CONSIDER

Culture Of iNcluSion
In aDult lEarning oRganisations

(CONSIDER)

National report on Inclusion
in Adult Learning Organisations

ITALY

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Contents

1. Introduction

1.1 The CONSIDER project rationale

A major concern regarding adult education is tackling unemployment and raising the adult participation rate in learning, particularly of low-qualified adults, older citizens and people vulnerable to social exclusion (Cedefop, 2015). Moreover, adult education supports greater social mobility and equalizes societies.

Adult learning brings together people from different walks and stages of life. This benefits democracy and social peace (European Association for the Education of Adults, 2019).

Throughout Europe, a large number of institutions, public or private, provide adult education. These include formal, non-formal and informal education and training institutions, chambers, trade unions, organisations, associations and many more.

On the other hand, most of the education providers do not understand diversity or are not able to determine individual learning needs of their learners.

To practice inclusion of learners, adult education providers need to adapt their curricula and their learning opportunities to vulnerable adults. Furthermore, adult educators also need to be empowered to work with vulnerable learners.

The CONSIDER project aims at enhancing the quality of adult training services through cultivating the inclusion culture in adult learning organisations at managerial and training level.

The adoption of techniques, methodologies and tools that facilitate equal access and successful implementation of adult training programmes transform the organisations into vehicles of inclusion of vulnerable groups that otherwise would be socially excluded or marginalised.

The project will produce training and support tools for management and adult trainers of training organisations, which will support inclusion of all learners, regardless of their social/economic background, their age, their sex or their cognitive capabilities.

The first output of the project aims to develop an innovative Quality Framework for inclusion in adult learning organisations. The Quality Framework will be developed based on the national reports provided by each partner: France, Germany, Greece, Italy, Portugal and Slovakia.

1.2 The Italian national report: methodology

The research in Italy took place in February and March 2021 and it consisted of a qualitative and quantitative research that involved 5 managers of adult training organizations and 5 trainers, who were given a questionnaire aimed at investigating various aspects of their activity regarding the issue of inclusion in adults training activities. The participants in the research were also contacted by telephone - due to the pandemic - to obtain further information in addition to that already provided through the questionnaire.

Additionally, an extended interview has been conducted with an adult learners belonging to a disadvantage group.

The research also includes the regulatory framework in force in Italy (legislation, regulations, recommendations), as well as voluntary approaches and practices implemented by different adult learning organisations and identified in the bibliography.

2. "Inclusion in training" profile

In order to describe the state of inclusion in education in Italy, we believe it is essential to first give a brief general overview of the country's education and training system.

Then we will describe Italy using the indicators defined in the methodology:

- Size of the population
- Adults attending training
- Purpose for attending training
- Approximate number of people that belong to disadvantaged groups (special needs, socially excluded, minorities).
- If possible, proportion of disadvantaged persons who attended adult learning.

2.1 The Italian education and training system

Education system

The Italian education system[1] is organised according to the principles of subsidiarity and of autonomy of institutions. The State has exclusive legislative competences on the general organisation of the education system (e.g. The Ministry of education has decentralized offices (Regional School Offices) that guarantee the application of general provisions and the respect of the minimum performance requirements and of standards in each Region. Regions have joint responsibility with the State in some sectors of the education system (e.g. Every three years, schools draw up their own 'three-year educational offer plan'. At higher education level, universities and institutions of Higher education for the fine arts, music and dance have statutory, regulatory, teaching and organizational autonomy.

Inclusion

Education at all levels must be open to everyone: Italian citizens as well as foreigner minors from both EU and non-EU countries. The principle of inclusion also applies to pupils with disabilities, to pupils with social and economic disadvantages and to immigrant pupils. In such circumstances, measures focus on personalization and didactic flexibility and, in the case of immigrants with low levels of Italian, on linguistic support. The State also guarantees the right to education to pupils/students who are unable to attend school because hospitalized, detained or at home for a long illness.

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[1] https://eacea.ec.europa.eu/national-policies/eurydice/content/italy_en

Compulsory education

Compulsory education starts at 6 years of age and lasts for 10 years up to 16 years of age. It covers the whole first cycle of education and two years of the second cycle. The last two years of compulsory education can be attended either in an upper secondary school or within the regional vocational education and training system. In addition, everyone has a right and a duty to receive education and training for at least 12 years within the education system or until they have obtained a three-year vocational qualification by the age of 18.

Vocational education and Vocational training

After 8 years of school, at the achievement of the lower secondary school certificate, students must choose if they want to continue their studies in a lyceum, a technical school, a vocational school or a vocational training institute.

Vocational education is provided by the Professional Institutes, schools of state competence that provide technical and professional preparation to access various work activities. The duration of the study course is 5 years, at the end of which the diploma of higher education is obtained: with this title it is possible to access all the university faculties or to enter directly into the world of work.

