Project Title:

Culture **O**f I**n**clu**si**on in A**d**ult L**e**arning O**r**ganisations

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CONSIDER

Synthesis Report on Inclusion in Adult Learning Organisations

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Introduction

Culture Of iNcluSion In aDult lEarning oRganisations

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 marginalized.

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 general objectives of the project are:

- to support adult learning organisations for becoming more inclusive
- to facilitate the outreach and access of adult education for disadvantaged members of society and
- to promote inclusion and active engagement of all learners in adult education

The specific objectives of the project are:

- ✓ To set the Quality Framework of an inclusive training organisation from managerial to training
- ✓ To design an assessment tool for the management of adult training organisations and an assessment tool for trainers of adults
- ✓ To design e-learning courses for managers and adult trainers on how to promote inclusion in their organisations.

Target group of CONSIDER project are managers of adult training organisations, adult trainers, other personnel who support adult learning.

CONSIDER project will include 3 Intellectual outputs:

- O1 Quality framework for inclusion of adult learning organisations
- O2 Assessment tools for inclusion including a self-assessment tool for managers /training institutions as far as inclusion practices are concerned and another self-assessment tool for the use of trainers
- O3 E-learning courses for "Promoting inclusion in adult learning organisations" and for "Inclusive adult learning methods and practices».

Project Partners

1. INSTITUT CORSE DE FORMATION ET RECHERCHE EN TRAVAIL SOCIAL
2. IDEC S.A. Greece
3. ASTRA - ZDRUZENIE PRE INOVACIE A ROZVOJ Slovakia
4. VOLKSHOCHSCHULE IM LANDKREIS CHAM EV Germany
5. Eurocultura Italy
6. INOVA+ - INNOVATION SERVICES, SA Portugal

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Methodology

Based on the 6 National Reports, IDEC developed the Synthesis for the Quality Framework for inclusion of adult learning organisations. The Synthesis report summarize the findings at national and EU level and will conclude on a list of requirements and recommendations for developing social inclusion in an adult learning organisation. The Quality Framework - part of the Synthesis Report will provide a structured approach for ensuring social inclusion at multiple levels.

Desk research:

Study of organisational/local/regional/national strategic documents that dictate or guide Inclusion in adult learning organisations in each of the partner countries. For that purpose there is an extensive desk research regarding the current situation of disadvantaged groups within the society of each of the partners' countries through internet search, personal interviews, questionnaires and the spotting of good and bad practices.

Primary research which consists of:

- **Quantitative research & Qualitative research** (focus group/semi-structured interviews) by the usage of two questionnaire surveys, one for managers and one for trainers of adult learning organisations. It was planned for at least 5 managers + 5 trainers per partner country to answer the respective surveys and participate in the interview.
- Additionally, each partner conducted an interview (online, by telephone or in person) with a learner attending an Adult Training Organisation, who belongs to a disadvantaged group.

Chapter 1: Profiles of the involved countries and organisations.

France:

In 2019, there were 67.06 million persons who were living in France of which 49.43 million are over 20 years old; this group represents 73.71% of the total population. In Corsica, there were about 335 000 people in 2017 and among them 283 400 had more than 15 years, which represents 84.6% of the total population.

Education: Courses dispensed in French higher education institutions have different aims and conditions for admission, but most of them are structured into three study cycles.

The partner: **IFRTS**, the project applicant.

The IFRTS is a French training institute with the rank of a private university and prepares for diplomas in the social, medico-social and health sectors. It regularly organizes seminars and study days focusing on specific topics, which allows for exchanges and thus enriches knowledge. The articulation of training, professional intervention and research within this framework allows it to participate in the current challenges of social work research: to improve the quality of training, to develop practices and to enlighten public policies.

But IFRTS is also a consultancy firm specialized in the field of social intervention and development. The institute collaborates with local authorities or organisations from the social and solidarity economy (SSE)[1] within the framework of support missions, expertise and consulting services.

Info From: https://ifrtscorse.eu/ifrts-2/

Greece:

In 2020, Greece had a **population** of 10 718 565 people. Among these, there are 8,641,341 adults over the age of 20.

Education: Education has long been prized in Greece, there are several other universities and polytechnical schools and a school of fine arts; however, those institutions are often inadequately equipped and does not provide enough admission openings to satisfy the demand for higher education. Many Greek students therefore choose to study abroad.

The partner: **IDEC**, a Greek adult learning and consultancy institution.

The last 15 years IDEC is dealing with the theme of quality assurance in training, IDEC has consulting experience in developing quality management systems in Greek training centres. The main areas of expertise are: management consulting, business plans, entrepreneurship, SMEs, quality management, certification, design of training contents based on ECVET, software and multimedia development, internet applications, distance learning, e-business and e-commerce.

Info From: https://epale.ec.europa.eu/en/organisations/idec-sa

Slovakia:

Slovakia has a population of 3.169.948 people between 25 and 64 years old, with 1 579 721 of women and 1 590 227 of men.

Labour and Education: The great majority of Slovak workers are employed in the manufacturing and service industries. General secondary schools offer preparation for university study. Vocational secondary schools provide training in technical and clerical fields and the service industries.

The partner: **ASTRA**, a regional development agency in Slovakia.

ASTRA – Association for Development and Innovation was established in 1998 and since its formation it focuses mainly on the following activities:

- ✔ Creation and preparation of politically and administratively independent scenarios of development, analysis, and studies for public administration, non-governmental and business sectors.
- ✔ Design and support of development plans implementation, programs, and projects as contribution to the social and economic development of Slovakia, focusing on the Košice region and peripheral, disadvantaged areas and social groups.
- ✔ Development of education, research, development, and innovation mainly through the provision of lifelong learning, strengthening research and development capacities, building relations between the non-profit, academic, and commercial spheres and public administration, using both Slovak and foreign experience and contacts.
- ✔ Support and development of human and institutional capacity for all types of subjects.

Info From: https://astra-ngo.sk/en/our-mission/

Germany:

Germany is the most populous member of the European Union; as of 2019, the overall population comprised 83,2 million people.

Education: The tertiary sector encompasses institutions of higher education (universities, *Fachhochschulen*, colleges of art and music) and other establishments that offer study courses qualifying for entry into a profession to students who have completed the upper secondary level and obtained a higher education entrance qualification.

The partner: **VHS CHAM** a no-profit German organisation providing language training and VET to vulnerable learners. As an educational institution that is independent of party politics, denominations and ideologies, the Adult Education Center in the district of Cham is committed to the tradition of the Enlightenment and humanistic educational thinking. In fulfilment of its public mission and the responsibility associated with it, it stands for the right to education for all groups of the population, the possibility of lifelong learning and for equality of opportunity. It provides citizens with knowledge, skills, and orientation so that they can help shape the society in which they live responsibly and successfully.

Info From: https://www.vhs-cham.de/ueber-uns

Italy:

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

Education: Postsecondary schooling is not compulsory and includes a wide range of technical and trade schools, art schools, teacher-training schools, and scientific and humanistic preparatory schools. /// Pupils from these schools can then continue their education attending either non-university- or university-level courses.

The partner: **Eurocultura** an Italian non-profit organisation providing counselling and training to vulnerable groups aiming at their insertion in the labor market.

Eurocultura supports people's growth by promoting the acquisition and updating of skills through international mobility experiences.

All our projects, activities and services are aimed at improving employability, in the conviction that the achievement of this goal can be facilitated by qualified study, training and work experiences abroad, starting from a European dimension and with a global horizon.

Info From: https://www.eurocultura.it/en/mission-eurocultura/

Portugal:

In 2019, Portugal had a population of 10 286 263 **people**, with 7 790 378 **adults** (75.74% of the total population) being over 25 years old[1].

Education: Private schools supplement the state schools, which provide free education for most people. There are several public and private universities.

The partner: **INOVA+**, the leading Portuguese company for promotion of innovation and social development and assistance to third countries in these fields.

A company specialized in supporting the growth of organisations trough innovation, international cooperation, digital transformation, and access to funding.

Info From: https://inova.business/en/

Chapter 2: Overall policy context for Inclusion in Adult Learning Organisations in the partner countries and the EU.

1. Country "Inclusion in training" profile (Desk research)

Based on methodology, the following indicators were used in all the countries with some divergences and more information depending on their resources.

- 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.

The result of this fist research aims to elaborate the facts about the training inclusion in each country of the consortium. Considering their differences with all the indicators listed above.

In France the more people are growing older the less they take training sessions. The report explains that "T*he adults' rate of access to training increases with their level of education*." It is also said that French people are not aware of their formation rights. Another obstacle is said to be because of the family life. Vocational trainings are not well promoted in France and for disadvantaged groups it is very rare for them to have access to it. On the paper people with disabilities a have access to a lot a formation, more if they are job seeker, but, their situation is very irregular.

For Greece a similar result is reported, a little part of the population has access to trainings. It is also underlined that people with heath issues or disabilities are limited in activities including employment and training.

Compared to those two countries Slovakia also has a low participation in adult training that are outside the common process in term of education. However, it is important to note that during the different surveys the number of adult learners changed with a great gap. As for the disadvantaged groups, they are not aware of the existence of training possibilities. It said that Slovakia as made a very slow progress into including this part of the population in an educational environment.

Furthermore, in Germany, the surveys a higher rate in vocational training, even for be people in need or with disabilities. On the other hand, it is essential to keep in mind that the inclusion of lifelog training is already strongly enrolled into the German culture.

Continuing with Italy where the percentage of adult participating in training sessions is quite higher hat than in the other European countries. The purpose is mainly related to workers whereas there are no surveys done for persons with low qualifications or disabilities.

Finally for Portugal, the rate for adult training from Italy is similar. For the more vulnerable groups only data are collected for immigrant and migrants from European countries. The percentage is higher than for some other countries.

2. Policy actions for Inclusion in Adult Learning Organisations

Legal Framework

France:

- The bill "for equal rights and opportunities, participation and citizenship of people with disabilities" (February 11th, 2005) included for the first time, a explanation of disability inspired by the international classification of the functioning of disability, defined by the World Health Organisation.
- The law “for the freedom to choose one's professional future” of September 5, 2018 change the overview of educational and vocational training with the objectives of simplification and regulation of the system, implement study programs and assist, small businesses. The bill provide as well acts about the unemployment assurance, gender equality or even employment of the disabled people.

Greece:

- Law 3699/2008 provides that the State “undertakes to ensure equal participation in society, independent living and economic autonomy for people with disability and special educational needs, as well as full consolidation of their rights to education and social and professional inclusion.” This law also provides that the State will work towards a more inclusive society to ensure the full accessibility of all buildings and spaces to people with disability.
- Law 4547/2018 included the first description of inclusive education: “the educational approach that takes into account the diversity of learners’ needs and aims at overcoming barriers and ensuring equal access to learning of all pupils including those with disabilities”. This law also acts for special examination procedures for students with disabilities.

Slovakia:

There are no pertinent policies that exhaustively cover this issue at the national level, as well as at the regional and local levels.

In the evaluation report “MONITORING THE PUBLIC POLICY OF ADULT EDUCATION IN SLOVAKIA (2020)[11], it is expressed that one of the main problems in this area is the used

terminology. In Slovakia, there is no description of adult education, in the legislation it only shows a part of adult education, named further education.

At the start of 2021, the Government of the Slovak Republic supported a drawn-out strategy for the economic improvement of Slovakia until 2030. Adult education is remembered for the essential objectives too it is among the pointers that will be utilized to screen their satisfaction and measure viability. […] The current Government of the Slovak Republic is arranging another law in 2022 and another Strategy toward the end of 2021.

Germany:

- Article 3 of the German Basic Law: This Law implies that all groups (including vulnerable ones – people with disabilities or learning difficulties, refugees, the low-educated, etc.) have an equivalent right to partake in the existence of society, including instructive offers. To ensure that the vulnerable groups additionally have a chance to do as such, the German state has received various lawful demonstrations and strategy files.
- According to the Federal Act on Participation, Germany presented the National Action Plan 2.0 for People with Disabilities (Nationale Aktionsplan 2.0 für Menschen mit Behinderung) in 2016. The arrangement specifies that inclusion must be respected a core value in all circles of life, and individuals with disabiities should have a chance to participate in education and trainig close by with other learners [19]. To meet this objective, the public authority made a special body to deal with these matters – Information and Counselling Service “Education and Disability” (Informations- und Beratungsstelle Studium und Behinderung), and extra funding has been allocated over the years.

Italy:

The Italian educational system has a long custom of inclusive training, beginning during the 1970s with the initial encounters of coordinating understudies with incapacities into customary schools. From that point on, legislation has created to ensure students with disabilities and other specific educational necessities the right to individualization and personalization.

The Constitution expresses that the Italian Republic ensures school for all (Article 34) and necessitates that the mandatory obligation of solidarity be satisfied (Article 2). It additionally expresses that it is the 'duty of the Republic to remove any obstacles constraining the freedom and equality of citizens to ensure the full development of the human person' (Article 3).

Inclusion for students with incapacities started with Law 118/1971, which allowed all youngsters the option to be instructed in common classes, and Law 517/1977, which abrogated specialized schools.

Portugal:

Education Act (Law No. 46/86, 14 October) – defined special education as a specific type of education that aims to promote the socio-educational recuperation and integration of individuals with special education needs (SEN) that result from physical or intellectual disability.

Law No. 9/89, 2 May – establishes the educational strategy for including students with SEN in the school system.

Decree-Law No. 35/90, 25 January – establishes the inclusion of students with SEN that result from physical or intellectual disabilities on the school system.

Decree-Law No. 3/2008, 7 January – defined the specialized support provided in education, to promote the adjustment of the educational process to the students' needs.

Decree-Law No. 20/2006, 31 January – created a recruitment of teachers for special education.

Structural Framework

France:

In France the law "for the freedom to choose one's professional future" aims to facilitate access to sustainable employment for disabled people.

According to this law, all private companies, regardless of their size, including companies with fewer than 20 employees, will be required to declare their total number of beneficiaries resulting from their obligation to employ disabled people. However, only employers with at least 20 employees remain subject to the obligation to employ 6% of disabled workers.

Companies with 20 or more employees, including those with several establishments that have fewer than 20 employees, will be subject to the 6% obligation. According to the government, the scope of this employment obligation should make it possible to open 100,000 jobs to people with disabilities.

