

Outreach Empowerment Diversity

Grid for analyzing good-practice examples

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Hints for completing the grid

This grid should help you to gather relevant information about your good-practice example. Furthermore it structures the information and facilitates our analysis. Mostly, it is divided into three parts: “indicators for external use”; “indicators for internal use” and “relevant information and reasons why it is a good-practice example”. The indicators for external use can be utilized in surveys and for the analysis of your material. Whereas the indicators for internal use are just for the evaluation of the good-practice example. You can consider them when you describe your good-practice example. But please don’t use them as a guideline for surveys or as a questionnaire and don’t communicate them to the organization. In the column “relevant information and reasons why it is a good-practice example” you can write down your arguments.

Some topics contain just two columns (indicators for external and internal use) and no column for the description. In this case you should highlight the indicators that are true for your good-practice example. Lacks in the description are no problem, on the contrary they show us “outreach in practice”. Please feel free to add personal remarks, surprises and issues not mentioned in the grid! For us it is more important to get a broad impression of your example than a fully completed grid.

Country/partner	
Your good-practice example	
General or specialized provider?	
Objective reasons for choosing this provider as good-practice example	
Sources of information used for the grid	



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Indicators for external use	Indicators for internal use	Relevant information and reasons why it is a good-practice example
1. General information about the good-practice example <i>This general information should give an overview of provider's background.</i>		
Name	-	
Address	-	
Link website	-	
Location of provider	In what region is the provider located? (urban, regional)	
Legislative background/obligations	-	
Certification/accreditation	-	
Financing	How is the organization funded? Is funding long- or/and short-term?	
History and key objective	What was the reason for provider's foundation? In addition, describe in short the provider's history and key objective.	

Indicators for external use	Indicators for internal use	Relevant information and reasons why it is a good-practice example
2. Provider's self-conception <i>The information about the provider's self-conception is necessary to understand the basic attitude underlying every educational and organizational action. It shows to which extent the organization considers itself as inclusive.</i>		

<p>Inclusion (social inclusion is seen in a broad way: employment, social relationships and civil rights¹)</p>	<p>Is the concept of inclusion well known and is inclusive education seen as an important factor? How is inclusion represented on all levels of the organization? How is the managerial staff supporting inclusion and outreach? Is the concept of inclusion the consistent basis for every educational and organizational action (if you find some examples in the range of supply, please name them)?</p>	
<p>Recognizing and valuing heterogeneity, interculturality and intersectorality</p>	<p>Has the organization an attitude that includes everybody? Is the organization recognizing and valuing every kind of diversity (cultural background, gender, age, disability, etc.) as a valuable enrichment? Is the organization respecting different religious orientations, ideologies and outlines of life? Does the organization avoid culturalization and ideas of normality? Is this topic a consistent basis for every educational and organizational</p>	

¹ “The multidimensional nature of exclusion forces us to consider all three dimensions - employment, social relationships, and civil rights, including education and social security - simultaneously. Any policy of inclusion that concentrates on only one of these dimensions (e.g. the labour market), possibly even at the expense of the others, is insufficient. Adult education, precisely because of the breadth of its provision and in defence of this breadth, can make an important contribution to inclusion in all of its dimensions and by intentionally connecting these dimensions with one another” (Kil & Kronauer, 2011).

	action?	
Sustainability	Does the organization consider sustainability?	
Intersectoral cooperation and networking	Does the organization cooperate with other adult education providers and organization/institutions of other sectors? Is cooperation considered as a valuable enrichment and possibility to improve the own educational work?	
Reflection and critical self-understanding	Does the organization evaluate processes and is the organization critically reflecting about itself? Is feedback used for constructive improvement?	

Indicators for external use	Indicators for internal use	Relevant information and reasons why it is a good-practice example
3. Supply <i>The description of the provider's supply shows how the provider is in fact realizing outreach and how diversity is converted.</i>		

Spectrum and areas of supply	<p>What spectrum of adult education does the organization (formal, non-formal, informal) offer? Which areas of supply are covered? Does the organization offer courses in inclusion (anti-discrimination, valuing diversity and tolerance) and active citizenship? Does the organization offer low level or remedial work? Are techniques of acquiring knowledge, learning to act in daily life, learning to live together and learning for life part of the offered program? Are courses offered in native language? Are cultural and religious particularities considered? Is child care available during the course?</p>	
Target group	<p>Which group of people does the organization want to reach? How do they define outreach?</p>	
Venue of courses	<p>Where do the courses take place? Is the organization considering the venues? How does the organization convert outreach?</p>	
Considering heterogeneity and diversity	<p>Does the supply of courses consider heterogeneity and diversity? Is the supply oriented towards needs of different people? Is segregation prevented?</p>	

Service mix	What different services are done process-orientated: consulting, counseling, building up confidence, involve participants in planning and decision making, teaching, supporting, accompanying (as well after the course)	
Teaching methods	Do teaching methods vary; are they learner-centered and adapted to participants' needs?	

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<p>4. Individualization of the supply <i>A main idea of inclusive education is to meet the individual needs. The description of this topic allows analyzing how the provider is adapting the supply to the individual needs and the resources of the participants.</i></p>		
Identification of educational needs and individual resources	Does the organization evaluate prior courses and discuss with other providers to identify educational needs? Are individual educational needs identified? Are individual competences and resources identified and included in the learning process?	
Need-orientation	Are identified needs converted into adequate learning possibilities? Is education need-oriented? Are the curricula flexible to meet individual needs?	