Vocational training is provided by Vocational Training centers, institutes of regional competence (directed and financed by the Region) that allow a rapid insertion into the world of work. In fact, unlike the Professional Institutes, the duration of the study course is 3 years, at the end of which a Professional Qualification is obtained. The courses offered by the Vocational Training Centers provide less theoretical contents than those of the Professional Institutes and more practical activity.

Adult education

A system of adult education has been running in Italy since 1997, organised at Local Permanent Centers and through evening courses at upper secondary education institutions. At central level, adult education is under the responsibility of the Ministry of Education, University and Research. The Centers for adult education organize first-level courses, literacy courses and Italian language courses for foreign adults, while upper secondary schools offer second-level courses.

The centers for adult education have the same degree of autonomy as mainstream schools, meaning that they have their own premises, staff and governing bodies. Courses provided by these centers are open to people aged 16 and above (people aged 15 can participate in ex-

ceptional circumstances). The centers provide programmes corresponding to initial educa-
tion up to the completion of compulsory education as well as language courses for immi-
grants.

Adult training (CVET)

The Italian continuous VET system[2] is articulated in two main pathways:

- a CVET offer provided by the Sectoral training funds under the control of the Social
  Partners and established under the Ministry of Labour. These bilateral funds were es-
  tablished by law in 2000 and became operational in 2004. They are promoted at na-
  tional level by the central employer organisations along with the trade unions, but
  they can be articulated at the local level as well. The funds provide training for em-
  ployed people and those in redundancy schemes;

- a CVET offer provided by the Regions and the Autonomous Provinces for all adults,
  employed or unemployed. This offer is implemented along the same regional regula-
  tions as for IVET training offer. So, the QA framework is almost the same for IVET and
  CVET.

2.2 Population

According to the National Institute of Statistics (ISTAT) as of 1 January 2021 Italy had a popu-
lation of 59.641.488 people divided as follows:

By gender:

males	females
29.050.096	30.591.392
48,71%	*51,29%*

By age:

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[2] Angotti, R.; (2019). *Vocational education and training in Europe: Italy*. Cedefop ReferNet VET in Eu-
rope reports 2018. http://libserver.cedefop.europa.eu/vetelib/2019/Vocational_Education_Training_Eu-
rop
e_Italy_2018_Cedefop_ReferNet.pdf

0 - 18	19 - 67	68 →
10.007.866	37.877.106	11.756.516
17%	64%	20%

By citizenship and gender:

migrant males	migrant females	total migrants
2.431.678	2.607.959	5.039.637
48%	52%	

The gap between males and females in the age groups 1-18 and 19 - 67 is minimum. It increases in the cohort 67 onwards.
The cohort 19 – 67 refers to people of potential working age.
Foreigners are 8,45% of the total population.

2.3 Adults attending training

The XIX Report on Continuing Education - Year 2017-2018, drawn up by Anpal, the National Agency for Active Labor Policies, and presented at the end of November 2020, is the most recent source of information on adult education in Italy.

The Report highlights that in Italy, more than in most other European countries, the most vulnerable groups - typically adults with low qualifications and low skill levels - are less likely to participate in education and training.

In 2017, approximately two million and 600 thousand individuals between the ages of 25 and 64 (7.9 per cent of the reference population) participated in education and training activities in Italy.

More than half took part in professional training courses, mostly corporate training and to a lesser extent organized as part of the courses organized by regional training bodies.

Men were more involved in corporate training; in the regional one, on the other hand, there was greater homogeneity in participation by gender.

The remaining part of the participants (about 46 percent) attended other types of activities, such as seminars, conferences, private lessons, courses at popular universities, languages, IT, or with other non-work related content. In these cases the female presence was higher.

2.4 Purpose for attending training

Professional reasons prevail among the reasons for participation. Participation in non-formal activities increases as the level of education increases: the share of participants is more than double among graduates compared to high school graduates and is six times higher than those with a qualification lower than high school degree.

High-skilled workers have a participation rate of 14.1%. The others show much lower values: 5.3% medium-skilled, 2.8% medium low-skilled, 1.8% low-skilled.

Workers over 50 who participate in training activities are mainly high skilled, while the participation of low skilled workers is minimal.

2.5 Approximate number of people that belong to disadvantaged groups (special needs, socially excluded, minorities)

	number of people	% of the total population
Roma, Sinti and Travellers[3]	140.000	0,2%
Foreigners	5.039.637	8,45%
People in absolute poverty[4]	5.600.000	9,4%

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[3] Official estimates. "There are no reliable data on the number of the Roma population present in Italy and in Europe, on the level of education and unemployment, on life expectancy and infant mortality, on the housing situation and on the unemployment rate, on the percentage of foreigners and stateless persons and on access to social, health and welfare services. The average income or degree of integration is unknown "(Senato Della Repubblica - Extraordinary Commission for the protection and promotion of human rights - Concluding report of the survey on the condition of Roma, Sinti and Caminanti in Italy. XVI Legislature).