Greece:

Centers for Educational and Counselling Support (KESYs), which aim to:

- identify institutional (and not just individual) barriers to learning at all levels.
- provide psychosocial support to all pupils, including pupils with disabilities.
- build capacity of mainstream schools so that they respond more effectively to all learners' diverse needs.

School Networks of Educational Support (SDEY) and Diagnostic Evaluation and Support Committees (EDEAY):

- they are tasked with assessing the difficulties and obstacles faced by learners, including those with disabilities.

Special Schools: Around 250 special primary and secondary schools operate for children with special educational needs, in addition to 1000 integration departments within ordinary schools, 50 special Vocational Education and Training Workshops (EEEK) and 22 Identification, Evaluation and Support Centres (KDAY). Around 15 000 pupils attend special educational institutions.

Slovakia: Non existent

Germany:

Germany is a member of international agreements and follows the regulations and guidelines adopted on the European or global degree.

In 2009, Germany ratified the **Convention on the Rights of Persons with Disabilities**. It laid the groundwork for significant normative and structural changes in the education system, specifically – transition from integration to inclusion. According to Sabine Lauber-Pohle [21], however, these changes mostly address the topic of inclusive education for children and youths, gradually extending over to pre-school education to VET and higher education. Adult education and continuous learning, according to Lauber-Pohle, are not in the focus of these efforts – common adult education institutions (especially Volkshochschulen) mostly focus on raising literacy skills and integration of persons with migration background; efforts on including other vulnerable groups do not have a systematic character. Generally, each federal state was given an opportunity to decide on and incorporate the needed changes themselves.

Italy:

The Ministerial Directive of 27 December 2012 titled “Measures for students with special educational needs and territorial organization for school inclusion” states that all students with special educational needs (students with physical or mental disabilities, learning disabilities, language deficits, non-verbal deficits, motor deficits, attention deficits and hyperactivity, and students with social, cultural and linguistic disadvantages have the right to receive personalized teaching that enables them to achieve their learning goals.

Decree 66/2017: establishes that school inclusion is implemented through the definition of the Individualized Education Plan (IEP) and its sharing between school, family and other public and private entities operating in the territory.

Portugal:

Decree-Law nº Law 14/2017, from January 26th – changed the legal system of the National Qualifications System and defined its structures.

Law 29176/2007, from December 21st –regulated the access of people with disabilities or incapacity to the process of Recognition, Validation and Certification of Competences (RVCC) and to other adult education and training offers.

The Learning support Centre created in the Decree-law No. fifty four/2018; 6 July goals to12:

- promote the participation of the students inside the gaining knowledge of sports each in the class and in other gaining knowledge of contexts.
- support teachers.
- promote the introduction of getting to know resources and assessment equipment for the distinct elements of the curriculum.
- increase interdisciplinary intervention methodologies so one can guarantee students 'mastering, autonomy and version to the school context.
- promote the improvement of dependent environments, to be able to facilitate the mastering system.
- guide the transition system of the students from faculty to work marketplace.

The adult learning corporations in Portugal, mentioned within the Decree-law nº law 14/2017, from January 26th, include:

- specialised centres – Centros Qualifica (310 centres in 2020);
- primary and secondary schools.
- Direct management and protocol professional training and rehabilitation centers.
- facilities of excellence derived from training operators who stand out for the best of their schooling interventions, specifically from the expert education protocol facilities and different entities with licensed schooling structures.

The Centros Qualifica aim to:

- inform, guide, and refer the applicants, particularly for vocational schooling and schooling gives, based totally at the unique modalities of qualification and to adapt the existing gives to the profiles, wishes, motivations and expectations of candidates and to the dynamics of the work marketplace.
- understand, validate, and certify the competencies developed via adults at some stage in their lives via formal, informal, and non-formal ways, in a faculty, professional or dual certification scope, based at the references of the countrywide qualifications Catalogue.
- perform facts and dissemination actions for young people and adults, businesses, and different employers, on the to be had vocational education and schooling gives and the relevance of mastering across the lifespan.
- perform and participate in territorially primarily based partnership networks that contribute to a greater integrated and steady intervention, inside the identification of

concrete qualification needs and inside the organisation of useful responses for the populations.

- display the path of applicants stated qualification gives.

Chapter 3: Comparative needs analysis in Inclusion in Adults Learning Organisations in the partner countries

Introduction

This chapter is a comparative analysis looking at the state of Inclusion practices and frameworks in Adults Learning Organisations in the CONSIDER partner countries. Its aim is to provide a global overview of the similarities and differences of the organisations in terms of inclusion, including state of the knowledge about inclusion, challenges, best practices and learning needs. It compiles information from the partners' national reports. Each partner conducted the interviews based on a common questionnaire template prepared by IDEC and available in the CONSIDER Methodology.

This chapter consists of three parts:

1- The results of organisations managers' questionnaire

2- The results of the trainers' questionnaire

3- The results of the learners' interview

The managers' and trainers' surveys gathered at least the answers of 5 respondents per country from at least 3 different organisations per country.

The objectives of these two questionnaires were the following:

- To investigate the status of Inclusion from the managers' and the trainers' perspective, in Adult Learning Organisations.
- To identify the problems and difficulties managers and trainers face in their organisations regarding Inclusion.
- To investigate where the managers and trainers place importance regarding the creation of a more inclusive organisation.
- To identify the principles of Inclusion according to the managers and the trainers' perception.
- To identify areas of improvement and to match the relevant training modules to them.
- To create a basis for policies and strategies that are required for teaching and training change in organisations.

Additionally, each partner conducted a semi-structured interview with one learner belonging to a vulnerable group. The objectives of these semi-structured qualitative interviews were the following:

- To investigate the status of Inclusion from the learner's perspective, in Adult Learning Organisations.
- To identify the problems and difficulties vulnerable adults face in their organisation regarding Inclusion.

- To investigate where the learner places importance regarding the creation of a more inclusive organisation.
- To identify areas of improvement in Adult Training organisations.
- To create a basis for policies and strategies that are required for management, teaching and training change in organisations.
- To brainstorm about issues that have risen from the managers' and trainers' answers and to receive more extensive explanation about problems and ideas to solve them.
- To investigate training needs in more depth.

The results of these interviews give an in-depth overview of the CONSIDER target groups' needs and will serve as the basis to develop the CONSIDER training curriculum.

Questionnaire for Managers

Questions

Characteristics of the training organisations

Number of participating organisations:

France: 7
Greece: 5
Slovakia: 5
Germany: 5
Italy: 5
Portugal: 14

First, respondents were asked to describe the size of their organisations.

In France, most respondents[1] came from very small organisations (10 people or less). In Greece and in Slovakia, most manager respondents represented large organisations (more than 100 people). In Germany, respondents came mostly from medium organisations (51-100 people). In Italy, managers came equally from very small and small/medium organisations. In Portugal, the managers came mostly from small/medium organisations (11-50 people).

Then, they were asked to state how many students per year their organisations are enrolling.

[1] For France, this data represents both managers and trainers because the national report unified the data for the two groups.

In France, the organisations equally welcomed between 0 and 50 and between 51 and 200 students per year. In Greece and in Germany, most organisations host more than 500 students. In Slovakia, most organisations either host between 51 and 200 either more than 500 students. In Italy and in Portugal, most organisations either host between 200 and 500 either more than 500 students.

Participants were asked if they had students belonging to vulnerable groups or with special needs in their structures.

In all countries, most participants answered yes to this question, except in Greece where 33% answered yes.

If yes, they were asked how many of them approximately.

In Slovakia and Greece, students from vulnerable groups represented in majority less than 5% of the learners. In France, most organisations had between 6 and 10% of these groups. In Italy, one respondent answered between 11 and 50%. In Germany and in Portugal, 3 respondents in total mentioned having more than 50% of vulnerable learners.

The participants were given the option to specify which type of vulnerable groups they deal with.

The answers from the respondents included a great variety of groups, including: adults with physical and mental disabilities, learners with learning disabilities, long-term unemployed, adults with low qualifications, migrants and refugees, ethnic minorities (Roma, Hungarian minority in Slovakia), migrant women, ex-prisoners, victims of domestic violence, senior people, single parents, and other groups at risk of social and economic exclusion.

Each respondent was asked to name three core values describing their organisations.

COUNTRY	CORE VALUES
FRANCE	Learning/Training/Development Professionalism/Motivation/Rigor/Reactivity/Innovation Tolerance/Inclusion/Advice/Respect/Orientation Team spirit/Business spirit/Solidarity/Cooperation Autonomy/Personalised support/Initiative/Equity/Equal opportunity
GREECE	Transparency, Ethics, Reliability Integrity, innovation & excellence Innovation, efficiency, extroversion training, professional development, training Empathy / Social Responsibility / Inclusion
SLOVAKIA	People, relationship, diversity integrity, purposefulness, diversity 1. education for all 2. innovativeness 3. flexibility trustworthiness/integrity - humanistic learning approach - passion/commitment integrity, respect, diversity, inclusion

GERMANY	openness to all, humanity, equality; education for all, equal opportunities, lifelong learning; humanity, enlightenment, education for all; diversity, openness, tolerance; acceptance, respect, empathy;
ITALY	inclusion, solidarity, centrality of the person Inclusion, non-discrimination, acceptance of all diversities participation, democracy, inclusion seriousness, efficiency, professionalism human relationship, concreteness, innovation
PORTUGAL	Inclusion; employability; technical skills Inclusion, integration, qualification Qualification of the population of the regions where it operates; qualification of the human resources of the companies in the geographical areas where it operates; contribution to the sustained growth of the economy. Quality of procedures; equality of treatment, without discrimination of any kind; proactivity to obtain results. Knowledge, skills, and the development of attitudes that allow them to successfully integrate society and the world of work successfully, believing in the value of excellence. School and professional qualification; humanism and pro-activity. Promote student success, decrease the dropout rate, increase the number of trainees who finish the courses Equal opportunities, quality and diversity/ diversity and quality of responses to student needs and respect for citizenship. Socio-economic impact, Equity and Competence Inclusion, Equity and Cooperation Transparency, Rigor, Impartiality Respect for difference, organisation, teamwork. Representativeness, Trust, Excellence Rigor, Professionalism, Ethics

Characteristics of the participating managers

Number of participating managers:

France: 5
Greece: 6
Slovakia: 5
Germany: 5
Italy: 6
Portugal: 14

Participating managers were asked to indicate their education levels.

In France and in Slovakia, most managers were university graduates. In Greece and in Germany, most managers had post-graduate degrees. In Portugal, a majority had secondary education degrees. In Italy, there was an equal share of all the above-mentioned options.

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

The managers were asked to answer a detailed questionnaire regarding the practices implemented in their education organisations and the resources that they provide to the staff and students.

They were asked a series of questions concerning their organisations' legal framework and initiatives as far as inclusion is concerned. For each question, they could either answer "yes" or "no." Their answers were reported in the table below using the following color code:

Orange: Majority of "no"

Grey: Respondents equally answered yes and no

Green: Majority of "yes"

QUESTION	majority of NO	equal	majority of YES
Do you have a strategy on Inclusion expressed as an organisational mission and an explicit vision?			
France			
Greece			
Slovakia			
Germany			
Italy			
Portugal			
Do you have a strategic plan on Inclusion goals, each year, and a system to measure its application and effectiveness?			
France			
Greece			
Slovakia			
Germany			
Italy			
Portugal			
Do you have written and formal organisational policy addressed to staff and trainers, detailing your vision that dictates inclusive practices for all students?			

France			
Greece			
Slovakia			
Germany			
Italy			
Portugal			
Do you have a written Communication strategy that dictates the staff and trainers' conduct with adult learners?			
France			
Greece			
Slovakia			
Germany			
Italy			
Portugal			
Do you have a written Inclusion policy document addressed to students, in which you clearly state the ways they can communicate with you in case they feel discrimination, or they have suggestions for improvement?			
France			
Greece			
Slovakia			
Germany			
Italy			
Portugal			
When hiring a new trainer, manager, administrative employee, are you sure that you have eliminated any discrimination criteria in his/her selection?			
France			
Greece			
Slovakia			
Germany			
Italy			
Portugal			
Have you established partnerships in various projects with local communities/ disadvantaged groups / NGOs?			
France			
Greece			
Slovakia			
Germany			

Italy			
Portugal			
Does your organisation provide a physical environment (offices, classrooms, exterior areas) that allows access and mobility of all students?			
France			
Greece			
Slovakia			
Germany			
Italy			
Portugal			
Have you taken any measures for assuring your students' health and safety in your organisation?			
France			
Greece			
Slovakia			
Germany			
Italy			
Portugal			
Do you hold meetings between managerial staff and trainers on Inclusion and on ways to face potential infringement of, on the contrary, improvement of your Organisational Inclusion policy?			
France			
Greece			
Slovakia			
Germany			
Italy			
Portugal			
Have you ever organized an event or forum on Inclusion?			
France			
Greece			
Slovakia			
Germany			
Italy			
Portugal			
During planning of a training/learning activity do you analyse the needs and expectations of interested parties?			
France			

Greece			
Slovakia			
Germany			
Italy			
Portugal			
During planning of a training/learning activity do you analyse the requirements of learners?			
France			
Greece			
Slovakia			
Germany			
Italy			
Portugal			
In your planning do you assess risks and opportunities and do you decide on measures to address these risks and opportunities?			
France			
Greece			
Slovakia			
Germany			
Italy			
Portugal			
Do you collect students' suggestions about more inclusive practices and what measures need to be taken?			
France			
Greece			
Slovakia			
Germany			
Italy			
Portugal			

Most of the managers stated eliminating discrimination when hiring new staff, providing accessible physical environment to their students, implementing measure for students' health and safety. When planning a learning/training activity, they all assess the expectations of students, the learners' needs and the risks and opportunities of the activities. Most participants stated that their organisation collaborates with the local communities and NGOS

However, most managers stated neither having any written inclusion policy to be handed to their students nor having any written communication strategy that dictates how the training staff should interact with students from vulnerable groups. Except for France, most organisations do not have a yearly strategic plan detailing the inclusion goals of the

organisation. In addition, except in Italy, a majority of organisations has never organised any event or forum focused on inclusion.