Counseling and support to students with special education need	Do students with special needs get additional support? Does the organization offer counseling? Does the organization offer learning aid?	
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<p>5. Personnel <i>The information about the personnel allows analyzing whether the provider is heterogenic himself or not. Furthermore the topics give us some information about how the teachers see inclusion and active citizenship themselves and if they have the competences to foster these concepts.</i></p>		
Situation of personnel	How many people are working in the different fields of the organization? What are their qualifications? Does the personnel's situation reflect diversity (multiethnic, diverse in age and sex)?	
Outreach	Which persons are actually doing outreach? (please name them and write down the e-mail address if possible)	
Personnel development	Are teachers and other staff supported in developing their knowledge, skills and attitudes regarding inclusion and active citizenship?	
Value orientation	Do the teachers have a positive attitude towards inclusion and active citizenship? Do the teachers serve as good examples for inclusion and active citizenship?	

Teamwork	Are teachers working in teams?	
Reflection	Have teachers the possibility to reflect upon their work and are they encouraged to discuss teaching, learning and their personnel development with other teachers?	
Competences of teacher	<p><i>Please highlight the competences that teachers of your good-practice example possess!</i></p> <ul style="list-style-type: none"> • Ability to conduct local research • Ability to identify of local networks • Ability to connect and negotiate with a range of different agencies, groups and individuals • Ability to interact with/listen to people and identify their learning interests and needs • Ability to set up and coordinate meetings • Ability to locate and negotiate use of premises • Ability to broker provision between groups and providers • Sensitivity and respect for others and host communities • Ability to adapt to different groups and different situations • Ability to react to widely differing wants and needs 	

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<p>6. Participants <i>This topic shows if the organization achieved outreach and inclusion.</i></p>		

Current group of participants	Describe the main characteristic of the participants (age, gender, cultural background, and other important characteristics). Is the group of participants reflecting diversity? Is the degree of diversity adapted to the course? Is the organization trying to balance heterogeneity in order to ensure stable and productive learning groups?	
Statistic of participants	Where do the participants remain after the courses? Are they taking other courses? Do they change providers?	

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<p>7. Participation in adult education <i>This topic describes the process of how the organization is trying to encourage participation. Participation means both to attend adult education courses and to participate actively in the course. From this topic we can gain new ideas of outreach strategies.</i></p>		
Acquisition of participants	How and where is the organization trying to acquire new participants? Is the organization offering informal information meetings, festivals, etc? Is the organization cooperating with schools, doctors and institutions? Is the organization providing information about the tasks and benefits of adult education?	

Access to services	Is it easy to get information about the supply? Is the application process easy to understand? Are the application forms easy to understand? Are the participation fees adequate? Can people apply for financial assistance? Are participants treated equally despite their diversity?	
Accessibility and use of new technology	Are all parts of the building barrier-free? Is the location of the organization easy to access and find? Is the organization using new technology?	
Acceptance	Does the organization create a feeling of acceptance and inclusion for the participants? Does the organization avoid exclusive symbols? Does the organization establish a personal relationship with the participants?	
Involvement of participants	Does the organization involve the participants and their associations in planning and developing the courses as well as in the decision making process? Do the courses support independence and active participation? Is reaching a general consensus an objective? Are decisions transparent?	

Indicators for external use	Indicators for internal use	Relevant information and reasons why it is a good-practice example
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<p>8. Social embeddedness <i>The provider should foster social embeddedness in order to ensure inclusion and to make active citizenship possible.</i></p>		
Participation through adult education	Do the courses foster social embeddedness? Are the courses fostering political involvement, vocational and social participation?	

Indicators for external use	Indicators for internal use	
<p>9. Civic competences <i>Civic competences enable individuals to become active citizens. Learning should develop civic competences that finally drive active citizenship. Therefore it is necessary to know which civic competences are learning outcomes of the courses.</i></p>		
Learning outcomes that are needed for civic competences	<p><i>Please highlight the competences that are learning outcomes of the courses of your good-practice example!</i></p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Key elements of political and legal system (human rights, social rights and duties, Parliamentary government, importance of voting) (local, national, European level) • Basic institutions of democracy, political parties, election programs and proceedings of elections • Role of media in personal and social life • Social relations in society • History and cultural heritage of individual country, as well as predominance of certain norms and values • Different cultures in school and in the country • Main events, trends and change agents of national, European and world history • Function and work of voluntary groups • Knowledge on current political issues <p>Skills:</p>	

- Ability to evaluate a position or decision, take a position and defend a position
- Differentiation between a statement of fact and an opinion
- Resolvment of conflicts in a peaceful way
- Interpretation of media messages (interests and value systems involved etc.) (critical analysis of the media)
- Capability to critically examine information
- Communication skills (ability to present ideas in verbal and/or written manner)
- Ability to monitor and influence policies and decisions (also by voting)
- Active use of the media (not as consumer but as producer of media content)
- Building of coalitions; cooperation; interaction
- Ability to live and work in a multicultural environment

Attitudes:

- Responsibility for decisions and actions in particular in relationship with other citizens
- Confidence to engage politically
- Trust and loyalty towards democratic principles and institutions
- Openness to difference, change of own opinion and compromise

Values:

- Acceptance of rule of law
- Belief in social justice as well as in equality and equal treatment of citizens
- Respect for differences including gender and religious differences
- Negative towards prejudice, racism and discrimination
- Respect for human rights (freedom, diversity and equality)
- Respect for dignity and freedom of every individual
- Tolerance towards difference
- Belief in importance of democracy

10. Assessment of your good-practice example

Finally, you should consider the entire description of your example in this grid. Are there some surprises (e.g. inconsistency with our indicators)? Please rank the organization in comparison to your national situation of suppliers! Is a transfer of the organization's strategies to other suppliers/countries possible?

11. Index about materials (visualization, audio frequency, photos , training materials, and courses “train the trainer”...) in your drop box

12. Sources

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