



ALL IN

ANALYSIS TOOL

Opportunities and
barriers for inclusive
local adult education

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INTRODUCTION

The ALL IN project aims to promote inclusive adult education by analysing and transferring models of good practice in line with the objectives of the UN Convention on the Rights of Persons with Disabilities. The project is addressed to adult educators working with people with disabilities i.e. those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others. The key factor of the ALL IN model is the cooperation between people with disabilities, relevant institutions and networks and the project partner organisations.

One of the main principles of adult education is to provide access and opportunities to lifelong learning for ALL adults, yet many disadvantaged and discriminated groups still encounter multiple insurmountable barriers when it comes to participation in adult education programmes and courses. This is especially true for persons with disabilities.

Over time, structures, policies and processes within adult education institutions have failed to address the needs of people with disabilities and therefore inadvertently excluded them from participating in their programmes and courses.

As of today, 186 countries and the Europe Union have signed and ratified the Convention on the Rights of Persons with Disabilities, which recognises the fundamental human rights of people with disabilities for full participation in society and its institutions - including their right to lifelong education and learning:

States Parties shall ensure that persons with disabilities are able to access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others. To this end, States Parties shall ensure that reasonable accommodation is provided to persons with disabilities. (CRPD Art. 24/5)



To follow the instructions of the Convention, adult education organisations need to identify and eliminate barriers that prevent people with disabilities from participating in adult and lifelong learning programmes. This will ensure access for all learners (with and without disabilities) but also encourage an ongoing development process that will address and include all members of an organisation as empowered co-creators in the process.

In this sense, inclusion can be seen not only as a guiding principle to enable participation for marginalised groups but also as an organisational strategy to foster progress and development.

When inclusion works - because it is supported through resources and personnel - then it is empowering both for the disabled student and the peers. (Molina, Christou, 2009, p. 43).

The ALL IN analysis tool for self-assessment, set out in this document, will support the participating adult education organisations to conduct both a regional and self-internal analysis regarding the current situation related to inclusion within their organisation and in their surrounding operational ecosystem. After completing the assessment, the tool will support adult education organisations to determine the best use of future resources (i.e. human, financial, material) or future investments for addressing and promoting inclusion within their organisations.



Q & A ABOUT USING THE TOOL AND HOW TO PROCEED AFTER COMPLETING IT

WHAT IS THE TOOL FOR AND HOW TO USE IT?

This tool is presented in the form of a questionnaire grid that serves adult education organisations and other institutions interested in adopting inclusive education. In the first instance organisations can analyse their own situation as well as review the regional context within which they operate to identify barriers that limit the implementation of inclusive programmes and courses across adult education provision. The ALL IN tool consists of four sections: 1.) a set of questions that should be answered in as much detail as possible; 2.) a network map template for mapping and documenting the existing regional stakeholders in the field of adult education and disability support services; 3.) a checklist for planning inclusive courses and finally; 4.) Guidance for improving inclusion in adult education centres with evidence-based criteria.



WHO SHOULD USE THIS TOOL – IS IT FOR EVERYONE IN THE ORGANISATION OR JUST FOR THE MANAGEMENT? IS IT HELPFUL TO INCLUDE PEOPLE WITH DISABILITIES IN THIS PROCESS?

In the first instance, it is recommended that to ALL IN tool be used by management and inviting all interested and relevant staff to participate in the process of completing it, especially staff who are working directly with people with disabilities or are implementing inclusive courses. It is also strongly recommended to include people with disabilities in the assessment (self and regional) process. They will add value, share their views and experiences, and make suggestions, making analysis and outcomes more comprehensive and inclusive.

HOW TO USE THE NETWORK MAP AND THE CHECKLIST IN APPENDIX 1 AND 2 AND WHY IS IT IMPORTANT?

After identifying and mapping all relevant stakeholders and institutions in the field of inclusion, your organisation can re-think how to engage with and tap into different networks in order to either start a new cooperation or build on existing relationships in order to promote inclusive education and begin to think how these actors could help your organisation to deliver inclusive education. The checklist will provide your organisation with a summary snapshot of your current status across the most important aspects for implementing inclusive programmes and it will be possible to estimate your timeframe of implementation across these aspects.