We also notice areas of improvement in terms of collecting students' feedback about more inclusive practices and holding meetings with the training staff to review infringement to inclusion. A significant number of organisations also lack general vision and strategy for inclusion.

The managers were asked to rate on a scale from 1 to 7 (1= disagree, 7 = I totally agree) a series of statements regarding inclusion.

Their answers were summarised and compiled in the table below, using the following color code:

Green: A majority agrees

Orange: Answers were mixed, respondents partially agree

Grey: A majority disagrees

STATEMENT	disagree	partially agree	agree
All students have an opportunity to learn in our organisation.			
France			
Greece			
Slovakia			
Germany			
Italy			
Portugal			
People here are treated as if they can always improve their talents and abilities.			
France			
Greece			
Slovakia			
Germany			
Italy			
Portugal			
I trust our organisation to be fair to all students.			
France			
Greece			
Slovakia			
Germany			
Italy			
Portugal			

If I raised a concern about discrimination, I am confident my superior/manager would deal with it.			
France			
Greece			
Slovakia			
Germany			
Italy			
Portugal			
I feel like I belong here.			
France			
Greece			
Slovakia			
Germany			
Italy			
Portugal			
Senior management here is effectively managing a culturally diverse group of students.			
France			
Greece			
Slovakia			
Germany			
Italy			
Portugal			
Diversity is valued at our organisation.			
France			
Greece			
Slovakia			
Germany			
Italy			
Portugal			
Our organisation values diverse opinions and ideas.			
France			
Greece			
Slovakia			
Germany			
Italy			
Portugal			
I am empowered to make decisions that impact my work.			

France			
Greece			
Slovakia			
Germany			
Italy			
Portugal			
Students feel safe in stating or disclosing that they belong to a vulnerable group or minority.			
France			
Greece			
Slovakia			
Germany			
Italy			
Portugal			

For these statements, the overall answers were very positive except for Portugal where respondents only partially agreed for 3 statements (due to the higher number of Portuguese respondents, answers were more diverse).

Managers were asked to share the greatest challenge they face when applying inclusive principles in their organisations.

France: The difficulty to expand target groups, to fight social determinism, the lack of framework for their action and the necessity to build an entire organisational culture and clear internal policy around inclusion due to lack of familiarity with the concept.

Greece: The personal controversies that they are called to resolve, the lack of framework for their action and the necessity to build and entire organisational culture around inclusion due to lack of familiarity with the concept among students.

Slovakia: The lack of understanding on inclusivity, people's ability for open discussion, insufficient expertise and experience, student family background/Cultural and educational diversity, fighting against unconscious biases and uncovering/explaining and naming them

Germany: Accessibility of target groups, financial capacities; different needs of learners, various capabilities of learners; the necessity to meet the needs of all learners; providing equal opportunities.

Italy: Training all staff on the subject, finding hidden forms of discrimination and racism, the recognition of diversity as a value, being supported and independent from the top management of the organisation involving more women, even those hindered by a strongly "isolating and exclusive" culture

Portugal: Social inclusion and employability; The bureaucracy inherent to funding; Getting inclusion measures equally implemented by everyone involved; The prejudices from those who do not belong to minorities; Acceptance by guardianship entities; People's resistance;

The change of paradigms and attitudes towards difference; The (lack of) receptivity; producing real and effective social impact; Fostering a culture of inclusion; The willingness of acceptance, often by the target audience; Knowledge and self-awareness; Establish concrete action plans regarding inclusion

When asked about the challenges that they meet as administrators in applying inclusion principles, the participants highlighted the necessity to create a whole organisational culture driven toward inclusion, the lack of common understanding of inclusion topics and a general lack of knowledge. In some cases, recognizing exclusion and discrimination dynamics in the first place is also a challenge because of unconscious biases.

The managers were asked to rate on a scale from 1 to 7 (1= not available, 7 = I totally available) a series of questions regarding inclusion.

Their answers were summarised and compiled in the table below, using the following color code:

Green: Totally available

Blue: Available

Orange: Answers were mixed, the resources are partially available

Grey: Not available

QUESTION	not available	partially available	available	totally available
To what extent there is high-quality support for vulnerable learners in your organisation?				
France				
Greece				
Slovakia				
Germany				
Italy				
Portugal				
How effective are your organisation's systems for identifying vulnerable learners?				
France				
Greece				
Slovakia				
Germany				
Italy				
Portugal				

To what extent are there flexible arrangements for ensuring that support is available to individuals as and when necessary?				
France				
Greece				
Slovakia				
Germany				
Italy				
Portugal				
To what extent are learners themselves asked about their need for support?				
France				
Greece				
Slovakia				
Germany				
Italy				
Portugal				
To what extent does your organisation collaborate with other relevant sectors, such as health and social work?				
France				
Greece				
Slovakia				
Germany				
Italy				
Portugal				
To what extent is there effective cooperation between your organisation and other adult training centers?				
France				
Greece				
Slovakia				
Germany				
Italy				
Portugal				
To what degree do training organisations within your district have a shared understanding of inclusion and equity, and work together?				
France				
Greece				

Slovakia				
Germany				
Italy				
Portugal				
To what extent do students with special needs have opportunities to take part in activities with the rest of the students?				
France				
Greece				
Slovakia				
Germany				
Italy				
Portugal				
To what extent are there effective procedures for taking account of students' views regarding their learning and aspirations?				
France				
Greece				
Slovakia				
Germany				
Italy				
Portugal				
To what degree does your organisation support the presence, participation, and achievements of all learners?				
France				
Greece				
Slovakia				
Germany				
Italy				
Portugal				
Does your organisation provide support for learners who are at risk of underachievement, marginalization or exclusion?				
France				
Greece				
Slovakia				
Germany				
Italy				
Portugal				

To what extent do teaching and non-teaching staff in your organisation take account of the cultures, identities, interests, and aspirations of all their students in order to enhance their learning?				
France				
Greece				
Slovakia				
Germany				
Italy				
Portugal				
To what extent are teacher trainees helped to develop teaching pedagogies that respond positively to student diversity?				
France				
Greece				
Slovakia				
Germany				
Italy				
Portugal				
Trainers and support staff have opportunities to take part in continuing professional development regarding inclusive and equitable practices?				
France				
Greece				
Slovakia				
Germany				
Italy				
Portugal				
To what extent do teachers have opportunities to share ideas and practices?				
France				
Greece				
Slovakia				
Germany				
Italy				
Portugal				

To what extent are trainers skilled in assessing the progress of individual students and in supporting their development?				
France				
Greece				
Slovakia				
Germany				
Italy				
Portugal				

Finally, the managers rated their organisations favourably in the following fields: support of students in their achievements, high quality support for all learners even those at risk, understanding of different cultures and background from the staff, the opportunities to share ideas and skills to assess the individual progress of students.

However, there is a need for improvement in the following areas: shared understanding of inclusion and equity, identification of vulnerable learners and flexibility. We can also notice that Slovakia rated the questions lower than the rest of the partner countries.

Managers were asked to identify the most important content of the training course on Inclusion for their organisations by assigning a numerical value from 1 to 6 (1: not important – 6 important) to the following thematic: Human Rights; Communication without prejudice; Health and Safety in the educational environment; Soft skills of the Inclusive Manager.

France: Among these topics, **Human rights, Communicating without prejudice** and **Health and Safety in the educational environment** rated the highest.

Greece: Among these topics, **European inclusion policy** rated the highest whereas all the others rated poorly with little interest in communication methods, human rights, health and safety, and soft skills.

Slovakia: Regarding training needs, managers would like to learn more about **Communicating without prejudice** and **Soft skills for the Inclusive Manager**.

Germany: The managers attached high priority to the following topics: **human rights** (4 persons rated it as highly important), **communication without prejudice** (also rated highly by 4 respondents), and **health and safety in learning environment** (3 persons marked them as exceedingly important).

Italy: The most popular votes were **European policies on inclusion** and **Soft skills for the Inclusive Manager**.

Portugal: the highest rates were for **European policies on inclusion** and **Communicating without prejudice**.

Overall, the highest rates greatly varied from one country to another. As a conclusion, the most popular topics for a training are **Communication without prejudices**, **European policies on inclusion** and **Soft skills for the inclusive manager.**

In addition, participants were asked to share other ideas areas that they would like to see in a training about inclusion.

France: A few managers have answered. They stated topics related to knowledge of **intercultural relations and gender equality in the workplace**.

Greece: The managers stated topics related to **digital skills and inclusion in online education**. This shows that in the context of Covid-19, educational organisation are having an especially difficult time **being inclusive through online education and classes**. This is definitely a topic that needs to be included in the training when it will be implemented.

Slovakia: The managers are interested in working with minorities; learning from the best practices on inclusion; how to support diversity and especially **personal resilience building.**

Germany: Additionally, the respondents named the following topics that might be of interest for them: digital offers for various target groups, **inclusion, and digitalisation.**

Italy: Other topics that have been mentioned by managers are the use of **inclusive digital apps in training** and the **social programming in the territory**.

Portugal: Participants expressed their interest in the following topics: **living in society of individuals**, **good practices**; **legal regulations for access to community funding for vulnerable publics**; **History (landmark moments) of Inclusion**.

Conclusion: The training should include a module on how to be inclusive in a digital environment.

Last, managers were asked to describe any best practice for inclusion they have in their organisations.

Slovakia: One respondent mentioned "a psychologist for students and a special laboratory for visually impaired student" and a "special training to use an administration management software dedicated to older colleagues."

Germany: One of the respondents mentioned the Charter of Diversity as a best practice – this paper sets the obligation of the institution to conduct activities that should contribute to raising the openness of residents to other cultures. Under this Charter, the institution strives to equally integrate all population groups when conducting international/intercultural activities. For example, a monthly event "Erzählcafé" provides a platform for people with migration background to exchange their experiences and create new perspective of living in the region.

Italy: On respondent mentioned the following story "A group of 12 students, all carrying different types of disabilities (among them also serious conditions), have completed the

course and have carried out their internship in companies thanks to the constant attention on behalf of our tutors, who followed and supported the students during all the phases of the activity."

Another one shares this idea: "I believe it is a good practice to involve adults, mostly women, in Italian language training courses directly through frontal classes and indirectly through course on the topics of household spending, sewing, manual skills, Italian and ethnic cuisine, computer."

Questionnaire for Trainers

Characteristics of the participating trainers

Number of participating trainers:

France: 5
Greece: 6
Slovakia: 5
Germany: 5
Italy: 5
Portugal: 27

Participating trainers were asked to indicate their education levels.

In France, in Slovakia, in Portugal and in Italy, most trainers were university graduates. In Greece, most trainers had post-graduate degrees. In Germany, there was an equal share of university and post-graduate education and two trainers who completed degrees in vocational education.

Then, they detailed the subjects they teach.

France:

- Medico-social
- Stress management
- Entrepreneurship
- Law
- Methodology
- General culture
- Human, social and political sciences
- History
- Educational sciences

Greece:

- Shipping
- Sociology
- Pedagogical
- Education of adult trainers
- Intercultural, inclusive education, stress management
- Clinical Issues of Speech Therapy

Slovakia:

- Management and marketing
- English language
- Mathematics
- Project management
- Communication and facilitation
- Germany:
- Instructor of German as a foreign language (2 persons)
- Trainer (topics: career counselling, selection of occupation, trading)
- Consultant for parents
- Instructor in maths, woodworking

Italy:

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

Portugal: Not available

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

The trainers were asked to answer a detailed questionnaire regarding the practices implemented in their education organisations and the resources that they provide to the staff and students.

They were asked a series of questions concerning their organisations' legal framework and initiatives as far as inclusion is concerned. For each question, they could either answer "yes" or "no." Their answers were reported in the table below using the following color code:

Orange: Majority of "no"

Grey: Respondents equally answered yes and no

Green: Majority of "yes"

QUESTION	majority of No	equal	majority of YES
Does your organisation offer curricula that address inclusively the learning needs of all students?			
France			
Greece			
Slovakia			
Germany			
Italy			
Portugal			
Are there processes assuring that training staff and teachers to be inclusive to all students?			
France			
Greece			
Slovakia			
Germany			
Italy			
Portugal			
Does your organisation provide a physical environment (offices, classrooms, exterior areas) that allows access and mobility of all students, use by all students and promote collaboration between students?			
France			
Greece			
Slovakia			
Germany			
Italy			
Portugal			
Are you aware of any written and formal organisational policy addressed to staff and trainers that dictates inclusive practices for all students?			
France			
Greece			
Slovakia			
Germany			
Italy			
Portugal			
Do you have a process of giving a written Inclusion policy document to students and explaining it to them?			
France			

Greece			
Slovakia			
Germany			
Italy			
Portugal			
Do you use the practice of establishing partnerships in various projects with local communities/ disadvantaged groups / NGOs in the framework of your work as a trainer?			
France			
Greece			
Slovakia			
Germany			
Italy			
Portugal			
Have you ever participated in "Talent Development Programmes" that are addressed specifically to the special needs of individual students?			
France			
Greece			
Slovakia			
Germany			
Italy			
Portugal			
Have you ever participated in a teaching staff meeting with the management staff to examine a case of infringement of the Inclusion policy of your organisation or ways to improve inclusion procedures?			
France			
Greece			
Slovakia			
Germany			
Italy			
Portugal			
Have you ever organized or participated in an event or forum on Inclusion?			
France			
Greece			
Slovakia			
Germany			
Italy			

Portugal			
When asking students to evaluate their training, do you ask them to give their anonymous feedback about how included they feel, if they have felt discriminated against and on what basis?			
France			
Greece			
Slovakia			
Germany			
Italy			
Portugal			
Do you use students' suggestions about more inclusive practices and measures that need to be taken to improve processes?			
France			
Greece			
Slovakia			
Germany			
Italy			
Portugal			

Most trainers stated offering an inclusive curriculum, using students' suggestions, and establishing partnerships with NGOs.

However, most trainers stated neither having any written inclusion policy to be handed to their students nor having any written communication strategy. In addition, most trainers have never participated to any event or forum focused on inclusion.

The trainers were asked to rate on a scale from 1 to 7 (1= disagree, 7 = I totally agree) a series of statements regarding inclusion.