[4] According to preliminary estimates by ISTAT (National Institute of Statistics), in 2020 there are over 2 million families in absolute poverty (7.7% of the total) for a total number of individuals equal to about 5.6 million (9, 4% of the population).

2.6 Proportion of disadvantaged persons who attended adult learning

There are no information or statistics about the number of disadvantaged persons who attended adult learning.

A certain number of courses are organized at regional level thanks to the resources of the European Social Fund and are aimed at long-term unemployed, former drug addicts, prisoners, former prostitutes, etc., but the Regions do not provide disaggregated data according to the recipients of the training activities.

There are also many NGOs that organize courses for disadvantaged people, which are financed with their own resources or with resources made available by Municipalities, Foundations or EU grants (e.g. Erasmus+). These non-formal training activities, however, are not included in the official statistics and their exact size is not known, either in terms of quantity or of recipients.

3. Policy actions for Inclusion in Adult Learning Organisations

The Italian school system has a long tradition of inclusive education, starting in the 1970s with the first experiences of integrating students with disabilities into regular schools. Since then, legislation has developed to guarantee students with disabilities and other special educational needs the right to individualization and personalization.

The Constitution states that the Italian Republic guarantees school for all (Article 34) and requires that the mandatory duty of solidarity be fulfilled (Article 2). It also states that it is the 'duty of the Republic to remove any obstacles constraining the freedom and equality of citizens in order to ensure the full development of the human person' (Article 3).

Inclusion for pupils with disabilities began with Law 118/1971, which granted all children the right to be educated in common classes, and Law 517/1977, which abolished special schools.

3.1 Legal framework

- Under Law 118/1971, municipalities are responsible for making school buildings accessible for everyone, according to national standards.

- Law 104/1992 provides for the removal of barriers (architectural or sensorial) and the introduction of appropriate aids and tools to support pupils with disabilities in education and training. Schools can establish agreements with centres specialised in pedagogical consultation and production or adaptation of specific didactic materials.

- Law 104/1992: is the main framework for all disability issues. It guarantees specific rights for people with disabilities and their families; provides assistance; stipulates full integration and the adoption of measures for prevention and functional recovery; ensures social, economic and legal protection.

- Law 328/2000: defines the 'integrated system of interventions and social services'. According to Article 14 of Law 328/2000, parents, local health services and social services agree upon an individualised life project for their children. This aims for full integration 'within the family and social life'. Pupils with disabilities have the right to attend mainstream classes with appropriate teaching support. They have the right to full participation in school life, including summer camps, study visits (accompanied by special staff), etc. Depending on their disability, pupils may have assistants provided by local authorities. The Law 328/2000 also includes provisions for migrants.

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- Law 53/2003: defines the essential levels of provision in education and training.

- Law 3/2009: ratification of the United Nations Convention on the Rights of Persons with Disabilities. In the same year, the MIUR published the 'Guidelines for the integration of pupils with disability at school'. These guidelines aimed to increase the quality of educational interventions for pupils with physical, intellectual and sensory impairment.

- Law 170/2010: recognises dyslexia, dysgraphia, dysorthographia and dyscalculia as specific learning disorders (SLDs). Subsequent guidelines (2011) specify educational and didactic measures to support the teaching and learning processes. Schools are responsible for early detection.

- Ministerial Directive of 27 December 2012, on 'Measures for pupils with special needs and local organisations for school inclusion' cites all the initiatives taken for pupils with different types of special needs: pupils with assessed disabilities, specific developmental disorders or socio-economic, linguistic and cultural disadvantages. In these cases, schools should put in place the pedagogic and didactic measures necessary to guarantee their educational goals, drafting an individual education plan if necessary.

- Decree 66/2017: focuses on the school environment and enhances individual education plans (IEP) for pupils, aimed at identifying barriers and facilitators in school life.

4. Profile of the selected organisations

4.1 Characteristics of the training organizations

Number of training organizations: 5

Size of Organisation (managerial and teaching staff)

20%
40%
40%

■ 10 or less   ■ 11 - 50   ■ over 100
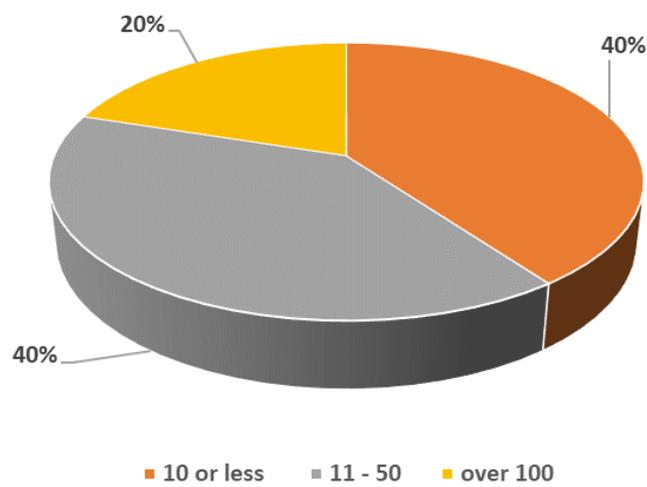
Number of students per year

