



synergies

Synergies Project International Conference

24 – 01 – 2018

Workshop 5

Second part

15h00 – 15h30

THEATER AM LEND | WIENERSTR. 58A | 8020 GRAZ

This project has been funded with support from the European Commission.
This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Cooperation Partners:



WORKSHOP 5_reminder

- *Facilitating the creation of a network to allow the recognition of non-formal and informal learning and skills*
- *The initial assessment of migrants done by NGOs, public and private organisations can be a tool for selecting and orienting them in their further learning and/or training paths. The influence of the training background and personal beliefs of the personnel who design and perform assessments can greatly influence the migrant's future.*
- *In Liguria, each organisation will make a first assessment, as formal networks do not include all the organisations working with migrants.*
- *The workshop describes the Italian toolkit, aimed at promoting the informal links among organisations.*



synergies

Synergies Project

Applying the Index for inclusion to organisations working with migrants

15h00 – 15h30

Rita Bencivenga

This project has been funded with support from the European Commission.
This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Cooperation Partners:



Exercise

Try to apply what follows to your organisation and daily work.

Give examples of situations in which the Index proposals (as modified in our text) are already respected and implemented

Use of the Index for Inclusion in Synergies

- The inclusion and exclusion concepts are explored along three interconnected dimensions, that can be applied to any organisation dealing with the process towards validation of non formal and informal learning and skills. The three dimensions are related to inclusive cultures, policies and practices to be created, made and developed.
- The following pages are adapted from the Index, in order to be tailored to organisations different than schools. This adaptation is a work in progress, modified according to the feedback of trainees and experts.

This project has been funded with support from the European Commission.
This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Cooperation Partners:



Results expected

- Acknowledging the diversity of the needs of every adult in search of a validation of his/her non formal and informal skills and knowledge is a basis to start with in any organisation supporting – directly or indirectly – this process.
- Organisations will truly be inclusive when their curricula, resources and culture accept a priori that there is a wide spectrum of needs ranging from special needs of adults who had no formal prior learning to adults who cannot demonstrate through documents and certificates their learning.
- An all-inclusive inclusion policy could be a starting point to organise processes towards recognition capable of including the majority – if not all - the migrants accessing the organisations.

This project has been funded with support from the European Commission.
This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Cooperation Partners:



Create Inclusive cultures

Dimension A: **Creating inclusive cultures**, is about creating a secure, accepting, collaborating, and stimulating community in which everyone is valued, as the foundation for the highest achievements of all adults. It is concerned with developing inclusive values, shared among all staff, adults involved in the process, other organisations involved in the process (i.e. public bodies) and families/friends that are conveyed to all new adults contacting the organisation. The principles derived within inclusive organisation cultures guide decisions about policies and moment to moment practice so that the activities performed are supported through a continuous process of organisation development.

This dimension is reviewed under two headings:

- A.1. BUILDING COMMUNITY
- A.2. Establishing inclusive values

A.1 Building community

- Indicators
- A.1.1 Everyone is made to feel welcome.
- A.1.2 Adults help each other.
- A.1.3 Staff collaborate with each other.
- A.1.4 Staff and adults treat one another with respect.
- A.1.5 There is a partnership between staff and other people involved in the process
- A.1.6 Staff and governors work well together.
- A.1.7 All local communities are involved in the organisation.

A.2 Establishing inclusive values

- Indicators
- A.2.1 There are high expectations for all adults.
- A.2.2 Staff, governors, adults and their families/friends share a philosophy of inclusion.
- A.2.3 Adults are equally valued.
- A.2.4 Staff and adults treat one another as human beings as well as occupants of a 'role'.
- A.2.5 Staff seek to remove barriers to learning and participation in all aspects of the organisation.
- A.2.6 The organisation strives to minimise discriminatory practice

Inclusive organisation policies

This dimension is about securing inclusion at the heart of organisation development, so that it permeates all policies which are aimed at increasing the learning and participation of all adults. In this context, support is considered as those activities that increase the capacity of a organisation to respond to adult diversity.

All forms of support are brought together within a single framework and are viewed from the perspective of adults and their development rather than organisation or education authority administrative structures. This dimension is reviewed under two headings:

B.1. Developing an organisation for all

B.2. Organising support for diversity

B.1. Developing an organisation for all

General Indicators

- B.1.1. Staff appointments and promotions are fair.
- B.1.2. All new staff are helped to settle into the organisation.
- B.1.3. The organisation admits adults irrespective of attainment or impairment, cultural and language level, not discriminating on any ground.
- B.1.4. The organisation makes its buildings physically accessible to all people and investigates which objects or parts of the buildings may be felt non inclusive by people accessing them.
- B.1.5. All new adults are helped to feel welcomed and settled in the organisation.
- B.1.6. The organisation arranges working groups so that all adults are valued.
- B.1.7. Other indicators (to be defined, work in progress) ...
- B.2. ORGANISING SUPPORT FOR DIVERSITY

B.2. Organising support for diversity

General Indicators

- B.2.1. All forms of support are co-ordinated.
- B.2.2. Staff development activities help staff to respond to adult diversity.
- B.2.3. "Individual Needs" policies are whole organisation policies.
- B.2.4. Provisions for individual educational needs are used to reduce the barriers to the validation process and to increase the participation of all adults
- B.2.5. Behaviour support policies are linked to curriculum development and whole organisation policies.
- B.2.6. Pressures for disciplinary exclusion are decreased.
- B.2.7. Barriers to attendance are reduced.
- B.2.8. Discrimination is minimised.
- B.2.9. Other indicators (to be defined, work in progress) ...

Developing inclusive organisation practices

This dimension is about making organisation practices reflect the inclusive cultures and policies of the organisation. It is concerned with ensuring that all activities encourage the participation of all adults and draw on their knowledge and experience outside the organisation. Work and support are integrated together in the orchestration of the validation process and the overcoming of barriers to participation. Staff mobilise resources within the organisation and local communities to sustain active learning for all.

This dimension is reviewed under two headings:

- C.1. ORCHESTRATING LEARNING TO RESPOND TO ADULT DIVERSITY
- C.2. MOBILISING ORGANISATION RESOURCES TO SUPPORT THE LEARNING AND PARTICIPATION OF ALL ADULTS

General Indicators of C.1. ORCHESTRATING LEARNING TO RESPOND TO ADULT DIVERSITY

- C.1.1. Activities (such as working groups) develop an understanding of difference.
- C.1.2. Staff concerned to support the learning and participation to the validation process of all adults.
- C.1.3. Lessons are made accessible to all adults.
- C.1.4. Adults are actively involved in their own learning.
- C.1.5. Adults learn collaboratively.
- C.1.6. Activities performed outside the organisation to prepare for the validation contributes to the process of all.
- C.1.7. Assessment encourages the achievements of all adults.
- C.1.8. Group discipline is based on mutual respect.
- C.1.9. All adults take part in activities outside the organisation.
- C.1.10. Trainers plan, teach and review in partnership.
- C.1.11. Facilitators are concerned to support the validation process of all adults.
- C.1.12. Other indicators (to be defined, work in progress) ...

General Indicators of C.2. MOBILISING ORGANISATION RESOURCES TO SUPPORT THE

- LEARNING AND PARTICIPATION OF ALL ADULTS
- C.2.1. Adult difference is used as a resource for any activity.
- C.2.2. Organisation resources are distributed fairly to support inclusion.
- C.2.3. Community resources are known and drawn upon.
- C.2.4. Staff expertise is fully utilised.
- C.2.5. Staff develop resources to support learning and participation

- *"The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."*



Co-funded by the
Erasmus+ Programme
of the European Union