Their answers were summarised and compiled in the table below, using the following color code:

Green: A majority agrees

Blue: Answers were mixed, respondents partially agree

Grey: A majority disagrees

STATEMENT	Disagree	Partially agree	Agree
All students have an opportunity to learn in our organisation.			
France			
Greece			
Slovakia			
Germany			
Italy			
Portugal			
People here are treated as if they can always improve their talents and abilities.			
France			
Greece			
Slovakia			
Germany			
Italy			
Portugal			
I trust our organisation to be fair to all students.			
France			
Greece			
Slovakia			
Germany			
Italy			
Portugal			
If I raised a concern about discrimination, I am confident my superior/manager would deal with it.			
France			
Greece			
Slovakia			
Germany			
Italy			
Portugal			
I feel like I belong here.			
France			
Greece			
Slovakia			
Germany			
Italy			
Portugal			

Senior management here is effectively managing a culturally diverse group of students.			
France			
Greece			
Slovakia			
Germany			
Italy			
Portugal			
Diversity is valued at our organisation.			
France			
Greece			
Slovakia			
Germany			
Italy			
Portugal			
Our organisation values diverse opinions and ideas.			
France			
Greece			
Slovakia			
Germany			
Italy			
Portugal			
I am empowered to make decisions that impact my work.			
France			
Greece			
Slovakia			
Germany			
Italy			
Portugal			
Students feel free to have healthy disagreements and debate in classroom.			
France			
Greece			
Slovakia			
Germany			
Italy			
Portugal			
In my classroom or work team, we can have discussions on difficult/uncomfortable topics.			

France			
Greece			
Slovakia			
Germany			
Italy			
Portugal			
Students feel comfortable and safe in stating or disclosing that they belong to a vulnerable group or minority.			
France			
Greece			
Slovakia			
Germany			
Italy			
Portugal			

For these statements, the overall answers were very positive except for the last question about students stating their belonging to a vulnerable group: in 3 countries, respondents partially agreed that this was not an issue.

The trainers were asked to rate on a scale from 1 to 7 (1= not available, 7 = I totally available) a series of questions regarding inclusion.

Their answers were summarised and compiled in the table below, using the following color code:

Green: Totally available

Blue: Available

Orange: Answers were mixed, the resources are partially available

Grey: Not available

QUESTION	not available	partially available	available	totally available
To what extent there is high-quality support for vulnerable learners in your organisation?				
France				
Greece				
Slovakia				
Germany				
Italy				
Portugal				

To what extent are learners themselves asked about their need for support?				
France				
Greece				
Slovakia				
Germany				
Italy				
Portugal				
To what extent are all learners seen as being of equal importance educationally?				
France				
Greece				
Slovakia				
Germany				
Italy				
Portugal				
To what extent are available resources used flexibly, and targeted to support participation and learning?				
France				
Greece				
Slovakia				
Germany				
Italy				
Portugal				
To what extent do students with special needs have opportunities to take part in activities with the rest of the students?				
France				
Greece				
Slovakia				
Germany				
Italy				
Portugal				
To what extent are there effective procedures for taking account of students' views regarding their learning and aspirations?				
France				
Greece				
Slovakia				

Germany				
Italy				
Portugal				
Do you feel skilled in assessing the progress of individual students, including those belonging to vulnerable groups, and in supporting their development?				
France				
Greece				
Slovakia				
Germany				
Italy				
Portugal				
To what extent do teaching and non-teaching staff in your organisation take account of the cultures, identities, interests and aspirations of all their students in order to enhance their learning?				
France				
Greece				
Slovakia				
Germany				
Italy				
Portugal				
To what extent are trainers that are trainees guided to develop positive attitudes towards student diversity?				
France				
Greece				
Slovakia				
Germany				
Italy				
Portugal				
To what extent do trainers and support staff have opportunities to take part in continuing professional development regarding inclusive and equitable practices?				
France				
Greece				
Slovakia				

Germany				
Italy				
Portugal				
To what extent do teachers have opportunities to share ideas and practices?				
France				
Greece				
Slovakia				
Germany				
Italy				
Portugal				
To what degree do you use a range of pedagogical strategies to cater to learner differences?				
France				
Greece				
Slovakia				
Germany				
Italy				
Portugal				

Finally, the managers rated their organisations favourably in the following fields: equal educational treatment for all learners, trainers are skilled to assess the individual progress of students, flexible resources, and the possibility for all students to take part in learning activities.

However, there is a need for improvement in the following areas: Continuous Professional Development offers for trainers, ability for learners themselves to ask for support and the presence of high-quality support education for vulnerable learners in general.

The trainers were asked to share the greatest challenge they face when applying inclusive principles in their organisations.

France: The difficulty of taking charge of each case individually, the lack of time to do so, the difficulty of implementing an inclusive policy throughout the structure.

Greece: The inability to assess what students belong to vulnerable groups, ensuring equal participation of all students in courses and activities, promoting acceptance and empathy as well as the creation of personalized learning programmes for students with special needs.

Slovakia: The lack of knowledge on inclusive teaching; the lack of time to deal with inclusive teaching; the lack of knowledge how to cope with the student family background; the lack of knowledge how to choose the proper tool or method/approach to apply inclusive principles;

the lack of knowledge on how being tactful and sensitive yet opened and reach the same from the students' side.

Germany: The necessity to consider varying educational backgrounds, learning cultures and attitudes of learners and offer tailor-made solutions; persons with special learning need have to feel understood and treated individually – they might have psychological barriers that could be overcome through one-to-one interaction; vulnerable persons are quite often reluctant to stand out in the crowd (be different from others); the necessity to meet various needs of participants.

Italy: That the student learns while having fun; Stimulating a serious and respectful dialogue/debate between pupils; Including hours of Emotional Intelligence in the training plan of each school; making all participants feel included, listening to minorities; the consideration of each student's needs

Portugal: the lack of motivation of the students, the integration of the students from vulnerable groups and the lack of resources, among others.

Conclusion: Overall, trainers are hindered by the lack of time, the difficulty to create personal programs for each student, the lack of integration of the most vulnerable learners, the difficulty to meet all the learners' needs and the lack of knowledge on soft skills to be inclusive teacher.

The trainers were asked to identify the most important content of the training course on Inclusion for their organisations by assigning a numerical value from 1 to 6 (1: not important – 6 important) to the following thematic: Human Rights; Communication without prejudice; Health and Safety in the educational environment; Soft skills of the Inclusive Trainer.

France: Most participants viewed that the proposed topics were not very appropriate and expressed their interest in issues such as **gender equality**, knowledge of **vulnerable populations** and **environmental analysis**, introduction to the **different types of discrimination**, history, context.

Greece: Most participants viewed that the proposed topics were not very appropriate and expressed instead their interest in issues such as **cooperation**, **emotional intelligence**, **differentiated instruction**, **intercultural competences**, and **active listening**.

Slovakia: Among the offered options, trainers would prefer a training on **Health and Safety in the educational environment**, **Communicating without prejudice** and **Soft skills for the Inclusive Trainer**. They were also interested in **working with minorities**, **training of multicultural group**, **teaching techniques on inclusion** and **multi-generational management**.

Germany: The trainers selected: **human rights** (3 out of 5 persons rated it as top priority), **communication without prejudice** (selected by 4 persons as highly important), and **soft skills for an inclusive trainer** (rated by 3 persons as very important). Additionally,

appreciating/valuing diversity in education was mentioned as a possible topic for advanced training.

Italy: The trainers in majority selected **Human rights** and **Health and Safety in the educational environment**. Additionally, the trainers indicated Emotional Intelligence and the definition of Inclusion indicators.

Portugal: The trainers voted in majority for **Human rights** and **Communication without prejudice**. In addition, they would be interested to be trained in the following topics: P**arental involvement** having the greatest impact on the quality of student learning; how to **reconcile inclusion, success and merit**; **Methodologies and Practices for Inclusion** (publics with different levels of schooling and from different age groups); **Integration Strategies and Methodologies**; **Anti-racist education**; **Training of Trainers**; **Gender equality**, **adaptation to different special needs**; Moments in which it was possible to discuss the **convergence of different cultural points of view**: habits, behaviours, ways of being, gestures, music, celebrations, religion; assuming all as different and not as inferior or superior; **Educational Strategies**; Integrate Adult Education and Training in the institutional commitments of the School; Optimizing skills in adults with Special Educational Needs; **Gender equality**, freedom of worship, of opinion, of expression. **Gender Identity**; **Adapted teaching materials**.

Conclusion: The most popular topics were "Communicating without prejudice," "Human rights and "Health and safety in the educational environment." In two countries (France and Greece), trainers preferred to give their own ideas for the training.

Learners' interviews

The CONSIDER Partners conducted qualitative interviews with one learner from a vulnerable group. Below is a summary of the learners' answers.

First, the participants were asked several questions regarding the availability of certain inclusive procedures and initiatives within the context of their educational organisation. In all countries, the learners stated not being aware of the procedures and initiatives for inclusion in their organisations. In France, the learner stated that there was oral communication to talk about students' issues, but no written policy or tool to ensure inclusion. In Italy, there was no inclusion policy in the organisation, but non-discrimination was to be ensured though basic principles against discrimination. Similarly, none of them were aware of the inclusion policies of their schools. This means that students are not aware of the rules regarding inclusion and may not be aware of some of the benefits that they have the right to access.

However, most learners said that their organisations provided accessible spaces and tools (e.g., a computer that can be used by a visually impaired student). The students were also asked to rate from 1 to 7 some issues such as equal opportunities for learning, fairness of the

organisations, diversity, and effective management of the students' needs. All interviewed students rated their organisations favourably and the learner from France said they felt very included in their organisation. Both learners from Greece and from France claimed that their organisations gave them questionnaires to express themselves and share their concerns. Nonetheless, the two learners also claimed that their views and suggestions were not taken in account. As a result, organisations might make the effort to provide students with feedback questionnaires, but they do no incorporate learners' suggestions in their structures.

During the interviews, learners shared other issues they would face in their training environment. In Slovakia, the respondent said that she could not be included in all the activities with other students. In Italy, respondents claimed that they lacked linguistically inclusive training in their training centre. Indeed, the linguistic barriers is not always sufficiently taken in account for students with a migrant background. In France, the learner pointed out economic difficulties, geographic isolation, and the lack of active communication with the training staff of their structure.

General conclusion

Overall, the questionnaires and the interviews revealed that there is a lack of awareness and transparency regarding the inclusion procedures and policies for all the stakeholders involved in the learning organisations. From the managers' answers, we notice that most organisation lack an organisational vision for inclusion as well as a yearly strategic plan on inclusion goals as a result, the majority of organisations do not have a written policy or that dictate inclusive practices for all students nor a written communication document that dictates the staff and trainers' conduct towards adult learners. However, all groups (managers, trainers, and learners) rated their organisations very favourably in terms of inclusion practices and especially on accessibility. This means that although the organisations lack from official documentation and guidelines on inclusion, inclusion principles can de facto be respected in daily practices.

The questionnaires of the professional staff (managers and trainers) indicated two other areas of improvement: the organisation of events for inclusion and the greater consideration of students' suggestions. Firstly, in most cases the organisation does not organise forums or events to promote inclusion and they are not aware of the "Talent Development Programmes." Secondly, both trainers and managers admitted that improvements based on learners' suggestions were not systematically considered or implemented. This point is reflected in the Greek learner's interview who stated that students' feedback was not incorporated, although the organisation tries by asking students for their suggestions.

A common challenge faced by managers and trainers is the lack of common understanding around inclusion principles and practices. This challenge seems to be the result of the absence of policy documents and guidelines regarding inclusion, which would help to foster a common understanding of inclusion within organisations. The trainers also highlighted the difficulty to consider students' individual needs and backgrounds.

Regarding learning needs, the trainers were most interested in the topics about “Communicating without prejudice,” “Human rights and “Health and safety in the educational environment.” The managers were more interested in practical topics such as “Communication without prejudices,” “European policies on inclusion” and “Soft skills for the inclusive manager.” The managers also highlighted the need for a digital inclusion training.

Chapter 4: Quality Framework.

1. Scope of the quality framework

The conclusion of survey results revealed the lack of awareness and transparency regarding the inclusion procedures and policies for all the stakeholders involved in the training organisations.

Though the legislation introduces specific requirements that will enhance inclusion in all educational levels, the diversification of the legislation among EU member countries puts barriers in their use as a set of harmonized quality framework criteria.

In that sense, it is more than useful to design a practical guide for the managers of training organisations, in order to review all aspects of their operation in order to remove most – if not all – barriers for the inclusion of learners.

2. Methodology to design the quality framework

The methodology that we have used to design the quality framework in order to facilitate inclusion in training organisations was based on the structure of the international standard ISO 21001 at its latest edition of 2018. We opted for this methodology in order that the quality framework we propose in the present guide is compatible with and benefits from all the international standardisation work done concerning the management of quality in educational organisations.

The standard is a common management tool to set requirements for training organisations to meet learners' and other beneficiaries' needs and expectations.

ISO 21001 standard is based on the High-Level Structure of all recent ISO standards. The requirements are divided into 7 group of requirements:

- Context of the organisation
- Leadership
- Planning
- Support
- Operation
- Performance evaluation
- Improvement

Inclusion means removing all barriers to facilitate different people with different capabilities, needs, behavioural and ethical standards to meet participate and get involved into the same processes. In our case, to allow different people to participate equally in processes directly or indirectly related to the learning process and operation of an Adult Learning Organisation.

Speaking of barriers, we must group them in 4 main categories or pillars:

- Facilities and equipment
- Training material
- Training methods
- Management approach

The outputs of the quality framework will be presented as ideas and proposals per pillar for each ISO 21001 standard paragraph – requirement. It is obvious that not all ISO 21001 paragraphs can be related to all 4 pillars.

The results are being presented as a matrix, for the stakeholder to have a quick view of the pillars that are related with each ISO 21001 requirement.

3. Inclusion measures proposals

Context of the organisation

- **<u>Understanding the organisation and its context</u>**

Scope of the requirement: The training organisation must identify all related internal and external issues that affect the inclusion of various groups of individuals in the operation of the adult learning organisation as well as in the learning and educational process and the achievement of expected outcomes.

