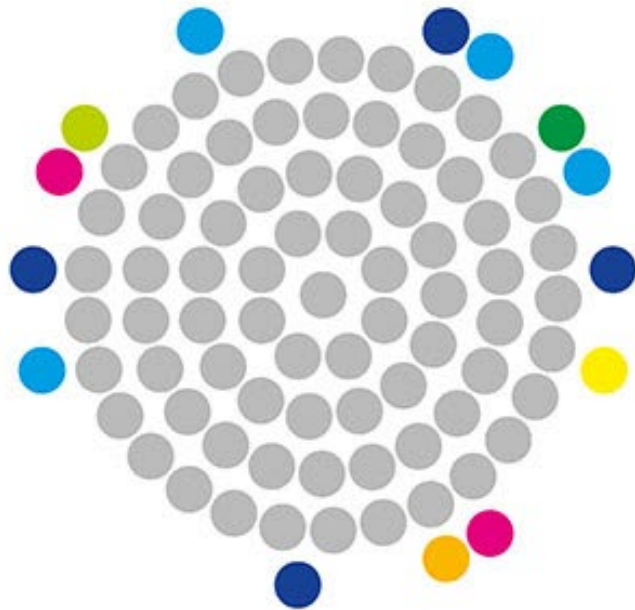
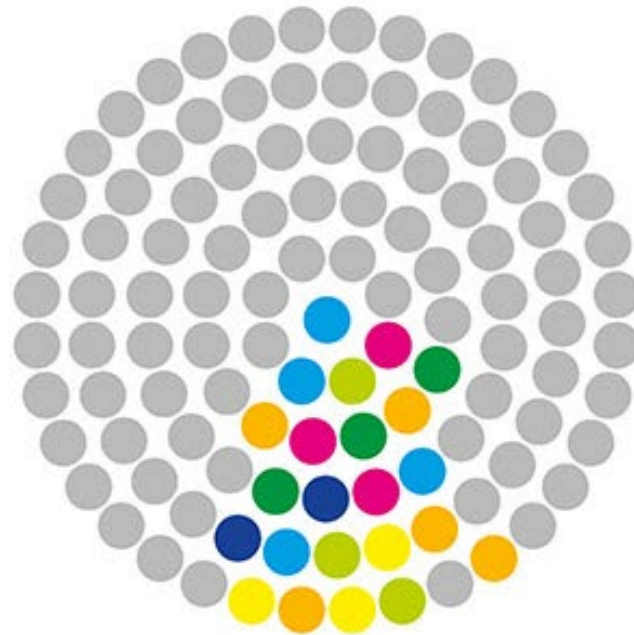


Inclusion, individualized approach, reasonable approach, teaching methods and techniques



EXCLUSION



INTEGRATION



INCLUSION

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Inclusion



People and their diverseness



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In terms of education, there is usually an advance plan regarding the structure of knowledge and the form used to share content with the participants.

Also, the participant prototype contained in the underlying idea is usually an average person, whose characteristics are only marginally different from those deemed essential.

Also, the participant prototype contained in the underlying idea is usually an average person, whose characteristics are only marginally different from those deemed essential.

There is the expectation that this person will tone down their unique distinctiveness by themselves, so that they can fit into the existing mode of content and form organization.

Certainly, persons with disabilities depart from the imaginary participant prototype rather significantly; if nothing else, then in terms of the grounds used for determining their disability status.

Sometimes, those grounds are incompatible with the existing structure, so it becomes necessary to adapt the form so that the content can be shared more efficiently.

This is precisely the point in which doubts about the necessity of designing a universal form arise. It is a mistake to expect something that is diverse in its core to fit into a single concept.

Participants

Imagine that you are the organizer of a fashion jewellery making course. After publishing an ad in the local newspaper, you have been contacted by potential participants. Among others, you received an application from a woman (aged 37) who clearly stated that she suffers from epilepsy and has frequent seizures (more than 3 times a day). However, she pointed out that she is taking her prescribed medications and is able to take care of herself.

Participants

What will you do? Are you going to turn her down? Make arrangements to work with said woman individually? Leave the decision to her, so if she is able to follow the programme, she can readily participate, and if not, she should give up?

Or will you encourage the whole group to determine the best model so that the woman can participate as well, in the most effective way possible?