40%
40%
20%

■ More than 500   ■ 51 - 200   ■ 200 - 500
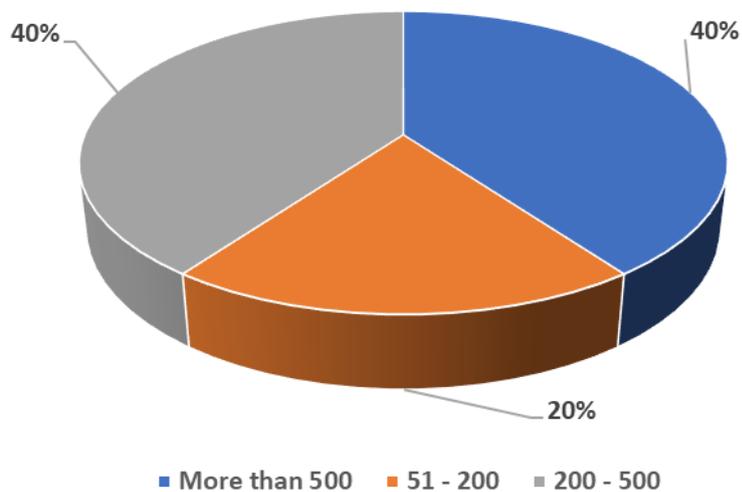
Presence of students that belong to vulnerable social groups or have special needs

20%

80%

■ yes ■ no

Type of vulnerable groups

Special Education Needs	40%
Long term unemployed	40%
Socio economic difficulties	40%
Foreigners	40%
NEETs	20%
Reduced mobility	20%
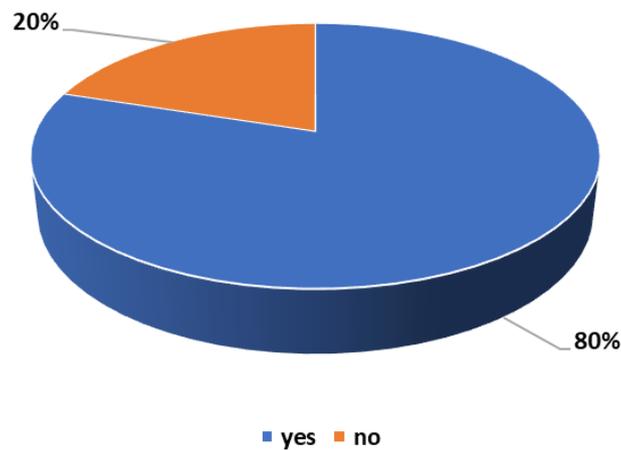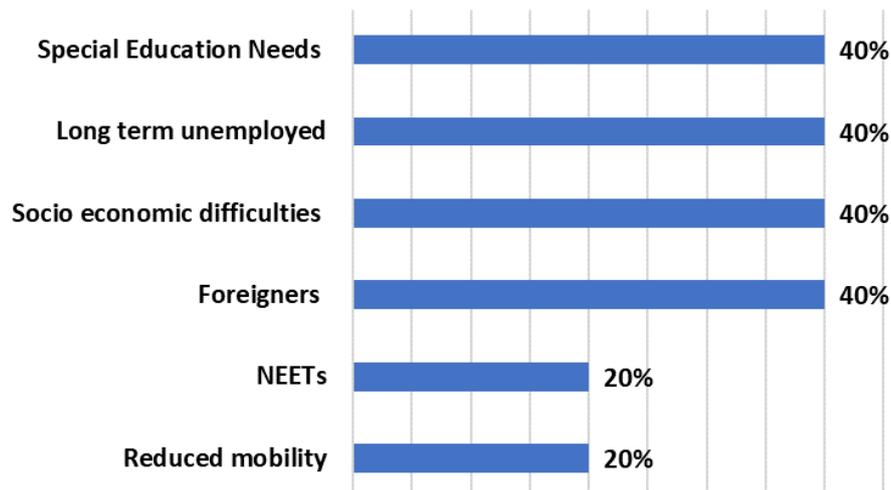
Core values of the participants organizations:
- inclusion, solidarity, centrality of the person
- Inclusion, non discrimination, acceptance of all diversities
- participation, democracy, inclusion
- seriousness, efficiency, professionalism

- human relationship, concreteness, innovation

4.2 Characteristics of the participating trainers

Number of participants: 5

Education level

■ University graduate ■ Post-graduate Degree

Teaching subjects

- public speaking
- vocal coach
- music
- activbe citizenship
- communication
- soft skills
- digital education

5. Situation of the Adult Learning Organisations and the existing context (legal, initiatives) as far as Inclusion is concerned

5.1 The point of view of managers

Managers were asked to answer a set of questions concerning the practices implemented in their organisations and the resources they provide to staff and students.