- **Facilities and equipment**: Technological, social, political, environmental, and other factors affecting the facilities and equipment should be analysed as well as their accessibility, user friendliness and usefulness fir various users' groups.
- **Training material**: New forms of training material (interactive equipment, use of IT, distance learning etc.), Also considering their usefulness for special needs of various groups or adaptation to meet these needs should be monitored.
- **Training methods**: Any new approach for training methods should be monitored and assessed, to facilitate inclusion and the effectiveness of the learning processes. For example, new methods to help learners with learning disabilities are being evolved.
- **Management approach:** Strategic direction of the management towards inclusion should be documented and communicated through policy, mission or/ and vision statements.

- **<u>Understanding the needs and expectations of interested parties</u>**

Scope of the requirement: Major interested parties concerning inclusion should be determined, along with their needs and expectations. Interested parties should at least

include various groups of learners, other beneficiaries as well as learning organisations' training, administrative and other staff.

- **Facilities and equipment**: Depending on potential special needs of learners and staff, facilities must be purchased and/or formed and equipped accordingly. Legal requirements for facilitation and safety should also be assessed and taken into consideration when designing or selecting facilities and equipment.
- **Training material**: Different needs of learners should also be listed for the facilitation of the learning process. Linguistic barriers, vision impairments, learning difficulties, religious symbolisms, gender semantics etc. should also be taken into consideration.
- **Training methods**: Study the legislation to identify potential requirements on the training methods. Above that, identify requirements and expectations of both learners and trainees.
- **Management approach**: Management must identify all interested parties, their impact to the learning process and all supportive to learning processes, their needs, their expectations and define the management system. The approach and its practical application must be clear and understandable at least to the key interested parties.

- **<u>Determining the scope of the management system for adult learning organisations</u>**

Scope of the requirement: The adult learning organisation must define the scope of the Management System, in accordance with the abovementioned internal and external issues, the requirements of the interested parties and shape accordingly the services provided.

- **Facilities and equipment**: No specific requirements for inclusion purposes.
- **Training material**: No specific requirements for inclusion purposes.
- **Training methods**: No specific requirements for inclusion purposes.
- **Management approach**: Management must document the scope of the Management System and ensure that all aspects of its operation are identified and ensured. Inclusion issues and potential gaps must be identified and addressed effectively.

- **<u>Management system for adult learning organisations</u>**

Scope of the requirement: The adult learning organisation must establish, implement, document, and continually improve its management system. Processes and their interaction must be identified, monitored, measured, evaluated, and improved.

- **Facilities and equipment**: Facilities and equipment related processes, such as their maintenance, must be defined, assigned, and monitored. Safety and functionality are the most important aspects.
- **Training material**: No specific requirements for inclusion purposes.
- **Training methods**: No specific requirements for inclusion purposes.
- **Management approach**: Documentation must be available to all involved parties. Language, means, complexity must be adapted to include provisions for avoiding discrimination/ ensuring inclusion within the adult learning organisation and its operation.

Leadership

- **Leadership and commitment**

Scope of the requirement: Top management of the adult learning organisation must be committed to the setting of strategic direction, effective implementation, continuous improvement and focusing on learners and other beneficiaries.

- **Facilities and equipment**: Facilities and equipment related processes, such as their purchasing, maintenance and adaptation must be defined, assigned and monitored. Safety and functionality for all users including persons belonging to specified groups are the most important aspects.
- **Training material**: No specific requirements for inclusion purposes.
- **Training methods**: No specific requirements for inclusion purposes.
- **Management approach**: Documentation must be available to all involved parties. Language, means, complexity must be adapted in order to be appropriate to all interested. Communication channels must facilitate also special needs learners. Leadership must act as a role model of behaviour concerning inclusion and to set rules of inclusive behaviour for all types of staff.

- **Policy**

Scope of the requirement: Top management must establish, communicate, and review an educational policy, aligned with the mission and vision, the scope of the adult learning organisation, its social responsibility and the needs and expectations of its interested parties.

- **Facilities and equipment**: No specific requirements for inclusion purposes.
- **Training material**: No specific requirements for inclusion purposes.
- **Training methods**: No specific requirements for inclusion purposes.

- **Management approach**: Top Management must define and document an educational policy and communicate it internally and externally. The means of communication must facilitate inclusion. For instance, interested parties speaking different languages or having visual impairments must be facilitated to access the policy, with multilingual versions or with recorded versions.

- **Organisational roles, responsibilities, and authorities**

Scope of the requirement: Top management must specify and assign roles and responsibilities within the organisation, to ensure the effective implementation of all processes.

- **Facilities and equipment:** No specific requirements for inclusion purposes.
- **Training material:** No specific requirements for inclusion purposes.
- **Training methods**: No specific requirements for inclusion purposes.
- **Management approach**: Top Management must assign roles and responsibilities according to abilities and skills of the staff. Physical disabilities, learning disabilities, linguistic barriers etc. must be taken into consideration to ensure the effectiveness of the relevant processes. To avoid or at least eliminate exclusions, it is the tasks that must be adapted to the people, not the people to the tasks.

Planning

- **Actions to address risks and opportunities**

Scope of the requirement: The adult learning organisation must identify risks and opportunities that must be considered in order to ensure the intended outcomes, enhance desired and prevent undesired effects, towards continuous improvement.

- **Facilities and equipment**: No specific requirements for inclusion purposes.
- **Training material:** No specific requirements for inclusion purposes.
- **Training methods**: No specific requirements for inclusion purposes.
- **Management approach**: A list of risks must be created. Risks that could result to exclusion of specific groups of people (whether learners or adult learning organisations' staff) must be identified. The management or risks applies the following steps: Risk identification, risk analysis, risk evaluation (as a function of probability and impact), risk treatment, risk re-evaluation after mitigation (residual risk).

  Additionally, opportunities to enhance learning results and inclusion must be a continuous process towards continuous improvement.

Risks and opportunities have a vice versa connection since risks treatment may generate opportunities and the implementation of opportunities may result to risks.

- **<u>Adult learning organisation objectives and planning to achieve them</u>**

Scope of the requirement: The adult learning organisation shall set clear and measurable objectives. The objectives must be consistent with the policy and any applicable requirements, communicated, monitored, and contribute to the enhancement of the satisfaction of the interested parties.

- **Facilities and equipment:** No specific requirements for inclusion purposes.
- **Training material:** No specific requirements for inclusion purposes.
- **Training methods**: No specific requirements for inclusion purposes.
- **Management approach**: Management must set specific objectives, covering as many processes as possible. Objectives must be realistic and specific measures must be taken for their achievement. For example, setting an objective to attract 10% foreign students in comparison to last year, means that specific measures must be taken in the fields of marketing (multilingual promotion material, use of extra AdWords in web advertisement), in the field or training material (multilingual material), in the fields of training methods (use of trainers that can communicate effectively with different cultures, use of new technologies). Another example could be courses addressing people with hearing problems could entail the purchase of equipment, hiring personnel mastering the sign language, communicating using appropriate media etc.

- **<u>Planning of changes</u>**

Scope of the requirement: When the adult learning organisation plans the introduction of changes, a holistic approach must be followed, to avoid the domino effect. Resources, external providers, reallocation of tasks and all other critical factors must be aligned to contribute to the scope of the change.

- **Facilities and equipment**: Review the need of specific certifications of the new equipment, if their specifications can satisfy the needs, where will it be installed, if new safety measures must be taken, if the users must be trained etc. For the facilities, assess their safety, if any official permit is needed (e.g. for construction works), modify the evacuation plans if needed, re-assess the safety equipment etc.
- **Training material**: Review parameters such as if the new training material is appropriate for the training groups, need to modify the curriculum, ensure the availability of the material in the market if the learners must buy it also.
- **Training methods**: Specify the training methods, train the trainers and validate their appropriateness for the (target) groups of learners.

- **Management approach**: Management must set specific objectives, covering as many processes and as many specific groups for inclusion as possible. Objectives must be realistic and specific measures must be taken for their achievement.

Support

- **<u>Resources</u>**

Scope of the requirement: The adult learning organisation must provide the required resources for the smooth operation and the improvement of the management system. As resources, we determine:

- ✓ Human resources
- ✓ Facilities
- ✓ Environment for the operation of educational processes
- ✓ Monitoring and measuring resources
- ✓ Organisational knowledge

- **Facilities and equipment**: In order to facilitate inclusion, the adult learning organisation must provide facilities and equipment needed to allow the access and active participation of both staff and learners with different needs. The proposals for facilities and equipment allocation rely on the target groups of learners and their different requirements. Some sources of thought are:
    - Ramps, doors, elevators, restrooms, classes etc must be constructed and equipped to facilitate people with kinetic or visual disabilities. National legislations specify those requirements.
    - Safety equipment must be designed also for people with visual or hearing disabilities.
    - Praying rooms may also be provided.
    - Multilingual safety or informative signs must be placed.
    - The website must follow accessibility standards and multilingual versions.

- **Training material**: No specific requirements for inclusion purposes.

- **Training methods**: adult learning organisation staff, interns, external providers must have skills, potentially needed professional certifications, experience, and attitude to work with different groups of learners. Special education teachers, multilingual training and supportive personnel and external providers, knowledge of cultural or religious behavioral habits are among the issues that must be addressed in terms of training methods.

- **Management approach**: Management must be engaged to provide all resources needed for a high-quality training environment that contributes towards inclusion. The allocation of resources must be reviewed regularly or in cases of changes.

Concerning the standard's requirement for organisational knowledge (instead of the traditional approach of personnel training). Staff and external providers involved into the learning process must follow new scientific data and developments on special education, on inclusion strategies and methods and transfer the knowledge within the organsation, exchanging and act complementary.

- **Competence**

Scope of the requirement: The adult learning organisation must determine the competences of persons affecting the organisation performance, ensure that these persons are adequately competent, evaluate and whenever necessary improve competences to meet requirements and achieve continual improvement.

- **Facilities and equipment**: No specific requirements for inclusion purposes.
- **Training material**: No specific requirements for inclusion purposes.
- **Training methods**: No specific requirements for inclusion purposes.
- **Management approach**: Necessary competences of staff affecting training procedures must be analysed. Linguistic competences, special education certifications, deaf and dump languages, cultural/ religious symbolisms should be taken into consideration, in order to include as many as possible target groups. Since in areas such as special education new approaches are being developed, continuous learning culture must be part of the management policy. Additionally, multiskilled teams may be required to provide training in such cases.

- **Awareness**

Scope of the requirement: The adult learning organisation must ensure that all staff must be aware of the policies, strategy and objectives, their expected contribution to the targeted performance and the relevant implications in cases of non-conformance.

- **Facilities and equipment**: No specific requirements for inclusion purposes.
- **Training material**: No specific requirements for inclusion purposes.
- **Training methods**: No specific requirements for inclusion purposes.
- **Management approach**: The management has ensured that the staff is aware of its policies concerning inclusion and has fully understood it and to set specific rules and measures in case of non-conformance.

- **Communication**

Scope of the requirement: The adult learning organisation must determine any analyze the internal and external communications, in terms of what, why, when, with whom, how and who to communicate.

- **Facilities and equipment**: If communication is determined to take place by signs, electronic equipment of any other than orally, the effectiveness must be taken into consideration. Braille system, multilingual signs – text, video or audio files, design of video or websites meeting visual disabilities, avoiding the use of signs that may have negative symbolism for specific groups must be taken into consideration.
- **Training material**: No specific requirements for inclusion purposes.
- **Training methods**: No specific requirements for inclusion purposes.
- **Management approach**: Management must design a communication plan, review its effectiveness and if necessary, take proper corrective action. Poor communication performance may be a result of inclusion barriers. Incoming and outgoing information must be sent, received, analyzed and evaluated taking into consideration special requirement, characteristics and restrictions of the different groups. For example, older people communicate more orally, younger people use new technologies and social media.

- **Documented information**

Scope of the requirement: The adult learning organisation must document both information set as requirements by ISO 21001 and information determined by itself as necessary for the effectiveness of its management system. Identification and description of the documentation, the format and the review and approval requirements must be specified. Relevant documentation must be available to whoever needed and also protected from loss, deterioration, data breach etc.

- **Facilities and equipment:** No specific requirements for inclusion purposes.
- **Training material**: No specific requirements for inclusion purposes.
- **Training methods**: No specific requirements for inclusion purposes.
- **Management approach**: Arrangements that may be taken into consideration to facilitate inclusion, refer to the documented information that may be addressing the organisation's staff and partners. For example, a procedure must be documented in a way to be accessible by people with visual impairment, may be documented in an audio file or braille system. If the staff is multinational, relevant language versions are necessary. Inclusion policy statement and measures must be posted or put in places that are well-visible to all staff, learners, and visitors. Inclusion rules must be declared to participants (to be read or to be posted in the

electronic platform etc. along with other rules prior to starting the learning activity).

Operation

- **<u>Operation planning and control</u>**

Scope of the requirement: The adult learning organisation must setup a set of processes to effectively provide training services and/ or products. Processes must include specific training requirements, establish specific criteria, and implement controls, determine the required resources and be adequately documented.

- **Facilities and equipment**: Facilities and equipment are included into the required resources. Considerations for inclusion processes are included into the Resources requirements above.
- **Training material**: Training material is included into the required resources. Considerations for inclusion processes are included into the Resources requirements above.
- **Training methods**: Appropriate and accessible training and assessment methods for the distinct needs of different groups of trainees must be planned. Curriculum and methods must be customised whether for groups or even for specific persons. For example, different levels of autism need different approach. Older people sometimes need more traditional training methods than younger people that are more familiar with new technologies. If the linkage with the labour market is a requirement, different types or employers and job placements must be approached.
- **Management approach**: Management must analyse all processes to identify the variety of needs in order to include as many different learners and learning groups as possible.

- **<u>Requirements for the educational products and services</u>**

Scope of the requirement: The adult learning organisation must determine and communicate the requirements, including requirements set by the organisation's policy, those from the needs analysis processed (mainly for special education), requirements set by the market, by the legislation etc. In the communication level, all requirements must be clear to the direct interested parties, including costs, pre-required skills, experience, certifications and knowledge, evaluation and problem-solving processes.