Approach to PWDs in adult education

The ways in which the system treated people with disabilities differed through history. Segregation, integration and inclusion are the most significant approaches to PWDs when it comes to education, and we will explain them in more detail below.



Segregation

Segregation denotes the exclusion of a person who stands out from a group of individuals that are similar in some respects.

In the educational system, this means that persons with disabilities are separated from the general population, i.e., programmes intended for the general public, and put into specialized institutions or departments that have special programmes, content and working methods.

This approach emphasizes the difficulties experienced by PWDs, who are deprived of their freedom to make decisions and are rendered completely passive in choosing their occupation, as well as later on, in developing their own interests (informal non-vocational educational processes).



Integration

The word “integration” denotes the inclusion of someone who stands out into a group of individuals that are similar in some respects.

In this case, the inclusion of a person with a disability into a group of adult participants of a non-vocational educational programme. Integration involves a certain dose of coercion and rendering the subject passive.

The person who stands out (PWD) is forced to fit into the existing collective (training programme participants) and adapt to the circumstances in which education takes place, i.e., they are forced to become a part of the whole.

The emphasis is on the state, and not the process, as part of which the PWD was assigned the task of integrating into the existing collective.

Meanwhile, the responsibility for adapting to the new circumstances lies exclusively with them. In these circumstances, the difficulties experienced by the PWD are emphasized, and they are compensated by utilizing separate teaching techniques and materials as compared to those used for other members of the collective. Attempt is made to neutralize the differences.



Inclusion

The term “inclusion” denotes the development of a process whose goal is that the person who stands out be admitted as an equal into a group of individuals that are similar in some respects.

Like integration, it also strives towards wholeness. However, it emphasizes the activity of each member of a certain group.

All adults, participants of a certain programme, are equally important and no one is singled out, including the person with disabilities.

Inclusion involves a process; a two-way cooperation with programme providers, as well as with other participants.

Likewise, it involves the distribution of responsibilities and freedom of choice; as opposed to integration, which is somewhat more rigid. An inclusive process requires creativity and willingness of stakeholders to accept diversity.

Its form has not been worked out in detail beforehand; instead, it explores acceptable options.

Everyone involved in the process is given an opportunity to express their opinions and ideas, and to advocate for their rights. It is a dynamic process, involving learning and exchange of information.



Key points for non- vocational adult education programmes providers

- All participants of an educational programme are equally important, so it is important not to single out anyone.
- Programme stakeholders have the opportunity to develop the most efficient way of transferring knowledge.
- Knowledge sharing is a creative process that requires flexibility in its form.

You are the organizer of a standard dance class. You decide to admit a person lacking an arm into the group. How will you encourage the process of inclusion in the group?

Knowledge sharing should aim for simplicity and economical role allocation for the purpose of increasing productivity. Each one of us has the ability to be innovative and actively participate in this process.

**SEE THE
ABLE
NOT THE
LABEL**

Addendum: Workshop exercises

The City

Required materials: people



Instructions: Imagine that you are a part of the city's infrastructure (e.g., a bus, a lamppost, a trash can, a bench, etc.) or a city employee (a cleaner, a traffic officer, a policeman, etc.). Position yourself spatially and immerse yourself into the role. Interact with other parts of the city in accordance with your role.

Purpose of the exercise: Each person is a functional building block of the entity we call society. We all have the power to influence that entity, and everyone is important in maintaining its functionality.

Therefore, if you are a part of a group, try to establish some form of communication with all of its members.

Addendum: Workshop exercises

Trust

Required materials: prize,
blindfold, obstacles, 2 pairs of
participants



Instructions: One person from each pair will be blindfolded. The second person's task is to vocally guide their partner towards the goal through an obstacle-filled area. The goal is to reach the prize as soon as possible.

Purpose of the exercise: Trust is a relationship feature that is built over a long period of time. However, sometimes in life we find ourselves in situations in which we don't have time for that, so we have to rely on other people. That becomes easier if we belong to a community that relies on tolerance and inclusive values.

Individualized approach



Participant diverseness

It is important to be aware of
the differences among people in
general.

As regards the educational processes,
differences in degrees of ability, prior
knowledge and skills are pointed out.

