



Guidelines of new learning approaches for a better social inclusion



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1. TYPES OF BACKGROUNDS AND/ OR SOCIAL CATEGORIES THAT CALL FOR SOCIAL INCLUSION

Social inclusion targets those vulnerable groups in society who find themselves marginalized, being blocked from rights, opportunities and resources:

- the urban poor, especially girls and women who are affected by the problems caused by unemployment, poverty and with more than 200 million youth living in poverty globally, there is a clear need to support them;
- people suffering from diseases such as HIV/AIDS, which causes poverty, creates orphans, marginalizes people and stigmatizes those afflicted and their families;
- people with disabilities or mental illnesses that are at greater risk of multiple disadvantages, never being able to participate fully in our society;
- members of jobless families or people with low incomes and low expectations, who become trapped in a downward

spiral often leading to leaving school early, long-term unemployment and ill-health;

- any members of oppressed groups such as women, children, ethnic minorities, gay men and lesbian women, older people who are equally vulnerable, being excluded by a judgmental society;

- some intellectuals or thinkers are marginalized because of their controversial views on different topics;

- victims of domestic abuse, in the majority of incidents women and children, who can be turned from socially excluded sufferers into socially included survivors;

- people with special educational needs, NEET, and the migrants who are isolated and often marginalized.

2. WAYS OF ACHIEVING SOCIAL INCLUSION FOR DIFFERENT CATEGORIES (DISADVANTAGED SOCIAL BACKGROUNDS, DISABILITIES, VICTIMS OF FAMILY VIOLENCE/ ABUSE, ANTISOCIAL BEHAVIOR, ETC.)

Social inclusion, the provision of certain rights to all individuals and groups in society, can be achieved in many ways:

- Promoting access to education for adults from disadvantaged social backgrounds;
- Preventing school dropout and illiteracy (the affected are especially migrants, Romany, people with disabilities and members of families with low incomes). For some of these categories we can use alternative forms of education, such as learning at home, independently or with the help of a tutor;
- Using strategies to make learning an efficient and enjoyable activity, but also investing in the infrastructure

and utilities in schools in order to create a pleasant environment for learning;

- Developing effective school leaders, ensuring high-quality initial teacher education, promoting learning to improve teaching practices;

- Offering a wide range of qualification courses in specialized institutions;

- Stimulating personal growth and lifelong professional development by acquiring new competences and skills;

- Involving all the parts concerned and facilitating communication between the local community and the civil society;

- Developing alternatives, such as the private educational system;

- Promoting lifelong learning for personal growth and more career opportunities;

- Encouraging them to participate in projects to promote their knowledge and learning.

3.EXAMPLES OF CASE STUDY FOR THE ABOVE MENTIONED CATEGORIES

3.1 RISK FACTORS IN FACILITATING ACCESS TO EDUCATION FOR PEOPLE FROM DISADVANTAGED SOCIAL BACKGROUNDS

Objectives:

- Identify educational opportunities for people from disadvantaged social backgrounds and their expectations of success;
- Define their academic achievement and risk factors regarding their access to education and professional training.

3.2 SOCIAL REINSERTION OF THE HOMELESS

Objectives:

- Investigation of the main characteristics that define the phenomenon generated by the adult homeless population;
- Analysis of this phenomenon, its generation and amplification mechanisms;

- Highlight any risk factors.

3.3 CASE STUDY FOR IMPROVING EMPLOYEES' ATTITUDE TOWARDS EMPLOYING PEOPLE WITH DISABILITIES

Objectives:

- Develop assessment tools for people with disabilities and provide constant feedback on their work;
- Increase motivation for personal growth and professional development;
- Train staff to provide vocational counseling and guidance for people with disabilities.

3.4 PEOPLE with special education needs

People who are classified as NEET, meaning a person who is not in education, employment or training, need clear instructions, constant guiding, additional explanations in order to fulfill their task.

Objectives:

- Investigation of the main characteristics that define this new phenomenon;

- Analysis of the ways in which this phenomenon is different in each country;
- Support individual motivation to improve personal growth and a better social inclusion.

Migrants are also people with special education needs.

Objectives:

- Investigation of a possible insertion in the workforce (possible qualification or graduation);
- Analysis of migration reasons and background of the migrants for a better social inclusion;
- Involve the migrants in training courses, vocational education;
- Highlight the risk of social uninvolved groups of migrants to invest more resources in integration programs.