- **Facilities and equipment**: Minimum requirements on facilities and equipment for specific groups, determined whether by law or by a certified curriculum, must be determined. Ramps and other arrangements for disabled people, ICT equipment also can be determined by a curriculum.

- **Training material**: Requirements on training material must also be specified and communicated to the different groups or learners, especially if the learners must purchase it. The definition of the training material must be wide enough to enhance inclusion. Multilingual material printed and electronic versions, audio files, may also be used to facilitate different groups.

- **Training methods**: The training methods must also take into consideration the different needs and use a variety type of material to be adapted to different needs and abilities. Written and oral exams must be allowed in parallel. In class and distance learning also may facilitate inclusion.

- **Management approach**: It is a management task to define the requirements framework through its policy, to facilitate inclusion.

- **<u>Design and development of the educational products and services</u>**

Scope of the requirement: The adult learning organisation must establish a design and development process of training products and services. The process must ensure the coherent and smooth flow of design and development planning, processing of inputs, implementation of controls, defining outputs and controlling changes.

- **Facilities and equipment**: Existing facilities and equipment are inputs to be considered when designing a new training service, in order to assess their adequacy for serving a wide range of needs of learners. Are they appropriate to host people with different types of disabilities? Is there a praying room? Are there computers, desks and peripherals for disabled? For each input gap, a relevant output must be specified and be implemented.

- **Training material**: Training material: must be also designed to be accessible and effective for trainees with different needs. Multilingual material, audio and video versions, with symbolisms that are appropriate for different cultures or sexual orientation people must be part of the design of a new training.

- **Training methods**: The training methods must also be designed taking into consideration the different needs of different groups. Special education trainers, oral exams, sign language, multilingual trainers will enhance inclusion of a broader range of trainees.

- **Management approach**: Management must actively support the design and development of trainings that may include learners with different needs. Policies, financing, processes, recruitments, contracts needed are a management responsibility.

- **Control of externally provided processes, products and services**

Scope of the requirement: The adult learning organisation must exercise controls on providers and subcontractors, providing services or material related to the training processes. Control includes evaluation, selection, monitoring and re-evaluation.

- **Facilities and equipment**: When equipment, such as software or equipment for people e.g. with physical disabilities, is purchased and installed, both the certifications of the provider and of the equipment must be asked and assessed, when certifications is a requirement. For example, certified software for people with visual disabilities must be asked, certificates for a modification to adapt a ramp to a vehicle to transport people on wheelchairs. Another example is the Halal or Kosher foodstuff for Jewish and Muslim learners, when the adult learning organisation offers meals.
- **Training material**: No specific requirements for inclusion purposes.
- **Training methods**: This applies only when part of the training process is provided by external parties. For example, when learners attend a practical training in an external organisation. The adult learning organisation must ensure that the curriculum/ design requirement is met, by monitoring and evaluation.
- **Management approach**: It is a management task to assess, select, apply monitoring measures and evaluate all external parties. The consent of the external organisation's policy on inclusion must be a requirement for critical external providers.

- **Delivery of the educational products and services**

Scope of the requirement: The release of the training services should take place after securing that all arrangements have been fulfilled.

- **Facilities and equipment**: There are no additional requirements for the delivery of training that facilitate inclusion, other than the ones mentioned in previous paragraphs/ requirements. Equipment and software, such as safe closets and data encryption techniques will be needed to secure personal data that many times are of special categories (health data, religion, or nationality).
- **Training material**: There are no additional requirements for the delivery of training that facilitate inclusion, other than the ones mentioned in previous paragraphs/ requirements.
- **Training methods**: This applies only when part of the training process is provided by external parties. For example, when learners attend a part of the course (e.g., using specialised equipment) in an external organisation. The training organisation must ensure that the curriculum/ design requirements (including inclusion requirements) are met, by monitoring and evaluation.

- **Management approach**: Management must ensure that there are processes in the pre-admission phase as well as in the formative evaluation phase that allow participants to identify their specific needs and that the learning content, material, and methodology are adapted to meet the specific needs of learners. With regards to the admission of learners that may be incapable to understand and assess requirements, curriculums and processes, management must approach and communicate with interested parties such as natural or legal guardians. Additionally, preadmission phase must be carefully designed to facilitate different trainers with different skills and requirements identify if the learning programme is appropriate for them. Identification and implementation of GDPR requirements and assignment of a Data Processing Officer is also a requirement, since the adult learning organisation will be processing a variety of personal data from the pre-admission phase, both from the trainees and from other interested parties. The DPO also must carefully identify what personal data are required to be transferred to external parties and what is the legal basis and the requirements of the transfer.

- **<u>Release of the educational products and services</u>**

Scope of the requirement: The adult learning organisation must implement and control processes on the control and delivery of the training services, both for the pre-admission, admission, training provision and assessment phases, and for aspects as identification and traceability, processing and preservation of trainees' and third parties' property, preservation, and control of changes.

- **Facilities and equipment**: No specific requirements for inclusion purposes.
- **Training material**: No specific requirements for inclusion purposes.
- **Training methods**: No specific requirements for inclusion purposes.
- **Management approach**: No specific requirements for inclusion purposes.

- **<u>Control of the educational non-conforming outputs</u>**

Scope of the requirement: When the training process or outputs do not conform with planned arrangements, whether identified internally of externally by the learners or other beneficiaries of any other interested party, the adult learning organisation must take appropriate action. Appropriate action may refer to correction, inform trainees to acquire concession, deliver again training etc.

- **Facilities and equipment**: No specific requirements for inclusion purposes.
- **Training material**: No specific requirements for inclusion purposes.
- **Training methods**: No specific requirements for inclusion purposes.

- **Management approach**: Design of adequate formative evaluation processes that will permit control of educational outputs nonconforming with the specific needs individual learners or groups of learners have expressed. Formative evaluation will permit on-time adaptation of the learning process parameters to meet these needs.

- **Release of the educational products and services**

Scope of the requirement: The adult learning organisation must implement and control processes on the control and delivery of the training services, both for the pre-admission, admission, training provision and assessment phases, and for aspects as identification and traceability, processing and preservation of trainees' and third parties' property, preservation, and control of changes.

- **Facilities and equipment**: No specific requirements for inclusion purposes.
- **Training material**: No specific requirements for inclusion purposes.
- **Training methods**: No specific requirements for inclusion purposes.
- **Management approach**: No specific requirements for inclusion purposes.

Performance evaluation

- **Monitoring, measurement, analysis and evaluation**

Scope of the requirement: The adult learning organisation must establish a monitoring matrix, covering the most significant aspects or the training services delivery. What, how, when, with what criteria and how to evaluate results, for the organisation to acquire a thorough performance and to make effective use of its management system. One of the critical parameters to be monitored is the satisfaction level of learners, beneficiaries, and staff, including complaints. Appropriate action may refer to correction, inform learners to acquire concession, deliver again training etc.

- **Facilities and equipment**: In order to acquire information and data from different groups of learners, beneficiaries and staff, a set of tools must be selected. Concerning tools such as electronic surveys, happy or not devices and other technological solutions, the language, the easiness of use, the phrasing, symbols used etc. must be adapted to different skills, cultures, ages and other special characteristics.
- **Training material**: No specific requirements for inclusion purposes.
- **Training methods**: No specific requirements for inclusion purposes.
- **Management approach**: Monitoring, measurement, analysis and evaluation is a major top management task. The information that is being requested must be whether different or balanced according to the special characteristics and needs of different

groups of trainees, beneficiaries and staff. The interpretation of the results should aim to inclusion of a broad spectrum of target groups. For example, easiness of access is a major input from disabled people, the respect of cultural or religious frameworks is another input from groups with different such social characteristics etc.

- **Internal audit**

Scope of the requirement: The adult learning organisation must plan, implement and review the results of internal audits, in order to verify the compliance with the requirements and the effectiveness of the management system. Auditors must be trained and impartial, report results to the management in order to identify opportunities for improvement and corrections and/ or corrective actions needed.

- **Facilities and equipment**: No specific requirements for inclusion purposes.
- **Training material**: No specific requirements for inclusion purposes.
- **Training methods**: No specific requirements for inclusion purposes.
- **Management approach**: No specific requirements for inclusion purposes.

- **Management review**

Scope of the requirement: At least once per year top management of the adult learning organisation must review the management system and strategy to verify continuity, suitability, adequacy and effectiveness.

- **Facilities and equipment**: No specific requirements for inclusion purposes.
- **Training material**: No specific requirements for inclusion purposes.
- **Training methods**: No specific requirements for inclusion purposes.
- **Management approach**: Top management must also review the implementation of the processes, rules and measures that are specially targeted for inclusion. A special extended topic in the documentation of the management review discussion and documentation must consider inputs and decide on actions (outputs) regarding inclusion purposes. For instance, has the organisation achieved the objectives set by the management in the previous year? Does the adult learning organisation need investments on buildings or equipment for special target groups? Is there any needs for special trainings to the staff for inclusion enhancement? Were there complaints for nonconformities regarding the needs of specific learners' groups? What will be the policy objectives regarding inclusion for the year to come?

Improvement

- **Nonconformity and corrective actions**

Scope of the requirement: When a nonconformity is identified or reported, the adult learning organisation must assess the root causes, the impact (severity), if a correction is possible, it should be implemented, seek for possibilities to implement a corrective action and review its effectiveness.

- **Facilities and equipment**: No specific requirements for inclusion purposes.
- **Training material**: No specific requirements for inclusion purposes.
- **Training methods**: No specific requirements for inclusion purposes.
- **Management approach**: For example, If there is a near miss or an accident with a disabled person on wheelchair, corrections would be to treat any injury of the person and solve the facilities issue. The corrective action would be to set a process of monthly inspections in the facility for damages.

- **Continual improvement**

Scope of the requirement: The adult learning organisation must perform analysis and evaluation processes to continually improve suitability, adequacy and effectiveness of the management system.

- **Facilities and equipment**: No specific requirements for inclusion purposes.
- **Training material:** No specific requirements for inclusion purposes.
- **Training methods**: No specific requirements for inclusion purposes.
- **Management approach**: Top management must review all improvements to identify if they could also contribute to the inclusion target.

- **Opportunities for improvement**

Scope of the requirement: The adult learning organisation must be seeking for opportunities for improvement to meet requirements and enhance satisfaction of trainees, beneficiaries and other interested parties.

- **Facilities and equipment**: No specific requirements for inclusion purposes.
- **Training material**: No specific requirements for inclusion purposes.
- **Training methods**: No specific requirements for inclusion purposes.

- **Management approach**: Top management must specify the actions to be taken to enhance inclusion, by assessing needs and opportunities of different groups of external interested parties.

4. ISO 21001 based inclusion measures matrix

ISO 21001 requirement	Facilities and equipment	Training material	Training methods	Management approach
Context of the organisation				
Understanding the organisation and its context	X	X	X	X
Understanding the needs and expectations of interested parties	X	X	X	X
Determining the scope of the management system for educational organisations	-	-	-	X
Management system for educational organisations	X	-	-	X
Leadership				
Leadership and commitment	X	-	-	X
Policy	-	-	-	X
Organisational roles, responsibilities, and authorities	-	-	-	X
Planning				
Actions to address risks and opportunities	-	-	-	X
Educational organisation objectives and planning to achieve them	-	-	-	X
Planning of changes	X	X	X	X
Support				
Resources	X	X	-	X
Competence	-	-	-	X
Awareness	-	-	-	X
Communication	X	-	-	X
Documented information	-	-	-	X
Operation				
Operation planning and control	X	X	X	X
Requirements for the educational products and services	X	X	X	X
Design and development of the educational products and services	X	X	X	X
Control of externally provided processes, products, and services	X	X	X	X
Delivery of the educational products and services	X	X	X	X
Release of the educational products and services	-	-	-	-

Performance evaluation				
Monitoring, measurement, analysis, and evaluation	X	-	-	X
Internal audit	-	-	-	-
Management review	-	-	-	X
Improvement				
Nonconformity and corrective action	-	-	-	X
Continual improvement	-	-	-	X
Opportunities for improvement	-	-	-	X

ANNEXES

ANNEX I: Good practices

France

Best Practice	
Country:	Canada
Organisation:	Montréal University
Number of trainers / number of staff members:	10 000, including trainers and staff members
Courses offered (basic categories):	11 000 diplomas
Percentage of learners belonging to vulnerable groups (see Glossary)	Unknown
Time duration of practice:	Unknown
Best practice addresses this need or problem:	Diversify practices to promote success for all
Description of the best practice:	The Montréal University made the observation that its students have educational backgrounds with increasingly diverse socio-cultural profiles and, as a result, they have equally varied needs. A good way to include all these different types of learner is to diversify the teaching practices. First of all, integrating inclusive practices means offering other practices than the traditional three-hour lecture. This means including other teaching strategies so that students with different learning styles can all find what they want. This approach translates into strategies such as 'reverse pedagogy' where students watch video clips outside of class and, once in class, focus on discussion, teamwork and putting the concepts into practice. Other strategies mentioned include:

	- Use of a textbook for students with dyslexia problems; - The possibility for students to choose between different forms of work on the same theme; - The possibility for students to choose among different themes by adopting a similar approach; - Using a lesson plan that includes all the information. The evaluation can also be subject to variation. Teachers can thus use continuous assessment or assessment for learning, where each student is invited to create a toolbox or a portfolio where a work will be deposited after each course. This work can take various forms (practical, reflective or cooperative work). Central to this approach is the possibility for the teacher to continuously intervene in the student's learning process. It is also through the development of toolkits that teachers can foster inclusion. For example, one developed by Steve Geoffrion includes webinars, videos to stimulate reflection, practical exercises, which complement the lectures.
Results / Impact of Best practice:	All types of students are more successful, and teachers can be closer to the needs of each learner.