In addition to that, persons with
disabilities differ in terms of the
degree and type of their impairment.
Knowledge transfer, which forms the
basis of every educational process,
will be more successful if we take
our understanding of differences into
account when choosing methods and
designing teaching materials.

Individualized approach



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Individualized approach is an approach focusing on the person (individual), with the aim of finding a mode which suits that person the best, so that they can come as close as possible to achieving their desired goal.

To that effect, emphasis is placed on identifying and making use of a person's existing potential, as well as neutralizing the difficulties observed.

This is a two-way process, involving the cooperation between the educational programme participants and its provider.

The focus is put on the flexibility of the instructor and the possibility of modifying the programme and the teaching method. Also, active participant involvement is important for this process.



Role of the instructor



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The instructor has to approach the PWD individually and cooperate with them on activity planning.

The foundation of this lies in the analysis of abilities, knowledge, skills and other important characteristics, taking into account the efficacy of participation in a specific educational programme.

The programme provider can adapt the teaching methods and the content based on the conducted analysis.

It is important to continuously monitor the progress and adjust the activities in line with any changes that occur. Also, the instructor's role is to find efficient methods of increasing and maintaining the motivation of all participants.



TEACHING
is
HEART
work

Participants

Let's continue with the scenario in which you, as the organizer of a standard dance class, decide to admit a person lacking an arm (in an inclusive manner). Think about the way in which you would implement an individualized approach. Individual groups should then present their observations, focusing on the feasibility and realistic need for the devised proposals.



Addendum: Workshop exercises

Let Me Paint You a Picture



Required materials: paper, coloured pencils or pastels, pairs of people

Instructions: The participants have to choose a picture or an object. Only one member of the pair can see the chosen item. This person has to observe the scene and describe it to their partner. The other person does the drawing based on what they hear. Once finished, the drawings are displayed side by side next to the set scene.

Purpose of the exercise: All of us have the same basic human needs, but we satisfy them in different ways. This means that we reach equal goals in different ways. Different does not equal bad, however unusual it may be.

Reasonable accommodation



Universal design



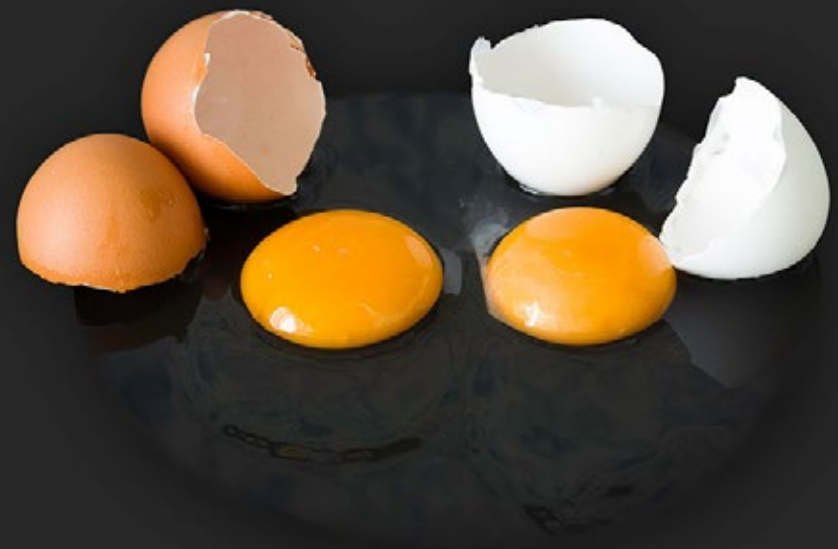
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Universal design denotes the design of products, services and environments to be usable by all people, to the greatest extent possible, without the need for modification.

The main concepts of universal design are that it is intended for people, giving them the ability to use products, services and the environment independently, and that it is naturally integrated into our everyday life.

Examples of universal design: low-floor trams, trains and buses; sloping platforms instead of stairs. The basic principles of universal design are that it is ubiquitous and intended for everyone to use independently (or with minimal assistance).

**On the outside
we're different,
but inside
we're all the same.**



Accessibility

The term “accessibility” denotes the design of products, services or environments to be usable by persons with disabilities.



