



## **“Non-formal Inclusive Adult Education”** **(NORDPLUS ADULT 2023, No. NPAD-2023/10351)**

### **Training program**

**Duration:** 40 academic hours

**Target Audience:** Adult educators, trainers, facilitators, social workers, and others involved in adult education.

#### **Program Overview:**

This program aims to equip participants with knowledge, skills, and tools to create inclusive learning environments in non-formal adult education. It focuses on understanding the needs of diverse adult learners, implementing inclusive teaching strategies, and designing activities that promote engagement, equity, and accessibility in adult education settings. The program provides a comprehensive approach to fostering inclusivity in adult education, covering theoretical knowledge, practical skills, and reflective practices.

#### **Learning Objectives:**

By the end of the program, participants will:

1. Understand the principles and importance of inclusive education in non-formal adult learning settings;
2. Gain knowledge of different learning needs and styles among adult learners;
3. Develop skills to adapt teaching methods and materials to meet diverse needs;
4. Learn to create and facilitate a learning environment that promotes participation, equity, and respect for all learners;
5. Enhance competence in planning and implementing inclusive learning activities and assessments.

#### **Evaluation:**

- **Training program participant evaluation:** Learners will be assessed through participation, reflection activities, group discussions, and a final project where they design a plan for an inclusive education session.
- **Program Evaluation:** Feedback will be gathered through questionnaires and discussions to evaluate the effectiveness and relevance of the training.

#### **Training program content and outcomes:**

<i>Title of Module</i>	<i>Duration</i>	<i>Outcomes</i>
<b>Module 1</b>		
<u>Understanding Inclusivity in Adult Education:</u>	6 ac.h	After completing this module, participants will be able to:

<ul style="list-style-type: none"> <li>• Introduction to inclusive education: <i>definitions, principles, and importance.</i></li> <li>• Overview of diversity in adult learning (<i>cultural, linguistic, gender, age, socioeconomic, abilities</i>).</li> <li>• Legal and ethical considerations in inclusive adult education.</li> </ul>		<ul style="list-style-type: none"> <li>• Define inclusivity in the context of non-formal adult education.</li> <li>• Recognize diverse learner needs and how they impact the learning process.</li> <li>• Identify key policies and ethical practices related to inclusive education.</li> </ul>
<b>Module 2</b>		
<p><u>Characteristics of Adult Learners:</u></p> <ul style="list-style-type: none"> <li>• Adult learning theories and principles (<i>Andragogy, Transformative Learning, Experiential Learning</i>).</li> <li>• Identifying different learning styles and preferences (<i>visual, auditory, kinesthetic, etc.</i>).</li> <li>• Understanding barriers to learning for adult learners (<i>e.g., disabilities, language barriers, prior negative experiences</i>).</li> </ul>	6 ac.h	<p>After completing this module, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Explain key adult learning theories and how they apply to inclusive education.</li> <li>• Identify different learning styles and adapt educational strategies accordingly.</li> <li>• Recognize common barriers faced by adult learners and develop strategies to overcome them.</li> </ul>
<b>Module 3</b>		
<p><u>Creating an Inclusive Learning Environment:</u></p> <ul style="list-style-type: none"> <li>• Strategies for promoting a safe, respectful, and inclusive classroom environment.</li> <li>• Use of inclusive language and materials.</li> <li>• Encouraging active participation and valuing diversity in group discussions and activities.</li> <li>• Building a learner-centred approach in non-formal settings.</li> </ul>	8 ac.h	<p>After completing this module, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Develop strategies to foster a welcoming and supportive learning environment.</li> <li>• Apply inclusive language and use culturally sensitive materials in teaching.</li> <li>• Implement learner-centered approaches to facilitate active participation.</li> </ul>
<b>Module 4</b>		
<p><u>Adapting Teaching Methods for Inclusivity:</u></p> <ul style="list-style-type: none"> <li>• Differentiated instruction: tailoring content, process, and products to meet diverse needs.</li> </ul>	8 ac.h	<p>After completing this module, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Adapt teaching methods to accommodate various learning styles and abilities.</li> </ul>

<ul style="list-style-type: none"> <li>• Use of technology and multimedia to support inclusive learning.</li> <li>• Incorporating collaborative learning techniques (<i>group work, peer teaching, etc.</i>).</li> <li>• Designing accessible learning activities and materials.</li> </ul>		<ul style="list-style-type: none"> <li>• Integrate technology effectively to support inclusive education.</li> <li>• Design inclusive and accessible educational activities and resources.</li> </ul>
<b>Module 5</b>		
<u>Assessment and Feedback in an Inclusive Classroom:</u> <ul style="list-style-type: none"> <li>• Formative and summative assessment methods suitable for diverse adult learners.</li> <li>• Providing constructive feedback that respects learner diversity.</li> <li>• Self-assessment and peer-assessment techniques.</li> </ul>	6 ac.h	After completing this module, participants will be able to: <ul style="list-style-type: none"> <li>• Design assessment tools that accommodate different learner needs.</li> <li>• Apply inclusive feedback methods to encourage learner growth and participation.</li> <li>• Facilitate self-assessment and peer-assessment processes among adult learners.</li> </ul>
<b>Module 6</b>		
<u>Designing an Inclusive Education Program:</u> <ul style="list-style-type: none"> <li>• Planning inclusive educational activities: <i>setting objectives, selecting content, and designing sessions.</i></li> <li>• Collaboration with stakeholders (<i>learners, community organizations, etc.</i>) for inclusive program development.</li> <li>• Evaluating the effectiveness of inclusive education practices.</li> </ul>	6 ac.h	After completing this module, participants will be able to: <ul style="list-style-type: none"> <li>• Develop an outline for an inclusive educational activity or program.</li> <li>• Collaborate with stakeholders to enhance program inclusivity.</li> <li>• Apply evaluation tools to assess the success of inclusive practices in education.</li> </ul>

### Training methods:

The teaching methods of the program are aimed at actively involving participants, promoting cooperative learning and accommodating different learning styles. These methods combine theoretical knowledge, practical application, and reflective learning, creating a comprehensive and engaging training experience that models the inclusive practices it aims to teach.