Country:	Mexico
Organisation:	Universidad Iberoamericana, Mexico City
Number of trainers / number of staff members:	799 trainers / unknown
Courses offered (basic categories):	Over 200 diplomas and other courses, 34 bachelor's-degree and 39 graduate-degree programs
Percentage of learners belonging to vulnerable groups (see Glossary)	Unknown
Time duration of practice:	Unknown
Best practice addresses this need or problem:	Inclusion
Description of the best practice:	An agreement signed in 1999 between the "Libre Acceso" association and the Mexico city University's Department of Architecture established the "Espacios dignos" program. This program aims (through collaboration with higher education institutions, civil and public organisations, businesses) to promote the elimination of physical, social and cultural barriers. Significant actions carried out include: The evaluation of the accessibility of more than 300 public and private buildings in Mexico City by architecture students; Participation in different groups and commissions: Commission for the development of the project of Official Mexican Standard of Accessibility, Accessibility and Transport Group of the Council for the Integration of People with Disabilities of the Government of Mexico City, ...; Participation and organisation of conferences on accessibility: Architecture and Accessibility Congress in 2005 within the University, participation in the 4th International Congress "United with Disability". Training and awareness of the concept of disability among students, staff and external actors, for example with the staff of the National Council to Prevent Discrimination (CONAPRED).

Results / Impact of Best practice:	Students are made aware of inclusion issues, then put them directly into practice and participate in the general assessment of the city through the prism of inclusion issues.

Country:	Italy
Organisation:	Universita Cattolica del Sacro Cuore
Number of trainers / number of staff members:	1 272 / 4 160
Courses offered (basic categories):	All categories, 10.000 graduates every year
Percentage of learners belonging to vulnerable groups (see Glossary)	Unknown
***Time duration of practice:**	Unknown
Best practice addresses this need or problem:	Inclusion and understanding of disability by non-disabled people
Description of the best practice:	The Università Cattolica del Sacro Cuore in Italy ran the "Mettiti nei miei panni" ("Put yourself in my place") campaign internally for the 2nd year in a row. This is a day open to all those, students, technical staff, administrators or teachers, who want to experience a limitation, whether of a motor or visual type (in a wheelchair or with a band on the eyes). The volunteers have to face concrete situations in the daily life of the students - going to the cafeteria, crossing the parking lot, taking place in the classrooms ... - accompanied by a volunteer but above all by a person affected by this handicap. A rich exchange is then established which goes beyond the simple overcoming of the obstacle encountered. Those who wish can extend the experience by participating in two or three so-called "focus-group" workshops to re-elaborate the lived experience.
Results / Impact of Best practice:	Make inclusive issues visible to all and make people not directly concerned aware of the implications of being a person with a disability.

Greece

Country:	U.S.A
Organisation:	Harvard
Number of trainers / number of staff members:	2.400 / 16.000
Courses offered (basic categories):	3.700
Percentage of learners belonging to vulnerable groups (see Glossary)	Unknown
Time duration of practice:	Generally implemented
Best practice addresses this need or problem:	
Description of the best practice:	Voluntary Self Identification As a lawful and responsible employer, Harvard is obligated to invite applicants and employees to voluntarily identify their sex, race and ethnicity, veteran's status and disability. This information is used to measure Harvard's progress against its: aim to be a fully representative and inclusive organisation that provides equal employment opportunity annual affirmative action goals hiring benchmark for protected veterans utilization (or employment) goal for Individuals with Disabilities (IwD) https://hr.harvard.edu/affirmative-action-programs
Results / Impact of Best practice:	Employees are free to express themselves and do not feel as being judged about who they are.

Country:	U.K.
Organisation:	University of St. Andrews
Number of trainers / number of staff members:	1.137 academic staff
Courses offered (basic categories):	All University disciplines
Percentage of learners belonging to vulnerable groups (see Glossary)	Unknown
Time duration of practice:	Ongoing
Best practice addresses this need or problem:	Inclusion
Description of the best practice:	Policy statement in relation to vulnerable students. The University and its staff have a collective and individual duty of care to support and safeguard the welfare of vulnerable students and where possible to prevent abuse and to report any protection issues discovered or suspected. There are a number of existing Policies in place dealing with the University's duty of care to its students and staff. These include: Equal Opportunities Policy Disability Equality Policy Race Equality Policy Disciplinary Policy Harassment and Bullying Policy Complaints and Grievance policy Health and Safety Policy Mental Health and Wellbeing Policy Sickness Absence Policy Manager's and Employee's Stress Guidance Occupational Stress Policy Students (and staff dealing with students) "Please see the vulnerable students procedural guidance for more detailed guidance. Students and staff dealing with students are to be encouraged to contact Student Services where they believe that a student may be vulnerable so that the situation can be mutually assessed and responded to with an appropriate and reasonable plan. However, the University emphasises that each individual is also responsible for their own health and

	wellbeing and must take care not to put that at risk by supporting a vulnerable student to the point where their individual choice is limited. If a vulnerable student you know has experienced bullying, discrimination, abuse, assault or harassment of any sort, you can report such incidents anonymously using the University's Report and Support tool. You can also choose to report using your contact details so a Human Resources adviser can get in touch with you to help provide support. https://www.st-andrews.ac.uk/staff/policy/hr/vulnerablestudentspolicystatement/

Country:	U.S.A.
Organisation:	Cazenovia College
Number of trainers / number of staff members:	Over 100 / Unknown
Courses offered (basic categories):	All categories
Percentage of learners belonging to vulnerable groups (see Glossary)	Unknown
Time duration of practice:	Generally implemented
Best practice addresses this need or problem:	Inclusion for all cultures and marginalized groups
Description of the best practice:	The MOSAIC Center (TMC) is a multicultural resource center. Located in the J.M. McDonald Student Center in Chapman Hall, The MOSAIC Center was established to educate the campus regarding issues of inequality, promote cultural diversity in many forms, and provide a space for dialogue for and with the entire campus community. The MOSAIC Center aims to empower both people with marginalized identities, as well as people with privilege to create social change and build a stronger campus community. The main goal of the Center is to create an environment where cultural exchange, education and an appreciation for diverse identities is fostered and celebrated. The Center is an open space where all students can enlighten themselves and others through a better understanding of culture and identify their role in the greater community. The MOSAIC Center stands for a "**M**ulticultural **O**pportunity for **S**upport, **A**dvocacy, **I**nclusion and **C**hange". All students (and staff/faculty) play a role in creating a positive, welcoming environment. However, people can be marginalized due to a number of identities, including race and ethnicity, sex and gender, sexual orientation, ability, socioeconomic status, religion and spirituality, and age. The MOSAIC Center works to close gaps between and among individuals and communities using a variety of methods, including advocacy, bystander training, raising awareness of issues (particularly of privilege, since those who have it, often don't understand it), providing a space for dialogue,

	and responding to issues that happen on campus (proactively and reactively). https://www.cazenovia.edu/life-on-campus/diversity-and-inclusion/mosaic-center
Results / Impact of Best practice:	To date, the MOSAIC Center events and initiatives have included: Creating space in the JM McDonald Student Center to serve as a resource and idea center regarding multicultural programs and services to students. Hosting a MOSAIC Week of programming centered on understanding underrepresented and often marginalized identities as well as creating a campus that continues to be more inclusive. Providing support to campus-wide town hall conversations. Launching the #WeTooStandWithYou campaign in support of diverse student, faculty, and staff communities at Cazenovia College. Hosting a campus/community Dinner and Dialogue to discuss the Cazenovia experience both on and off campus. Displaying a photo project about stereotypes and culture. View the photos from this cultural stereotypes project. Sharing of a campaign to dispel myths around sexual assault and bring a new level of awareness to the campus.

Learning for Successful Life	
Country:	Slovenia
Organisation:	Institute for Adult Education
Courses offered (basic categories):	Basic skills, general literacy, numeracy and ICT skills
Percentage of learners belonging to vulnerable groups (see Glossary)	Focused primarily on vulnerable groups
Time duration of practice:	Running
Best practice addresses this need or problem:	Vulnerable & marginalized groups (mostly unemployed people) and refers to literacy, numeracy and digital capabilities.
Description of the best practice:	Slovenian non-formal educational training programs are systematically focused on gaining basic skills, which are based on eight key competences, developing general literacy and re-evaluating the meaning of learning and education by adult learners, especially those in vulnerable or marginalised groups of adults (with lower levels of education, mostly unemployed and inactive on the labour market or excluded from the processes of decision-making at the local levels). Didactically, they are designed in such way that the educator chooses from the model of the program which is most appropriate and adjusts the program to the needs of participants. The current needs of the participants are the key, as the response to their needs ensures motivation. When a key change is caused by the education and active participation of a participant, a new educational need arises. The educator can choose a new program to continue working with participants who have strengthened their need to continue their education or, if they met for the first time, according to their desire for continued education. This continuation can lead to empowerment for independent action and learning.

	The programs consist of basic building blocks. Learning is considered successful if the learners actively participate in all the phases of learning – from the selection of topics to planning, carrying out the project, monitoring and evaluation of learning. As a result, variegated and multi-layered learning is embedded throughout the project work, which encourages people to cooperate with each other, take responsibility and identify with the rural community. Participants therefore learn to define problems by themselves and search for appropriate solutions to upcoming issues during the learning process, while reflecting on the decisions made. Teachers help them with their activities and individually support their development in numeracy, literacy and ICT skills. Literacy teachers in the programs are trained and must have a 'licence' in order to teach in those programs. In each group of mostly 12 participants, two pair-teachers teach at a time. The main method of work is project work, which emphasizes the learners' needs and interests and does not follow the subject-organisation of a formal school curriculum. The whole curriculum is learner centred and negotiated. As citizenship education is an integral part of the literacy programs in Slovenia, literacy teachers are trained to incorporate citizenship education in the programs according to the participants' needs.
Results / Impact of Best practice:	Successfully promoting the development of adult education and cooperation in establishing a culture of lifelong learning Source: https://eaea.org/our-work/projects/9966-2/ https://epale.ec.europa.eu/en/organisations/slovenian-institute-adult-education-siae

Empowering older people to ensure their inclusion in the use of digital technologies	
Country:	Austria
Organisation:	digitaleSeniorInnen
Number of trainers / number of staff members:	young volunteers (age 16 to 30) as so-called "Tablet-Trainers"
Percentage of learners belonging to vulnerable groups (see Glossary)	only 52% of people between 65 and 74 years are using Internet
Time duration of practice:	running
Best practice addresses this need or problem:	Elderly + economically disadvantaged women on a low educational level.
Description of the best practice:	A good practice in adult education for senior citizens is the project "TiK – Technology in Brief – Tablets for everyone". The high-tech project follows an intergenerational approach through the training offered by young volunteers (age 16 to 30) as so-called "Tablet-Trainers", who are educated along a special Tablet-education-curriculum. The courses have the distinction of a multitude of methods and flexible leading questions and a special commitment of the young trainers. They offer low-threshold courses voluntarily for only a small expense allowance. The further development of the courses is ensured by the feedback of the participants and the trainers who also elaborated their own special materials and barrier-free hand-outs for the elderly. The courses are within easy reach for those interested and much attention is paid to a wide geographical distribution of the "TiKmodules" and of information on www.digitaleseniorinnen.at. Participants of the courses are persons and especially economically disadvantaged women on a low educational level.

Results / Impact of Best practice:	Until the end of 2018 more than 2000 persons learned with the modules and another 1000 persons participated in the course-programme. The oldest participant who just takes part in a course is 97 years old, he gets his education by a young man in a nursery home. A patent application was filed for the project and the German name is a registered trademark. The project was awarded several times on the federal and provincial level. Source: https://unece.org/fileadmin/DAM/RCM_Website/SDG4_1.pdf https://unece.org/fileadmin/DAM/RCM_Website/4-1_Austria.pdf https://www.digitaleseniorinnen.at/ueber-uns/

Action West London – Digital Skills for Refugees	
Country:	Great Britain
Organisation:	Action West London
***Number of trainers / number of staff members:**	5 Digital Champion volunteers available alongside a staff member who has also received Champion training.
Courses offered (basic categories):	Digital and language skills
Best practice addresses this need or problem:	Inclusion of refugees into new culture by developing their digital and language skills and support their employment
Description of the best practice:	The iniciative use Digital Champions (personalised and ongoing support to help people in their communities learn new digital skills and benefit from being online) with a range of language skills (Arabic is especially important as many of the refugees are from Syria, others have come from Sudan, Eritrea and Iran particularly from the Kurdish minorities). Their approach is learner-led and this is linked to the integrative approach they take to developing language and digital skills concurrently. The resources being used are typical for projects teaching English and in this sense the planning of sessions is less focused on specific digital skills. It is using digital to support language capability and ability to seek employment and access services which is at the key to the work of the project. Each learner sets their own learning goals – the three goals then lead to weekly priorities for tasks and activity to be completed. The project offers a job club twice a week and a digital session once a week. ESOL classes are twice a week with a satellite site in Hillingdon offering further groups. Using and speaking English in the project is essential as the project knows that often the refugees will use the language on average for 15 minutes a day. Each session typically has 6-8 learners. There are often 5 Digital Champion volunteers available alongside a staff member who has also received Champion training. All of the volunteers completed courses on Digital Unite's **Digital Champions Network** e-learning platform. The project base has a set of computers, having

	access to the most up to date equipment would be a potential ask for the project of other partners. Action West London have worked with Clarion Futures to develop use of their screening tool. The tool allows new learners, who are accessing employment projects, to have their need for digital skills support identified and then specific skills needs captured in more detail. Action West London provide employment support through Welfare to Work and Building Better Opportunities contracts. These provide pre-employment and in-work support. The project has a sustainment rate of 75% which reflects the quality of both the initial and on-going support provided. Partnership links are vital to the work of the project such as with the Job Centre, or with the local Citizens Advice Bureau for legal queries. They also regularly encourage applications for further learning at local colleges. Currently they are exploring the options for offering skills sessions at the Job Centre. Currently Job Centre Plus staff use the screening tool to identify potential learners with digital skills needs. Action West London expects to continue using the screening tool and offering digital skills support through a range of activities. There are plans to measure the social impact of the work being done which will enable them to demonstrate the added value and excellent level of support being provided to the West London refugee community. Equipping people with digital skills is clearly of significant benefit for developing life and employment skills and well as facilitating wider social integration.