Reasonable accommodation

Reasonable accommodation denotes any necessary and appropriate modification and adjustment, which does not represent a disproportionate or inappropriate encumbrance, in order to ensure, on a case-by-case basis, where necessary, that persons with disability are able to enjoy or exercise all human rights and fundamental freedoms on an equal basis with others.

Can you provide an example?

Reasonable accommodation in the context of informal adult education



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In terms of reasonable
accommodation in the context of
informal adult education, we are
going to clarify the following three
categories:

- Organizational accommodations
- Spatial accommodations
- Technical accommodations

Organizational accommodation

**Organizational accommodation
refers to the following:**

- **Accommodation related to educational programme preparatory work organization;**
- **Accommodation related to the educational programme implementation organization.**

Organizational accommodation: Advertising



Accommodation related to the educational programme preparatory work organization in terms of **ADVERTISING** are described below.

When advertising an educational programme, make sure that you do it in a way that makes it accessible to everyone. This means that you need to select more than one advertising channel.

Also, it is important that you choose versatile advertising locations so that the ad is accessible to a broad population.

It is recommended that the content presentation method be multimodal (text, image, audio, etc.). And finally, in the ad itself, make an unambiguous promise that you will utilize an individualized approach, customized according to each participant's needs, as per the education provider's abilities.



Organizational accommodation: Enrolment requirements



Accommodation related to the educational programme preparatory work organization in terms of **ENROLMENT REQUIREMENTS** are described below.

Do not let educational programme enrolment requirements discriminate against any group of citizens. If you want to set enrolment requirements for the programme, do so according to skills, competences, knowledge and interests, and not according to individual or group characteristics of individuals and groups.

Organizational accommodation: Qualification procedure

Accommodation related to the educational programme preparatory work organization in terms of the **QUALIFICATION PROCEDURE** are described below.

If you are organizing a qualification procedure for interested participants, ensure that any citizen can participate in it equally. It is important to enable the availability of materials in different formats (paper form, electronic record, audio).

Also, it is advisable to carry out the qualification procedure, if possible, in different environments (in person, virtually) and in different forms (oral, written, demonstration).

And finally, inform the staff participating in the qualification procedure about the specific needs and the existence of invisible disabilities so that they can show understanding and exercise adaptability on the spot. Be flexible when determining the qualification procedure timing.

Establish cooperation with civil society associations or organizations that gather or deal with people who have disabilities or distinctive participant features and learn from them.

Ensure that the staff who will be implementing the educational programme is provided with the support and resources necessary to customize the course of the educational process.

Organizational accommodation: Educational programme

Accommodation related to
the educational programme
implementation organization are
described below.

During the implementation of the educational programme, stay flexible in its practical application, creative in choosing teaching techniques and methods, and open to new experiences. Listen to your participants when they tell you about their needs and start implementing a specific accommodation only after consulting with them.

When conducting the educational programme, allow for format flexibility of work materials, different knowledge assessment modalities and adjusted duration of knowledge assessments.

Be sure to allow access to teaching assistants or accompanying persons. Cooperate with organizations that can provide various forms of assistance to people with disabilities as part of their activities.



Spatial accommodation

General rules related to spatial accessibility are the following:

- **It is important that the participants feel comfortable at your premises;**
- **It is important that the participants feel safe at your premises;**
- **It is important that your premises do not possess any features that will interfere with the learning process;**
- **It is important that the premises do not divert the attention of your participants away from the content you are teaching;**

- **Familiarize your participants with ground rules that are enforced at your premises and allow them to make use of the premises, within the framework of these rules, in a way that will enable them to achieve the best learning results;**
- **Take into account the specific needs of your participants and ensure that the positions they are occupying while learning suit their specific requirements best;**
- **Various invisible difficulties can create different demands regarding spatial accommodation, so it's important to let your participants know that this is something that can be negotiated.**

Create an environment in which safety and consideration prevail.



Technical accommodation

General rules related to technical accessibility are the following:

- **Let technology be your friend;**
- **Be creative when using it;**
- **Talk to your participants and determine learning modalities mutually, given the resources at your disposal.**

Assistive technology enables people to ameliorate the effect of difficulties they experience due to their condition, disorder or a disease involving their organism.

It is important to support the usage of assistive technology in the learning process. You don't have to own or buy all the technological aids to be ready to teach persons with disabilities. Most persons with disabilities who regularly make use of assistive technologies own these aids, so you only need to arrange it with them, stating that it is okay if they want to use them while learning.