WHAT TO DO AFTER COMPLETING THE ANALYSIS USING THIS TOOL? HOW TO CONTINUE WITH THIS PROCESS?

Completing this self-assessment tool is often the first step on the road to offering inclusive education and the results can act as a foundation for future organisational development in line with this pursuit. The analysis tool provides criteria for implementing inclusive education. It helps identify the barriers to offering inclusive education programmes and explore effective ways to overcome these barriers. At the end of the tool in appendix 3, there is specific evidence-based guidance for improving inclusion in adult education that is worth considering and adopting.

Overall, it is intended that the ALL IN **Analysis tool: opportunities and barriers for inclusive local adult education** will support the decision-making of management on the eligibility and feasibility of the future use of different resources (human, financial, material) or future investments within the organisation addressed towards inclusion and inclusive education. For this purpose, the checklist in appendix 2 can be very useful coupled with the guidance in appendix 3. Finally, the organisation can continue this process by using the *ALL IN Guidelines for Inclusion Management in Adult Education Institutions* which can be downloaded from the project website: <https://www.inclusion-adult-education.net/>.



QUESTIONNAIRE

This questionnaire consists of three main sections with different questions under each dimension. The question under consideration is always in the left column with guidelines or prompts in the right column. The guidelines or prompts can be deleted once the question is completed.



1. TARGET GROUP AND MARKET ANALYSIS – STRUCTURE OF KEY ACTORS/NETWORK MAPPING

<p>Network mapping – infrastructure in the field of disability assistance: use a template in the appendix 1 to create a network map consisting of key actors and major welfare/supportive organisations in the field of inclusion in your area of work, such as disability organisations / adult education institutions / counselling centres / rehabilitation centres / protective and work centres / public authorities etc. The network map will give you an insight into existing actors in your area who are working with/for the disability assistance.</p>	<p><i>Usually parents, housing and training organisations are the key access supports for people with disabilities.</i></p> <p><i>Use a template in the appendix 1</i></p>
<p>2. Identification of important hubs and gateways within the network: list and shortly describe the most important gateways organisations that are building your network, such as counselling centres for parents of people with disabilities, centres for peer counselling support, counselling for aids, tools and resources etc.</p>	<p><i>Counselling centres are usually the ideal gateway to major organisations and key actors in the field of disability assistance.</i></p> <p><i>Write down a short description of these organisations</i></p>
<p>3. Existing offers of key actors: are there any other adult education organisations in your area that work with people with disabilities? Are there any disability organisations in your area that provide in-house training/courses for adults with disabilities? Are there any organisations that are run and managed by people with disabilities themselves? If a person with disabilities does not get sufficient/adequate help, where/from whom they can get help?</p>	<p><i>Short description of these actors</i></p>



<p>4. Share of people with disabilities: what is the estimated share of people with disabilities in your region/area?</p>	<p><i>Provide exact figure or estimation if there is no specific data – you may consult relevant actors in your area to find out</i></p>
<p>5. Other important information: write any other important comment/insight concerning target group and market analysis, not described previously.</p>	<p><i>Optional</i></p>

2. POTENTIAL ANALYSIS

<p>1. Which fields of marginalisation have already been addressed by your organisation and how could this experience help you and your organisation with implementing inclusive structures?</p>	<p><i>Possible fields – types of marginalisation:</i></p> <ul style="list-style-type: none"> · <i>Disabilities (physical, mental, hearing, speech, learning difficulties etc.)</i> · <i>Immigrant background</i> · <i>People from the social margins</i> · <i>Poverty</i> · <i>Low educated</i> · <i>Unemployed</i> · <i>Rural/remote areas</i> · <i>Other</i>
<p>2. What conditions, requirement and obstacles did you encounter while addressing the above-mentioned types of marginalized groups (legislative, executive, organisational, resources etc.)</p>	<p><i>Short description of general conditions, requirements or obstacles encountered when addressing the above mentioned fields</i></p>
<p>3. Other important information: write any other important comment/insight concerning potential analysis, not described previously</p>	<p><i>Optional</i></p>