Germany

Volkshochschule barrierefrei	
Country:	Germany
Organisation:	Münchner Volkshochschule (Munich Adult Education Centre)
Number of trainers / number of staff members:	more than 300 permanent staff members (incl. trainers and administrative staff)
Courses offered (basic categories):	Programme areas: Person, Politics and Society Culture, Arts and Creativity Environment, Nature and Sciences Health and Nutrition Languages German and Integration Youth and Vocational Training Continuous Learning and Vocation IT and Digital
Percentage of learners belonging to vulnerable groups (see Glossary)	n/a
***Time duration of practice:**	ongoing
Best practice addresses this need or problem:	Raising inclusion and creating barrier-free environment
Description of the best practice:	"Volkshochschule barrierefrei: Bausteine zum gemeinsamen Lernen" ("Barrier-free Volkshochschule: milestones for joint learning") [24] represents the guidelines for enhancing inclusion in adult education centres. The document outlines the following milestones that should be taken into account in order to ensure inclusion and create barrier-free environment in adult education centres: **Awareness raising in team:** under this point it is advised to conduct a training on the topic of inclusion for all employees

	of an adult education institution (not only trainers, but also administrative stuff and others). Such a training should help overcome possible existing prejudices and bias, and shape positive attitude and understanding to the people with special needs. **Attracting participants:** here it is advised to consider the most suitable channels to reach disadvantaged groups and persons with special needs. For example, one could establish contacts with institutions targeting those population groups. Additionally, one could organise days of open doors, summer fests or short trial courses. **Barrier-free environment:** when creating a barrier-free environment one should consider the following points: accessibility (public transportation, instructions on how to reach the institution); entrance (stairs, ramps, width of doors, etc.); elevator (width of doors, size of the cabin, height of elevator buttons); toilets (size, width of the doors, handles, emergency call); induction conditioning equipment; parking lot. **Course models:** this section presents 4 models of educational offers: group-specific courses; cooperation model (the course is organised in cooperation with a social partner for a specific target group, but is generally open for all); integrative model (the course is meant for various groups and takes into account their needs); inclusive model (the course is meant for a wide range of population groups – needed conditions are ensured). **Planning courses:** this aspect suggests that when planning courses the interests/needs of cooperation partners and target groups should be taken into account. Specifically, the following points should be considered: clear and understandable description of the course and application process; accessibility of buildings and training rooms; need-oriented support throughout the course (enlarging the images on the screen, adjustable tables, large copies, etc); providing assistance, sign language interpreter or a bus suitable for persons in wheelchairs in case of trips; considering discounts for the course. **Selection of motivated trainers:** an inclusive adult education centre should hire trainers who are open to new experiences, ready to meet the challenges, push back the

	limits and work with different target groups. Another opportunity is to hire people with disabilities as trainers because they possess the needed knowledge and experience as regards inclusion. **Advanced training (upskilling) of trainers and other staff:** teaching and other staff should be regularly trained on the needs of specific target groups, types of disabilities, handling the expectation and new situations, use of language and communication throughout the course, etc. **Simplifying information materials:** all information materials (training curricula, brochures, flyers, commercial conditions, instructions how to reach the institutions, registration forms) clear, easy to read/understand/fill in, and barrier free. **Making an effort:** this milestone reads that and open, interested and empathic approach is the key to creating an inclusive education centre. It is important not to lose temper when facing difficulties and learn from experiences – both positive and negative.
Results / Impact of Best practice:	The given guidelines may help adult education institutions assume a strategic and coherent approach towards ensuring inclusion in their premises. They enable people from disadvantaged population groups and/or with special needs to improve their knowledge and skills, and take an active part in the life of society. It also contributes to the organisational development of the institution itself and creates an image of a socially responsible actor.

Institute for Inclusive Education	
Country:	Germany
Organisation:	Institute for Inclusive Education
***Number of trainers / number of staff members:**	n/a
Courses offered (basic categories):	The Institute provides a wide range of educational services: • Seminars at universities • Lectures • Presentations at conferences • Key-note speeches in meetings • Workshops • Guided excursions to facilities and service providers for people with disabilities • (In-house) trainings • Study visits • Large-scale events • introducing inclusion practices in the work of educational institutions
Percentage of learners belonging to vulnerable groups (see Glossary)	n/a
Time duration of practice:	ongoing
Best practice addresses this need or problem:	Ensuring the participation of people with disabilities in the life of society, realizing their potential
Description of the best practice:	Institute for Inclusive Education (Kiel) stems from a pilot project implemented in 2013-2016: people with disabilities were trained for 3 years to become qualified educational specialists, their educational services were incorporated in regular curricula of universities and colleges, which created paid employment on the general labour market. It has grown into a non-profit limited company. The mission of the institution is to develop and implement educational offers carried out by and with people with disabilities. By joining the teams of teachers and administrative staff in educational institutions, people with disabilities may share first-hand experience and create

	awareness about the needs and specific visions of this target group. The Institute for Inclusive Education provides people with disabilities with a comprehensive qualification as educational specialists that takes 3 years (full-time). It is based on a module-structured manual outlining the related qualification objectives, contents and examination requirements. The manual contains the following sections: **Work and education**: The structure and importance of work and education in the context of disability and participation in society. **Participation**: The understanding of participation and normality, fundamental democratic processes, institutions and functions in the community, participation in society and politics and related rights. **Educational work put in practice**: Communication of the lives, needs and perspectives of people with disabilities. Planning, performance, evaluation and reflection of the educational work. **Methods, tools and techniques of educational work**. **Closing module**.
Results / Impact of Best practice:	By qualifying persons with disabilities for educational work, the Institute for Inclusive Education helps them realize their potential and enables them to successfully integrate into society through meaningful occupation.

Inklusive VHS	
Country:	Germany
Organisation:	Volkshochschule Bamberg-Land (Adult Education Centre in Bamberg)
Number of trainers / number of staff members:	Approx. 400 trainers (incl. permanent staff and contracted trainers)
Courses offered (basic categories):	Programme areas: • Society • Vocation • Languages • Health • Culture • Basic Education • Online Learning
Percentage of learners belonging to vulnerable groups (see Glossary)	n/a
Time duration of practice:	2014-2017
Best practice addresses this need or problem:	Enhancing inclusion in adult education centres
Description of the best practice:	The project „Inklusive VHS“ („Inclusive Adult Education Centre”) was implemented in 2014-2017 by Volkshochschule Bamberg-Land. The aim of the project was to introduce inclusion practices into everyday operation of the institution to facilitate the access to educational services for persons with disabilities (specifically, people with learning difficulties). To achieve this goal, the following measures were undertaken: - persons with learning difficulties were invited to join the VHS Council. 6 persons from among former participants of the courses provided by the VHS (i.e. people possessing first-hand experience) were selected to represent the interests or persons experiencing same difficulties and provide guidance on how to improve the inclusion practices of the institution.

	- An annual course programme enlisting all the courses offered was developed in a simplified language with a view to facilitate the understanding of information provided. - the practice of "inclusive assistants" was introduced: people with disabilities were invited to bring an assistant with them to the course (free of charge). Such an assistant doesn't only support a person with disability, but also ensures effective communication with other participants and the trainer. - the trainers of the VHS were encouraged to take the lead of heterogeneous groups and informed of the assistance they may receive from the institution in order to provide training to heterogeneous groups including people with disabilities. - cooperation with relevant institutions, associations and networks representing the interests of various target groups (people with disabilities, those with visual impairments and hearing problems etc.) was established. - Bamberg Appeal on Inclusive Volkshochschule was issued. - A manual "So gelingt inclusive Erwachsenenbildung. Der Bamberger Weg zu einer inklusiven Volkshochschule" ("That's what makes adult education inclusive. The Bamberg way to an inclusive Volkshochschule") that contains practical tips on introducing inclusion practices in adult education was published. Most of the above-mentioned practices are present up to this day: a course programme in a simplified language is published regularly; when registering for the course, a person can mark whether they need assistance – e.g., inductive hearing device, barrier-free access, accompanying person or sign language interpreter; accompanying persons may take part in the courses free of charge; 25% discount is offered to the persons with disabilities; certain training facilities are barrier-free (they are marked in the programme with a special symbol); an inductive hearing device may be provided upon request, etc.

Results / Impact of Best practice:	The inclusive practices introduced by VHS Bamberg-Land broaden the access to educational services for people with disabilities, ensuring their right to education and enabling them to receive new knowledge and skills.

Italy

Country:	Italy
Organisation:	Lunga Vita Attiva (Long Active Life) - https://www.lungavitattiva.it/
Number of trainers / number of staff members:	About 20 staff members – trainers are from different organisations 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 favourite 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. 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.

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, organisational 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.

Pane e Internet	
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 organisation, 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.

Portugal

Country:	Portugal
Organisation:	Universidade Aberta - Accessibilities Project *https://portal.uab.pt/o-projeto-acessibilidades/*
Number of trainers / number of staff members:	201-500 staff members
Courses offered (basic categories):	• Degrees • Post-graduate courses • Master degrees • PhDs • Lifelong learning
Percentage of learners belonging to vulnerable groups (see Glossary)	Unknown
Time duration of practice:	Ongoing since 2008
Best practice addresses this need or problem:	Inclusion of students with physical and/or sensorial difficulties
Description of the best practice:	The Accessibilities Project from Universidade Aberta aims to help students who have physical and/or sensorial difficulties in the access of the online courses. Retrieved from *https://portal.uab.pt/o-projeto-acessibilidades/*
Results / Impact of Best practice:	"Internally, the work developed with the students who are part of the project consisted of a commitment between the need to establish general procedures and a more individualized and case-by-case attention to people. The Accessibilities Project team also maintains a common space, in a virtual environment, where it dialogues with students and disseminates news and initiatives related to inclusion issues.

	Externally, the team has made presentations at conferences and published articles about the work they have been developing." Retrieved from *https://portal.uab.pt/o-projeto-acessibilidades/*

Country:	Portugal
Organisation:	Institute of Education, University of Lisbon - LIDIA project http://lidia.ie.ulisboa.pt/
Number of trainers / number of staff members:	8 trainers
Courses offered (basic categories):	LIDIA course - Adult Digital Literacy Dynamics http://cursolidia.ie.ulisboa.pt/
Percentage of learners belonging to vulnerable groups (see Glossary)	Unknown
Time duration of practice:	Ongoing since 2015
Best practice addresses this need or problem:	Digital inclusion
Description of the best practice:	"The LIDIA project assumes as a strategic objective the development of innovative ICT-based content, materials and activities with technologies tailored to the life needs of a "digital society", aimed at raising the awareness and providing training to trainers and other social intervention technicians who work with those adults who are more vulnerable to info exclusion. In this way, the project seeks to contribute to the creation of conditions that, based on the principle of isomorphism (homology of processes), ensure that adults who are more vulnerable to digital exclusion can develop those competences nowadays considered as key to lifelong learning in accordance with their personal and professional expectations. The primary beneficiaries of the LIDIA project are trainers, social animators, social and educational staff, working in potential learning contexts, both formal and non-formal and based in Portugal, involved in the mediation and implementation of actions aimed at audiences typically more excluded from the information society, namely: professionals responsible for cultural, educational and social fields in local administration offices; private social

	institutions; cultural and recreational associations; museums; universities; senior day centers; teachers; etc." Retrieved from *http://lidia.ie.ulisboa.pt/*
Results / Impact of Best practice:	"The project implementation was based on the realization of an integrated set of activities and training resources planned in order to support the intervention of adults in training, and included: conceiving a manual (paper-based and e-book) with proposals of training activities with digital technologies that promote the development of digital skills; conducting training actions in face-to-face settings (two classes of 20 trainees each) and in e-learning (at least 40 participants), integrated as an institutional offer from the Institute of education, University of Lisbon; designing and developing an online structure to support the creation of a community of practice for promoting the digital literacy of adults; promoting a final seminar for the dissemination and sharing of good practices, and of the online community of practice, manual and e-learning training courses." Retrieved from *http://lidia.ie.ulisboa.pt/*

Country:	Portugal
Organisation:	Qualifica
Number of trainers / number of staff members:	unknown
Courses offered (basic categories):	unknown
Percentage of learners belonging to vulnerable groups (see Glossary)	Unknown, but generally the centers of qualification in Portugal are working with many low-skilled adults and with educational disabilities.
Time duration of practice:	Generally implemented
Best practice addresses this need or problem:	Support on learning needs of the adult learners (https://www.passaportequalifica.gov.pt/cicLogin.xhtml)
Description of the best practice:	**Qualifying Passport** The Qualifica Passport is a (digital) instrument for guidance and individual registration of qualifications and skills, which allows not only to record the qualifications obtained by the adult throughout his life, but also to simulate possible qualification routes and organize the qualification route carried out or to be carried out, depending on the qualifications that the individual can obtain and the educational and professional progression that can be achieved, identifying the skills that are missing, in order to enable the construction of training trajectories more suited to the needs of each individual, among the different possible trajectories. The Qualifica Passport is structured in 5 steps: 1. Registration, 2. Diagnosis, 3. Possible routes, 4. Route Selection, 5. Educational and Training Offer Research
Results / Impact of Best practice:	The adults trainees are able to receive personalized support upon their learning trajectory and have a clear image of their path.

Country:	Portugal
Organisation:	Portuguese government - National Digital Competences Initiative e.2030, Portugal INCoDe.2030 *https://www.incode2030.gov.pt/*
Number of trainers / number of staff members:	Unknown
Courses offered (basic categories):	• Inclusion • Education • Qualification • Specialization • Research
Percentage of learners belonging to vulnerable groups (see Glossary)	Unknown
Time duration of practice:	Ongoing since 2017 to 2030
Best practice addresses this need or problem:	Digital inclusion
Description of the best practice:	"INCoDe.2030 is set in the international context and aims to improve Portugal's position and competitiveness, working towards securing a prominent place in terms of digital competences in the 2017- 2030 period, through a set of actions and initiatives, namely a stronger participation in international scientific and technological networks, primarily in Europe and North America, but also with the Portuguese speaking countries and the Mediterranean nations of North Africa." Retrieved from *https://www.incode2030.gov.pt/*
Results / Impact of Best practice:	"The Portugal INCoDe.2030 initiative has a broad scope in this drive towards digital development, starting with the promotion of digital inclusion and literacy, educating the young generations from an early age, qualifying the active population and specialising its graduates for advanced digital jobs, and to turn the country into a net contributor for the new digital developments." Retrieved from *https://www.incode2030.gov.pt/*