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**The MATURE training programme**

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| **UNIT TITLE AND NUMBER: Unit 4 Social inclusion** |
| **INTRODUCTION**: Social exclusion is defined as the lack of access to provisions that are offered by society. It is closely linked to poverty but not necessarily the same. Social exclusion is not a static fact but a process.Socially excluded people do not have enough access to material resources; they lack social relations in their neighbourhood and community, they feel powerless, less motivated to change their situation, they don’t participate in civic activities and have less access to basic services and are more likely to grow violent or depressed. The consequences for education are obvious: either socially excluded people are very hard to reach and do not participate unless forced to or they are in the educational system but feel unwelcome/unaccepted and less motivated; they may be in more in danger of dropping out.This challenge has to be faced by teachers in AE especially in respect of older people because the danger of isolation grows with age. This unit deals with the problem and shows solutions for successful teaching. **RESSOURCES**: *Definition social exclusion:* [*http://www.eurofound.europa.eu/pubdocs/2011/34/en/1/EF1134EN.pdf*](http://www.eurofound.europa.eu/pubdocs/2011/34/en/1/EF1134EN.pdf)*Glossary key project words:* [*http://matureproject.eu/glossary*](http://matureproject.eu/glossary)*Key competences for adult-learning professionals:* [*http://ec.europa.eu/education/more-information/doc/2010/keycomp.pdf*](http://ec.europa.eu/education/more-information/doc/2010/keycomp.pdf)*MATURE: Introduction to face to face units* [*http://matureproject.eu/face-to-face-training-units*](http://matureproject.eu/face-to-face-training-units)*The MATURE advice booklet for intermediaries and others* [*http://matureproject.eu/advice-booklet*](http://matureproject.eu/advice-booklet) |
| **LEARNING OUTCOMES**: After studying this unit, participants will be able to:* be sensitive to problems of learning for hard-to -reach people
* understand the behaviour of hard –to-reach people
* know how to facilitate the group in order to include people
* challenge negative attitudes and know how to react to those
* find the right approaches to solving difficult situations
* plan steps towards “inclusive” teaching
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| **UNIT CONTENT**:  |  |
| Icebreaker/warm up: postcards with theme-related questions (annex 1)Definition of in/exclusion (annex 2, optional: MATURE glossary to prepare next step) What does it mean to cope with the health issues, dependency, attitude and/or culture of hard-to-reach people (brainstorming or mind map in whole group or sub-groups)Transfer to what happens in a course: exchange of experience ; discussionCase study (annex 3)incl. questions, 2-3 groups (depending on size of group): Exclusion in a course, causes and solutionsPresentation of group work in plenary session, documentation on white board or Reflexion of my role as a teacher (questionnaire, annex 4) : individual work and résuméBreak*Methods of resolutions (questionnaire, 3 groups)**Split the whole group in 3 sub- groups. Give them one of the options below as a possible solution** Open a meta-dialogue within the group about the problem
* Change the role of the person in question (e.g. give him a meaningful role or let him do something special)
* Approach of Mezirow

Presentation of group work, discussion First steps: If I change something in order to include people better in the course, what might happen?* Consequences for my role
* Consequences for my teaching (preparation, steering)
* Consequences for the learners (the ones in danger and the others)
* Are there limits?

Method: 4 spaces to put cards on, each participant has cards in 4 colours and pins the cards with ideas and questions on the respective board. discussionsReflection: What is it I want to do? What are my next steps? Feedback: Have my expectations been fulfilled? (Use any methods you deem appropriate for feedback, such as flash light, cards….)  |  |

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