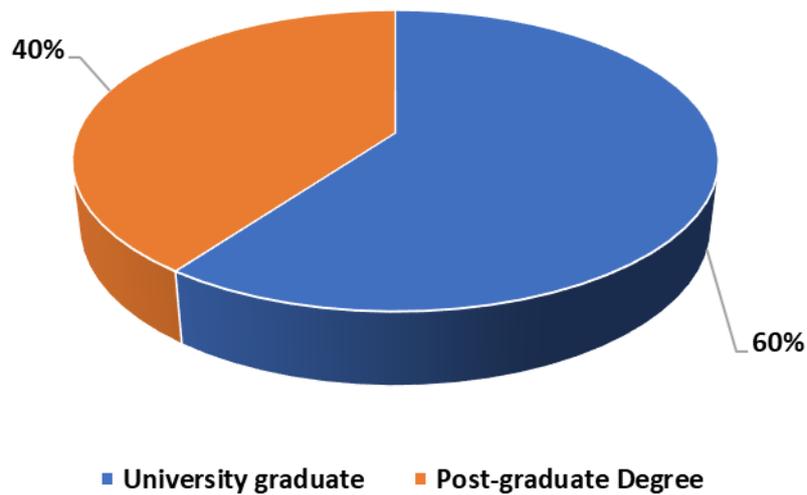- Most part of managers said they have a strategy on Inclusion expressed as an organizational mission and an explicit vision. They also have a strategic plan defining the inclusion goals and a system to measure its application and effectiveness.

- A formal organizational policy addressed to staff and trainers, detailing the vision that dictates inclusive practices for all students and a written Communication strategy that dictates the staff and trainers' conduct with adult learners are also common tools in use in their training organizations.

- A written Inclusion policy document addressed to students, in which are clearly state the ways they can communicate with the management in case they feel discriminated or have suggestions for improvement, are not widely in use, but a great attention is put when hiring a new trainer, manager, administrative employee in order to be sure they have eliminated any discrimination criteria in the selection process.

- A common feature to almost all training organizations is the creation of partnerships with local communities, disadvantaged groups and NGO

- All organizations provide a physical environment (offices, classrooms, exterior areas) that allows access and mobility of all students and any measure to assure students' health and safety are taken.

- Most part of organizations hold meetings between managerial staff and trainers on Inclusion and on ways to face potential infringement or to improve their Organisational Inclusion policy. Moreover, they organized events or forum on Inclusion.

- Needs and expectations of interested parties, requirements of learners, risk assessment and related countermeasures as well as suggestions from students about more inclusive practices are issues seriously taken into consideration by all training organizations.

- Managers rated positively their organizations about the following areas: opportunity given to students to learn, improving their talents and abilities; fairness to all students that feel safe in stating or disclosing that they belong to a vulnerable group or minority;

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possibility to report any concern about discriminations to a superior, knowing that he/she would deal with it. They all highly appreciate the ability of senior management to effectively manage culturally diverse groups of students and that diversity, as well as diverse opinions and ideas, are valued.

5.2 The point of view of trainers

The trainers were asked to answer a set of questions aimed at identifying the practices implemented in their training organizations and the resources they are provided with.

- Core values of organizations are: inclusion, equal opportunities, knowledge, internationalism, quality, reliability, seriousness, attention to the person, support, listening, creating autonomy, well-being of the person in the context, active participation of all.

- In line with their core values, all organizations offer curricula that address the learning needs of all students in an inclusive way.

- Almost all organizations provide a physical environment free of architectural barriers, so that the premises can be easily accessible by students with reduced mobility problems.

- The majority of the interviewees are aware of written and formal organisational policy addressed to staff and trainers that dictates inclusive practices for all students but there is not a process of giving a written Inclusion policy document to students.

- Establishing partnerships in various projects with local communities, disadvantaged groups and NGOs is a normal procedure in all trainers' work, but not all the interviewees have participated in programmes that are addressed specifically to the special needs of individual students.

- Participation in teaching staff meetings with the management to examine a case of infringement of the Inclusion policy in the organisation or ways to improve inclusion procedures is quite common for most trainers, but the majority never organized an event or forum on Inclusion.

- Evaluation questionnaires provided to students do not investigate the inclusion and non discrimination areas, but students are asked to make suggestions about more inclusive practices and measures that need to be taken to improve teaching and learning processes.

- Trainers rated positively the capability of their organizations to provides to students learning opportunities and to develop personal talents and ability. They also stated to feel confident if a concern about discrimination in their organization is raised, the superior/manager would deal with it.

- A strong feeling of belonging to their organization, the awareness that the senior management is able to effectively managing a culturally diverse group of students and that diversity, as much as diverse ideas and opinions, is valued in their organizations are also indicators positively rated.

5.3 The point of view of learners

To collect the students' point of view, we conducted a very in-depth interview with a student of foreign origin, the main results of which are summarized in Annex III.