3. SELF-ANALYSIS

<p>1. Understanding inclusion and inclusive education: what is your understanding of inclusive education? How do you define inclusion?</p>	<p><i>Short description for your organisation</i></p>
<p>2. Previous and required experience and knowledge within organisation: are there any people working within your organisation (staff or external) that have prior knowledge concerning the concept of inclusion, inclusive education and its implications? Are there any people working within your organisation who have experiences with people with disabilities? If yes, describe briefly what kind of qualifications, knowledge, and experience they have. What knowledge, skills, and competences are still needed for your staff to deliver inclusive courses?</p> <p>If relevant, describe separately both formal and non-formal education programmes.</p>	<p><i>Short description for your organisation</i></p>
<p>3. How willingness is the management and staff of your organisation to implement inclusive education courses? Has it been formalised in any way or is it planned to be?</p>	<p><i>Short description for your organisation</i></p>



<p>4. Inclusion of people with disabilities in decision-making process within your organisation: in what way are decision-making process being implemented (informative, consultation/advisory, decision-making)? Are people with disabilities involved in decision-making? What are the reasons if they are not involved in decision-making yet?</p>	<p><i>Short description for your organisation</i></p>
<p>5. External support: do you know/cooperate with any external institution with relevant experiences that could take part in implementing inclusive education within your organisation? Why would it be good to involve them?</p>	<p><i>Short description for your organisation</i></p>
<p>6. Types of disability / specification of the target groups: what is the current state within your organisation's in terms of meeting conditions/requirements for addressing a specific type of disability for inclusive education?</p> <p>What are the particular difficulties and obstacles in your institution to implement an inclusive education offer?</p>	<ul style="list-style-type: none"> · <i>Physical disability: physical assistance, barrier free building structure etc.</i> · <i>Mental disability: knowledge of simple language, special programmes etc.</i> · <i>Hearing/speech impairment: sign language interpreter etc.</i> · <i>Learning difficulties: different approach towards education, special programmes etc.</i> <p><i>Short explanation about current state for meeting different conditions for different types of disability within your organisation</i></p>

<p>7. Practical implementation of inclusive courses and teaching: how does your organisation practically deliver or implement inclusive courses and teaching for the people with disabilities (topics, frequency, size of groups, choice of lecturers, adjustment of implementation etc.)?</p> <p>If relevant, describe separately for formal and non-formal education programmes.</p>	<p><i>Short description for your organisation</i></p>
<p>8. What changes are needed in your institution in order to implement inclusive education and in what period would be possible to implement it (e.g. accessibility/building structure, structural changes, staff skills and competences, adapting the learning material, organisation, communication, marketing etc.)? You can use the checklist in appendix 2 to consider all of these aspects.</p>	<p><i>Short description for your organisation</i></p> <p><i>Use a checklist in the appendix 2</i></p>
<p>9. Other important information: write any other important comment/insight concerning self-analysis, not described previously</p>	<p><i>Optional</i></p>

APPENDIX 1: NETWORK MAP TEMPLATE

INSERT NAMES OF DIFFERENT
ACTORS IN SPECIFIC FIELDS

<p>Public authorities (local, regional, national)</p>	<p>Counselling centres/ support centres for parents/families/people with disabilities</p>	<p>Other relevant actors active in the field of disability/inclusion (NGOs, voluntary organisations etc.)</p>
<p>Other adult education organisations</p>	<p>Adult education organisation conducting the analysis</p>	
<p>Rehabilitation centres</p>	<p>Protective centres/work centres/enterprises for people with disabilities/ enterprises established by people with disabilities</p>	<p>Disability organisations/ associations</p>