4. MEDIATION OF CONFLICTS IN EACH FIELD OF SOCIAL INCLUSION- EXAMPLES

4.1 GENDER DISCRIMINATION IN THE WORKPLACE

Mediation includes:

- mass-media campaigns, writing guidelines of good practices , attending training courses and debating on them in an effort to change legislation, social dialogue with different partners, exchange of opinions with experts from other countries with experience in the field.

4.2 THE SMALL NUMBER OF EMPLOYEES AND THE LOW LEVEL OF PROFESSIONAL TRAINING IN THE COMMUNITIES OF GIPSIES

Mediation includes:

- Achieving social inclusion for the Rromanies by facilitating access to public services (education, jobs, medical care, social protection);

- Encouraging the Rromany population to participate actively in the activities of the local community, having representatives in the local structures;
- Promoting social protection and poverty alleviation strategies.

4.3 ORPHANS OR SOCIAL ORPHANS WHO LEAVE THEIR TRANSIT CENTER AND NO LONGER BENEFIT FROM SOCIAL PROTECTION PROGRAMS

Mediation includes:

- Providing homes and jobs for young people coming from these institutions;
- Developing social skills necessary for an autonomous life;
- Socio-professional insertion of young people after leaving their training centre;
- Social, professional and cultural integration of migrants and Rromani people.

5. TYPES OF NON-FORMAL AND INFORMAL ACTIVITIES WHICH CAN BE APPLIED FOR SOCIAL INCLUSION

According to the European Commission there are three basic categories of purposeful learning activities: formal learning (which takes place in training institutions), non-formal learning (which involves extracurricular activities) and informal learning (which is not necessarily intentional learning). Non-formal and informal education are equally important in school because they facilitate the acquisition of different skills which, besides formal education, contribute to personal growth.

Non-formal learning, as opposed to formal learning

- involves learning from experience and transferring knowledge, but also learning from other people;
- is task-oriented, learners can set their own goals;
- includes many practical activities, group work and volunteering;

- involves learners in practical learning activities (learning by doing);
- is centered on the learner and his/her learning needs, facilitating their identification to better adapt to the learning process;
- is adapted to the community group and / or individual and requires a self-paced learning
- is structured and organized, has clear learning objectives and requires an effective management of resources;
- involves a learning process that can be placed in a curriculum leading to concrete results, obtained in a specified period of time (often shorter than in the case of formal education);
- is based on methods of active / interactive and varied learning;- supports the personal development of individuals / groups;
- allows, first of all, the learning through new experiences and facilitates the exploitation of the learners' past experience.

As other learning contexts, the non-formal learning allows the accumulation of new knowledge, skills and attitudes,

which means that its contents can be easily upgraded or improved; this involves the extension of the learning framework, a diverse and flexible learning space and time.

There are many non-formal activities which can be successfully applied for social inclusion, such as: origami, painting, sculpture, dancing classes, photography exhibitions, drama and pantonime workshops, ecological and environmental projects, civic training projects, trips, socio-cultural activities, sports and arts contests, outdoor activities, associative activities aimed to contribute to the learner's socio-professional development.

Informal learning, as opposed to formal learning

- has no program of study or prescriptive methods;
- takes place in a much wider variety of settings;
- suggests greater flexibility or freedom for learners;
- involves learners who are not aware of their own learning because informal learning is largely invisible;
- results in knowledge which is regarded as part of a person's general capability, rather than something that has been learned;

- offers the learner the opportunity to adopt certain attitudes, to externalize certain behaviors and to internalize certain values, thus outlining his/her psychosocial profile;
- is a way of learning with multidisciplinary aspects, the information coming from various fields, completing the already achieved knowledge and training through other forms of education.

Examples of informal activities that could be used for social inclusion are: outdoor education, volunteering activities, the integration of adult learners in European projects and transnational mobilities, trips, access to media , camping with friends, finding everywhere an opportunity to share knowledge with someone else.

The development of this form of education can be achieved by increasing the educational influences mainly from spontaneous media and community environment. This involves the increase of the cultural substrate and of the formative - educational benefit of the information provided in various ways, which lead on their turn, to a growth of the cultural level of the adult learner.

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What

Who

Why

How