It seemed to us a particularly qualified point of view as the interviewee, who arrived in Italy at the age of 20, was able to experience the adult education system in all its dimensions: language training in an NGO, adult education for the attainment of a secondary school diploma and training for adults having completed the training course for Social-Welfare workers (caregivers in hospitals and rest homes) and for cultural mediator.

Ultimately, we wanted to collect, from the voice of those who have experienced all possible range of training organizations for adults, what are the strengths and weaknesses, as well as suggestions for a possible improvement.

Since, as we have already reported, the interviewee's experience covers all possible training options for adults, we have decided to focus attention on the training provided by an organization accredited by the Region (course for Social-Welfare workers).

It was a course lasting a total of 1000 hours, of which 480 theoretical and 520 internship, the latter to be served in hospitals, retirement homes, facilities for adults with severe physical or mental handicaps, etc.

For participants over 18 years of age it is necessary to have a first grade secondary school diploma. Foreign citizens who have not obtained the necessary diploma in Italy must have a certificate of linguistic competence of at least B1 level.

Learners' profile: the 14 participants in the course were mostly women, many of whom were of foreign origin and with a rather limited knowledge of the Italian language. The age of the participants was very diverse, generally between 25 and 35 but 3 participants were older (over 50).

Motivation to attend training: all the participants had experience as caregivers, but they wanted to raise their professional status and therefore wanted to obtain the qualification of Social Health Operator in order to find work in a public or private structure, where the hours and the economic treatment are better and where they work in team, while the caregiver always works alone and often her only contact is the assisted person.

Training Organisation: it is an adults training organization accredited by the Veneto region. This means that the training program and the teaching and assessment parameters must adapt to what is established at the regional level.

Problems that learner faces in relation to training/learning: An accredited training organization offers guarantees regarding the quality of training but must also respect the rigid constraint of the training program, which must be fully developed within the established time frame. This means, for example, that a student with learning difficulties or language problems is unlikely to keep up with the other participants and risks not passing the final exam or abandoning the training before the end of the course.

Inclusion status of organisation: there are no elements of exclusion, but not even of inclusion, in the sense that the trainers carry out their program, trying not to leave any students behind. However, in the case of learning difficulties or serious language deficiencies, no support is provided, such as, for example, a tutor or a support teacher who can help the student to overcome the difficulties.

Policies: there are no particular inclusion policies in adult education. There are basic principles that prohibit any type of discrimination or exclusion (ethnic origin, gender, sexual orientation, religious belief, etc.) and there is an obligation for all educational and training organizations to remove architectural barriers that prevent access to students with reduced mobility.

6. Educational needs to support Inclusion in Adult Learning Organisations

On a range of 5 topics, both managers and trainers were asked to identify which issues they consider most important if they were to attend a training course, rating from 1 to 6, being 1 most important and 6 less important.

The average of the results for each topic, for both managers and trainers, is shown in the table below:

	managers	trainers
Human rights	4,0%	4,0%
Communicating without prejudice	4,4%	3,4%
European policies on inclusion	4,6%	3,2%
Health and Safety in the educational environment	4,0%	3,8%
Soft skills for the Inclusive Manager	5,0%	2,8%

Other topics that have been mentioned by managers are the use of inclusive digital apps in training and the social programming in the territory, while trainers indicated Emotional Intelligence and the Inclusion indicators.

The learner belonging to a vulnerable group highlighted that not all trainers who teach adults are aware of the principles of andragogy, which involves approaches different from those of pedagogy, just as they often do not have a thorough knowledge of intercultural communication. Training trainers on these two topics would certainly bring an overall improvement to adult education and training.

7. Good practices

Best Practice	
Country:	Italy
Organisation:	**Lunga Vita Attiva (Long Active Life) - https://www.lungavi-tattiva.it/**
***Number of trainers / number of staff members:**	About 20 staff members – trainers are from different organizations who cooperate to offer the activities.
Courses offered (basic categories):	**Pills of movement and long life**
Percentage of learners belonging to vulnerable groups (see Glossary)	The "movement opportunities" are aimed at citizens over 60.
***Time duration of practice:**	Since 2018 every month there are several activities proposed
Best practice addresses this need or problem:	Lunga Vita Attiva is a social promotion association born in Trieste to meet the needs of a territory with peculiar characteristics: an elderly population among the highest in Italy, a solid system of research, medicine and assistance, an extensive system of sports facilities and an ancient and widespread sports culture that can be transformed into a culture of movement for active and conscious aging.
Description of the best practice:	In 2018 Lunga Vita gave life to the "Movement Pills" project, the precious pills in question are free sessions of physical activity in various disciplines, such as swimming, yoga, gentle gymnastics, Nordic walking, tai chi quan , dance and activities related to the "horse world".
	The project, aimed at inactive population groups, is implemented through the distribution of the "movement pill" in pharmacies and family doctors. The "pill" contains suggestions on the benefits of movement and a valid "coupon" to try out the various movement activities offered free of charge by the cultural and sports associations participating in the project. The instructions for use are simple: just choose your favorite activity from those presented in the list; then call to book a free session and present the "pill" collected at the pharmacy to participate in the proposed activities.