If, together with the participant, you determine that a certain technological aid would significantly improve their learning process, and neither you nor the participant own it, it is a good idea to contact an organization or institution that deals with people who have that specific impairment and find out if there is a possibility of borrowing the required technological aid.

Most technological aids are designed following the principles of universal design. This means that they have been designed to be accessible to the widest possible range of users, including persons with disabilities.

Participants

Imagine that you are the organizer of an informal literary expression course. You plan to teach the course in a third-floor apartment of a residential building. A person with intellectual disabilities and mobility problems (early-stage muscular dystrophy) sent their application for the course. Will you enrol them in your course? If so, what accommodation are you considering?



Teaching methods and techniques



Knowledge
is
POWER

Teaching methods and techniques

In terms of PWD teaching methods and techniques in the context of informal adult education, we are going to clarify the following three categories:

- **Explanation method**
- **Demonstration method**
- **Guided instruction**



Explanation method



**Explanation involves narrative
presentation of fundamental
theoretical assumptions.**

The general rules of this teaching
method are as follows:

- **Speak at a measured pace;**
- **Use standard language;**
- **Use only appropriate humour
which does not contain any
hate speech;**
- **Do not overdo it with visual
stimuli;**
- **Do not use visually
aggressive techniques, such as
shimmering or flashing lights,
etc.;**

- **Adjust the volume of auditory stimuli;**
- **Communicate with the participants;**
- **Let them know that you would very much like for them to master the content, but don't put pressure on them or discourage their efforts;**
- **Allow the participants to express themselves and talk about the content, but retain the right to structure the time.**

The manner in which we explain something is extremely important because, if our method for it is not good, programme content will not be conveyed to its participants. Given that the transfer of knowledge is the whole point of the educational process, we can conclude that it wouldn't be successful.

Demonstration method



Demonstration is what we would call experiential learning. This form of learning is especially useful to persons with disabilities, since their experience is often limited due to the difficulties they experience.

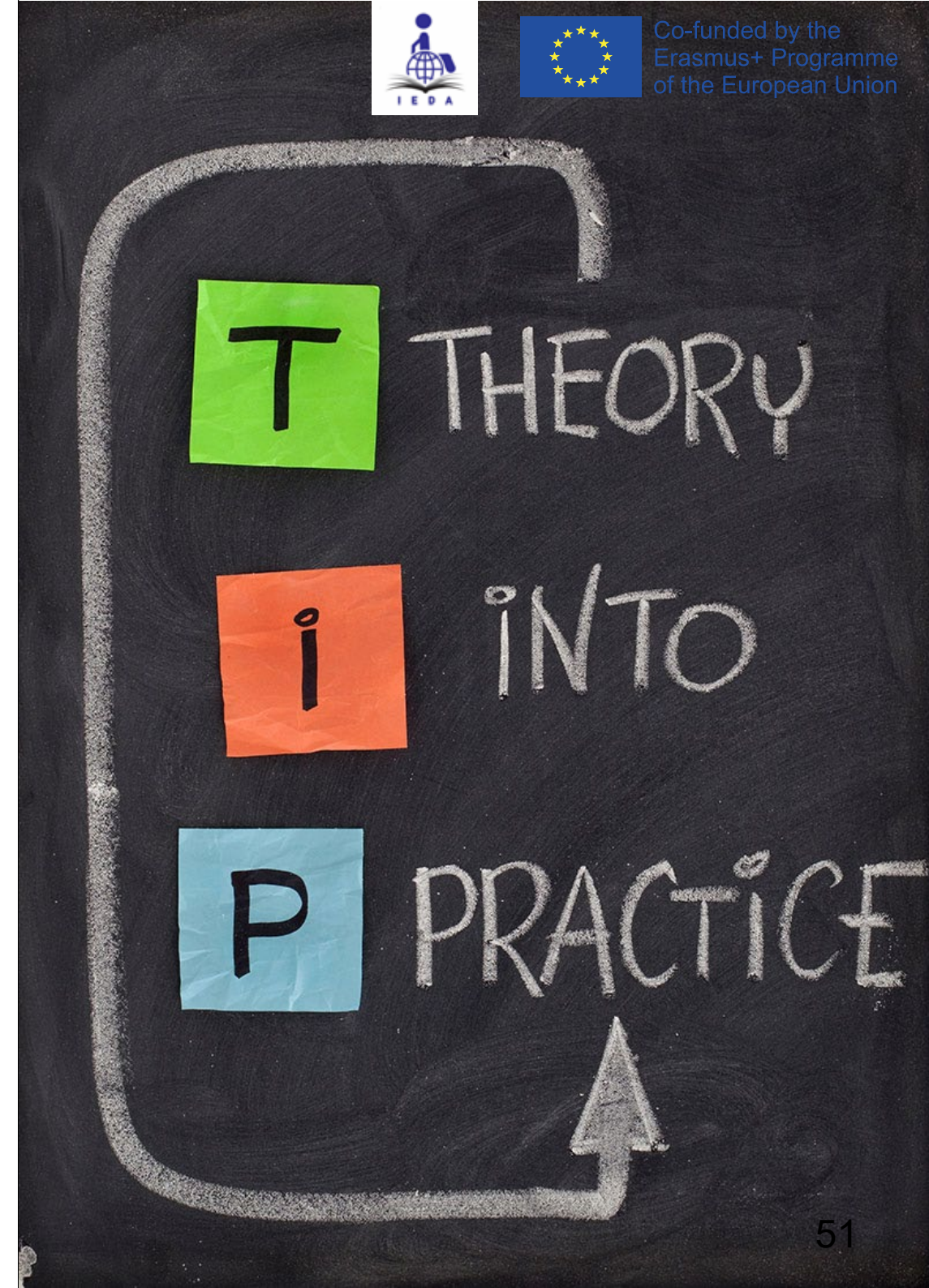
Be sure to find a way to include gaining practical experience in the educational process as much as you can. Make sure that fear doesn't hold you back and don't think too much about the obstacles. Instead, let the participants with disabilities dive into the experience, no matter how impossible it may seem to you.