<i>Description</i>	<i>Purpose</i>	<i>Use in Program</i>
<b>Interactive lectures</b>		
Lectures will provide foundational knowledge on key concepts such as inclusivity, adult learning theories, and inclusive practices. However, to enhance engagement, these lectures will be interactive, including short Q&A segments, real-life examples, and multimedia presentations.	To introduce key topics, provide a structured overview, and establish a shared understanding among participants.	In Modules 1 ( <i>Understanding Inclusivity in Adult Education</i> ) and 2 ( <i>Characteristics of Adult Learners</i> ), interactive lectures will introduce core concepts, theories, and the diversity of adult learners.
<b>Group discussions and debates</b>		
Small group discussions and debates will be facilitated on topics such as the importance of inclusivity in adult education, barriers to learning, and ethical considerations. Participants will exchange perspectives, share experiences, and reflect on how inclusive practices can be implemented.	To encourage critical thinking, foster peer learning, and create an open space for exploring diverse viewpoints.	Especially effective in Module 1 ( <i>Understanding Inclusivity</i> ) and Module 3 ( <i>Creating an Inclusive Learning Environment</i> ), allowing participants to explore various aspects of inclusivity and diversity.
<b>Case studies and scenario analysis</b>		
Real-life case studies and scenarios related to adult learning environments will be presented to participants. They will work individually or in groups to analyze the situations, identify challenges, and propose inclusive strategies to address the issues.	To develop problem-solving skills, highlight practical applications of theoretical knowledge, and explore the complexities of inclusive education.	In Modules 3 ( <i>Creating an Inclusive Learning Environment</i> ) and 4 ( <i>Adapting Teaching Methods for Inclusivity</i> ), case studies will help illustrate how inclusive practices can be applied in different contexts.
<b>Role-playing and simulations</b>		
Participants will engage in role-playing activities to simulate various classroom situations, such as managing a diverse group of adult learners or addressing a specific learning barrier. Facilitators will guide discussions afterward to reflect on the experience.	To provide hands-on practice, develop empathy, and enhance communication skills by experiencing different perspectives within a learning environment.	Effective in Module 3 ( <i>Creating an Inclusive Learning Environment</i> ) and Module 4 ( <i>Adapting Teaching Methods for Inclusivity</i> ) to practice inclusive strategies in a controlled, supportive setting.

<b>Workshops and collaborative projects</b>		
Participants will work in small groups to create educational activities, lesson plans, and materials tailored for diverse adult learners. These collaborative projects will be presented to the group for feedback.	To practice designing inclusive educational materials, promote teamwork, and encourage creativity in adapting teaching methods.	In Module 6 ( <i>Designing an Inclusive Education Program</i> ), workshops and collaborative projects will allow participants to apply what they have learned and receive constructive feedback.
<b>Hands-on activities and demonstrations</b>		
Facilitators will demonstrate various teaching strategies, tools, and technologies that support inclusivity, followed by hands-on practice sessions. For example, using assistive technology for learners with disabilities or employing multimedia resources to accommodate different learning styles.	To enhance participants' skills in using practical tools and techniques for inclusive teaching.	In Module 4 ( <i>Adapting Teaching Methods for Inclusivity</i> ), demonstrations and hands-on activities will help participants gain practical experience in using inclusive teaching tools.
<b>Reflective journals and self-assessment</b>		
Participants will maintain reflective journals throughout the program to document their learning journey, thoughts, and how they plan to implement inclusive practices in their own educational settings. Self-assessment tools will be used to encourage introspection and self-directed learning.	To promote self-awareness, encourage continuous learning, and provide a personal space for reflection on the application of inclusive education principles.	In every module, but particularly in Module 5 ( <i>Assessment and Feedback in an Inclusive Classroom</i> ), reflective journals will help participants internalize the concepts and assess their growth.
<b>Peer teaching and micro-teaching sessions</b>		
Participants will prepare and deliver short teaching sessions to their peers, simulating an inclusive adult education environment. Peers will provide feedback on the inclusivity of the methods and materials used.	To practice inclusive teaching techniques, receive constructive feedback, and learn from others' approaches.	In Modules 4 ( <i>Adapting Teaching Methods for Inclusivity</i> ) and 6 ( <i>Designing an Inclusive Education Program</i> ), peer teaching sessions will offer a practical platform for applying learned strategies.
<b>Feedback and evaluation sessions</b>		
At the end of each module, facilitators will conduct feedback sessions to discuss what	To ensure that the program meets participant needs, to	Throughout the program, with a comprehensive evaluation session at the conclusion to



<p>participants found useful, challenging, or in need of further exploration. Additionally, a final evaluation session will involve reviewing the knowledge and skills gained throughout the course.</p>	<p>guide further learning, and to provide opportunities for ongoing improvement.</p>	<p>assess the overall impact and learning outcomes.</p>
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