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	Long Active Life did not give up despite the thousand difficulties and the thousand precautions that they had to face due to Covid-19, and did not want to give up its traditional Long Life Pills, or cycles of monthly meetings on the topics that refer health, sport, nutrition, physical activity and "feeling good" with oneself and others.
*Results / Impact of Best practice:	The Association works to increase the participation of adults and seniors in physical activity and sport and encourage the accountability of their aging by changing behavior towards the adoption of healthy and active lifestyles. It promotes communication and solidarity between generations for greater social inclusion and the creation of recreational urban spaces for a more liveable city for the benefit of all.

Best Practice	
Country:	Italy
Organisation:	ANOLF Brescia (Associazione Nazionale Oltre Le Frontiere) and Università Cattolica del Sacro Cuore di Brescia
*Number of trainers / number of staff members:	About 20 trainers graduating from Pedagogy faculty of University Cattolica
Courses offered (basic categories):	Italian Language course
Percentage of learners belonging to vulnerable groups (see Glossary)	100%
*Time duration of practice:	3 months
Best practice addresses this need or problem:	Community engagement of female migrants, greater participation in the process education of children and school life, combat isolation and loneliness, cultural education.
Description of the best practice:	The project was born from the desire to investigate a complex phenomenon, such as that of the inclusion of young immigrant women. In particular, through intercultural inquiry, a group of students involved in a Service Learning project activated within the teaching of General Pedagogy and educational communication wanted to intercept a

space for research (and subsequently for educational action).

This research approach on the migratory condition of women within the Brescia area has led to intercept the training need of young immigrant women who often experience experiences of isolation and loneliness due to the almost total stay in the home and the lack of sufficiently large and solid social networks. It is a condition that makes it impossible to acquire those skills, primarily linguistic, which are essential to be able to take part in life contexts and which exacerbates the tendency to entertain relationships only within one's own family or ethnic community, without possibility of building a more articulated relational fabric and realizing authentic inclusion.

In parallel to what was detected through the intercultural inquiry, the desire was therefore born to design training opportunities that would allow the needs of these women to be promoted. The starting engine of the initiative was the concomitant need, raised by some kindergarten teachers, to interact and communicate more effectively with the mothers of pupils of foreign origin, so as to allow greater participation in the process education of children and school life.

In the planning of the training action, particular attention was paid to making use of female training figures (to respect the needs of those women who, for religious and / or cultural reasons, would have been unable to attend a mixed environment), to plan the lessons in the morning time slot (to allow women with children of school age to reconcile their maternal role with the need for training) and to structure a flexible and informal proposal (to meet possible resistance or uncertainties).

The women who took part, in the various editions, in the training course have formed a heterogeneous group by origin (from Asia to the Middle East, from Latin America to Africa) and by the paths of life that have them bring to this common meeting. Illiterate women and women who had graduated and held important positions in their country of origin participated in the course. Each of them presented with a unique and different past and present, but all united by a shared desire: to learn and participate, but also to meet.

*Results / Impact of Best practice:	The integration between learning Italian and citizenship education represented an innovative process in terms of objectives, organizational structure, teaching methodology and professional training. It was significant to collect the references from foreign women, but also the feedback from students, who felt particularly involved. These references represent an emblematic demonstration of how generative the combination of literacy, inter-cultural education and Service Learning is, in a broader perspective of citizenship education.
	It was possible to broaden one's gaze and meet new points of view, obtaining unexpected benefits. The women who participated in the course have relaunched its value not only with a view to acquiring language skills, but also with a view to expanding the social fabric: "Literacy is also socialization and this happens in the course", as one of the participants testifies. As regards university students, it produced a transformative academic experience, characterized by learning built in collaborative way, through the co-planning and experimentation of a leading role in the implementation of training actions. Their awareness of the value of the university career undertaken and their confidence in a professional future were also strengthened.
	Mutual commitment has become an opportunity to recognize the other person, but also a source of personal and social growth and enrichment.

Best Practice	
Country:	Italy
Organisation:	Municipality of Rimini – Project **Pane e Internet**
*Number of trainers / number of staff members:	Over 500 people with different requests, have participated in the 30 different types of training courses.
Courses offered (basic categories):	Basic, advanced, use of smartphones, tablets and computers. Use of home banking, e-procurement app. Digital culture.
Percentage of learners belonging to vulnerable groups (see Glossary)	Almost 100%