APPENDIX 2: CHECKLIST FOR PLANNING INCLUSIVE COURSES

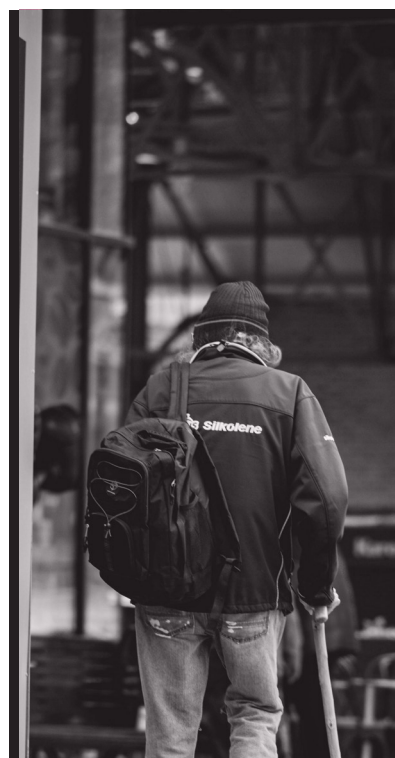


Area	Tick current state	Timeframe of possible implementation
Management/founder/owner willingness	<ul style="list-style-type: none"> • Full extent • Partially • Not yet 	
Staff/employees willingness	<ul style="list-style-type: none"> • Full extent • Partially • Not yet 	
Coherence with the constitutive act/mission of the organisation	<ul style="list-style-type: none"> • Full extent • Partially • Not yet 	
Human resources - available teaching staff (in-house or external)	<ul style="list-style-type: none"> • Full extent • Partially • Not yet 	

Staff/lecturers' competences and knowledge (qualifications)	<ul style="list-style-type: none"> • Full extent • Partially • Not yet 	
Organisation of work and processes	<ul style="list-style-type: none"> • Full extent • Partially • Not yet 	
Adapted learning material and tools	<ul style="list-style-type: none"> • Full extent • Partially • Not yet 	
Financial resources (own/external – tenders, public co-financing, donors etc.)	<ul style="list-style-type: none"> • Full extent • Partially • Not yet 	
Accessibility/adaptation of premises	<ul style="list-style-type: none"> • Full extent • Partially • Not yet 	
Interest of a target group – sufficient number of participants	<ul style="list-style-type: none"> • Full extent • Partially • Not yet 	

APPENDIX 3: GUIDANCE FOR IMPROVING INCLUSION IN ADULT EDUCATION CENTRES WITH EVIDENCE-BASED CRITERIA

FACTORS & QUESTION	REFERENCES
<p>1. Fostering interactions with heterogenous groups</p> <p>Are people with disabilities in the same classroom as the learners without disabilities? Do they do activities together? When they do activities together, is the classroom organised in heterogeneous groups (with people with and without disabilities, with different learning levels and backgrounds, different cultures...)? If yes, are dialogic interactions fostered within these heterogeneous groups for people with and without disabilities to be able to participate equally?</p>	<p>"In particular, when heterogeneous classrooms are organised appropriately and the necessary resources are provided, pupils with disabilities perform better academically and have a better self-concept compared to those in segregated classrooms (Luster and Durret 2003; Fitch 2003; Myklebust 2006).</p> <p>Moreover, pupils with disabilities have greater opportunities to interact with more capable peers in heterogeneous groups, to receive greater support, and to develop better social skills and relationships; thus, they are better prepared to be more independent in the future (Hess et al. 2006). Furthermore, the inclusion of pupils with disabilities has positive effects on their peers' performance and provides new learning opportunities (McGregor and Vogelsberg 1998; Fisher et al. 2002)." (Flecha, 2015, p. 26)</p>



2. Extended learning time

When learners need support in their learning activities in order to keep up with the official/general curriculum, do they have the option to participate in extended time learning programmes (i.e. review classes, consultation hours, homework clubs, tutored libraries...)?

Are these programmes planned outside of regular school hours, to ensure that learners don't miss regular classroom activities and the official/general curriculum?

"Extended learning time is an inclusive measure consisting of offering additional learning activities and support classes outside of regular school hours (i.e., at break times, after school, etc.). This option provides greater support for pupils who have difficulties or receive less support at home, without segregating them outside the regular classroom during school hours, which causes them to miss regular classroom activities and frequently the official curriculum." (Flecha, 2015, p. 37)

"It serves as an opportunity to reinforce learning because it offers additional support without separating pupils." (Flecha, 2015, p. 38)

3. High expectations

Is the official/general curriculum available to all learners, including those with disabilities? Are high expectations posed towards the learning possibilities of all learners, also for people with learning difficulties or disabilities?