Don't forget that your participants are adults and can decide for themselves what they want to do and how they want to do it.

Demonstration does not necessarily need to involve practical implementation or activities.

Describing and showing examples is equally illustrative. Utilize all the benefits of technology in doing so.

Observing a process as it is taking place provides more information compared to hearing about how something works.



Guided instruction



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It is extremely important that the participants be given the opportunity to apply what they learned during the educational process by being provided with guided instruction.

Make sure they get the opportunity to do so during your programme.

The most important thing is that you create an atmosphere which gives the impression that the most important thing is to know how something is done, and that it is less important how well something is done.

At this stage of teaching, a one-on-one approach is necessary. Set aside some time for the participant with a disability.

Talk to them about whether or not they are ready to try their hand at a task and the way in which you could accomplish it together. It is very important that you be prepared for physical contact.

Sometimes, physical guidance is the only sure-fire way for a person to truly understand what you have previously explained and demonstrated.

There are no instructions on how you should see to this and perform it, given the type and degree of a disability. As with most situations in our lives that involve interaction with different people, the only thing that truly works is open, well-meaning, emphatic and collaborative communication.

The important thing is to create an atmosphere which gives the impression that the most important thing is to know how something is done, and that it is less important how well something is done.

Some people with disabilities may never be able to fully master something due to the nature of their impairments, but in the context of a learning process and getting excited about acquiring new knowledge and skills, that doesn't matter at all.

Participants

Imagine that you are the organizer of a computer skills course. One of the participants is a person with extreme test anxiety. This means that they become anxious in situations where someone observes them, and assesses and evaluates their work. How could this affect the choice of teaching methods and techniques?



Dig In: Inclusion



European Convention on Human Rights



Race and identity: What Is Inclusion?



Manifesto for Adult Learning in the 21st Century: The Power and Joy of Learning



Crip Camp: A Disability Revolution (2020)



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The UN Convention on the Rights of Persons with Disabilities



Inclusive Education & Disability:
Good Practices from around
Europe



UNESCO:
What is inclusion?



Red Squirrel: Promoting Equality,
Diversity and Inclusion in Adult
Education



CNA Insider: Through The Eyes
Of The Blind: Life Of The Visually
Impaired | Seeing Is Believing |
Part 1/2