*Time duration of practice:	Yearly offer of different courses
Best practice addresses this need or problem:	The courses that have been organized for some years as part of the "Bread and Internet" project are aimed at bridging the digital divide, and are in great demand by the elderly. A commitment that the Municipality of Rimini has been carrying out since 2015 and around which already very significant numbers revolve, in which it invests around 10,000 euros each year, in addition to regional funding. The objective of this project is assisting the most fragile citizens, because they reside in areas less served by communication networks and services or because they are at risk of digital exclusion (pensioners, housewives, unemployed, migrants, people with a low level of education, etc.); spreading the digital culture to encourage an increasingly advanced and aware use of technologies by citizens.
Description of the best practice:	The best practice consists in a facilitation course provided by students in job training, available to those who want to learn how to better use the functions of their smartphone device, aimed at those adults who, due to lack of skills, tools, fears, or simple disinterest, have little or no experience in the use of these technologies. The students involved, adequately trained, design, organize and hold one or more courses free for users, scheduling dates and modules for age groups. Students play the role of tutor performing digital facilitation activities like: individual assistance to use the on-line services with the computer, use and configuration of the smartphone aimed at those who already know the use of the computer and want to have one-off assistance to get used to surfing the internet and online services, in particularly those of the Public Administration (registrations, e-mails, reservations, etc.). After a training session, students could play the role of a real front office assistance for users by appointment in a school-work program, even in small groups.
*Results / Impact of Best practice:	A course thanks to which grandma Paola now independently accesses many services that facilitate her life, such as the INPS (National Insurance) app, with which she checks her pension, or the online health record app, from which she can download , comfortable from home, the certificate made by his doctor.

	An important activity, assisted by dozens of students in job training, done so far with over 1,100 hours of training and which in recent years has also seen the organization, with the contribution of the Open Workshop, over 15 events including conferences and meetings, on the topic of digital literacy, which involved nearly 900 people.

8. Recommendations on how to structure the Quality framework for Inclusion in Adult Learning Organisations

Educational curricula and inclusion in practice:

The design of educational curricula should be based on the 7 broad principles of Universal Design Learning:

1. Fairness - must be usable by anyone.

2. Flexibility - everything that is designed must be flexible in use to suit different abilities.

3. Simplicity - everything that is designed must be simple and intuitive to use, so it must be easy to understand.

4. Perceptibility - everything that is designed must be presented in such a way that the essential information is well understood in relation to the various possible modalities or disabilities of the users.

5. Error tolerance - everything that is designed must provide for a use that minimizes risks or unwanted actions.

6. Containment of physical effort - everything that is designed must be usable with minimum physical fatigue and with maximum economy of movements

7. Sufficient measures and spaces - everything that is designed must provide a suitable space for access and use.

As regards the methods of providing training, the key principles of Universal Design Learning can be summarized as follows:

- use multiple methods of presentation and representation of information (different communication methods);

- use simple language (simple grammatical structures) and promote cross-understanding across different languages;

- promote in each pupil the ability to transform accessible information into usable knowledge and the ability to process and integrate new information.

The key word of the UDL is flexibility, meant as a tool for adapting, supporting and modifying the information presented to students, in order to guarantee everyone the same opportunities for educational success.

Learners Health and Safety & Physical environment of the Adult learning organisation:

In Italy, the right to full accessibility to school buildings by students with motor or sensory disabilities is protected by various regulations which, over the years, have tried to give a solution to the problem of overcoming or removing architectural barriers.

In order to be accessible, all educational and educational facilities, both public and private, must include at least one external path that connects the public road system to the access to the building, reserved parking spaces, full use of each space also by students with reduced or impaired motor abilities and at least one accessible toilet.

Specifically, with regard to public buildings, the furnishings and teaching equipment (desks, chairs, computers, changing rooms, Braille material, etc.) must have specific characteristics for each case of disability.

Staff policy:

Our survey showed that in most of the organizations involved there is no explicit plan for inclusion and that there are no specific training courses on the subject of inclusion for trainers and all the rest of the staff.

The Quality Framework for inclusion should therefore contain a chapter dedicated to this topic, and possibly include a template, in order to provide a track for training organizations that intend to equip themselves with this tool.

Relationship and Communication with Adult learners:

The differences between students should be used as a resource for teaching and learning.

Trainers should develop suitable resources to support the learning and participation of vulnerable students.

Community resources should also be used to support the learning of students with greater difficulties.

9. Recommendations on which should be the Assessment tools for inclusion

Based on the responses to our questionnaires and on different studies[5] The Assessment tool should cover the following areas:

- Leadership and accountability
- Commitment of resources
- Planning, implementation and measurement
- Human Resource Policies & Practices
- Employee Engagement & Education
- Organisation's Interventions and Services
- Community Engagement
- Responses to incidents of Discrimination, harassment and violence

10. Recommendations on syllabus and modules of E-learning courses

- Which are the adults' barriers to learning
- How to design curricula and lessons supportive to all students.
- Organisational Strategy and Policies for Inclusion
- Involving the educational and the local community to support adult learners
- Intercultural competences
- Managing a multicultural adults classroom
- Inclusion in education in the digital era
- Didactic materials "easy to read"[6]

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[5] https://www.ircwash.org/resources/organisation-inclusion-assessment-tool

[6] https://easy-to-read.eu/