"[...] the access to common learning contents and high expectations for all their students are promoted. Educational inclusion emphasises that the general curriculum can be available to all the students, also for those with disabilities. Starting from the general curriculum, some specific adaptations may be necessary, however, any adaptation should be carried out keeping in mind that the learning contents that any student learns has to be aimed at preparing them to be competent members of society. According to this, the access to the same learning contents for all students is promoted in the learning communities. On the one hand, high expectations are posed towards the learning possibilities of all the students, also for students with learning difficulties or disabilities; on the other hand, these schools are based on the belief that every person, regardless their educational background or social position, has capacities and these can contribute to the students' learning (Duque & Garcia, 2003; Puigdemívol, 2003). Therefore, instead of lowering the learning objectives in order to adapt to the particular level of achievement of a student or a group of students, all the resources and supports which are considered necessary are introduced in the school and in the classroom, and the learning context is transformed so that all students have the possibility to achieve the best results. As a consequence, even students with disabilities can work the same contents and the same activities than their peers with the necessary support." (Molina, Rios, 2010, p. 4-5)

4. Educational participation of the community

Do people from the community (family, neighbours, former students...) participate in the adult education centre? If yes, is the participation merely informative or consultative or can they participate at different levels?

- a. Decision making spaces: becoming representatives in decision making bodies (assemblies, the centre's council, etc.) and/or monitoring the educational results?
- b. Educational activities during school hours and after school hours (tutored libraries, homework clubs, facilitating interactions when doing activities in heterogeneous groups inside the classroom, etc.)
- c. Evaluation: participation in the evaluation of the learning process as well as the evaluation of school programmes and the curriculum.

"A large body of literature indicates that family and community involvement in schools enhances student achievement and general well-being at school (Backer et al. 1997; Edwards and Warin 1999; Senechal and LeFevre 2002).

Community participation is especially important for students from minority cultures, as it contributes to greater coordination between in-home and school activities (Boscardin and Jacobson 1996; Beckman et al. 1998; Aubert and Valls 2003; Gómez and Vargas 2003; Driessen et al. 2005; Ringold et al. 2005). Throughout our analysis of educational systems and review of the existing literature, we identified five types of community participation in schools (Table 5.1), which differ in the form and degree of family and community members' participation and involvement: informative, consultative, decisive, evaluative, and educative participation." (Flecha, 2015, p. 47).



<p>5. Participation of participants with disabilities in decision making spaces.</p> <p>Do students with disabilities participate in decision making spaces? If yes, is the participation merely informative or consultative or can they participate at different levels?</p> <ul style="list-style-type: none"> • Becoming representatives in decision making bodies (assemblies, the centre's council, etc.) and/or; • Monitoring the centre's educational results and/or; • Evaluation of the learning process as well as the evaluation of school programmes 	<p>"There is a substantial body of literature analysing actions that have been shown to be successful in engaging end-users in decision-making and designing policies, that is, in promoting empowered participatory governance (Fung and Wright 2001)." (Flecha, 2015, p. 81)</p> <p>For the needs of vulnerable groups (such as people with disabilities) to be taken into account and properly addressed in adult education, people with disabilities should be present in decision making spaces. If adult education centres open spaces to create and develop a dialogic leadership, allowing the inclusion of a diversity of voices, an egalitarian dialogue is fostered. In this egalitarian dialogue, importance should be given to the validity of arguments and not the position of power that someone has in the school or in society. This way, people from vulnerable groups (for example, people with disabilities) can contribute to the decisions that affect their own learning and the learning of other people with disabilities. (Redondo-Sama, 2015, 2016).</p>
	<p>"The dialogic leadership is thus the process through which leadership practices of all the members of the educational community are created, developed and consolidated including teachers, students, families, non-teaching staff, volunteers and any other members of the community. In their commitment as dialogic leaders, they seek to work together with families, teachers and students especially by supporting and promoting actions that contribute to transform the school and the community, which include the neighbourhood and the interactions at homes" (Padrós, Flecha, 2014, p. 217).</p>



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