SpLenDEd

PUBLIC
OPEN
UNIVERSITY
CAKOVEC

The Good practice guide (O3-T3)

Public open university Čakovec

April 2022

Project acronym:	SpLenDEd
Project name:	Common framework for adult education providers to support engangement for learners with SpLDs
Project code:	2020-1-SI01-KA204-075962

Document History

Versions	Date	Changes	Type of change	Delivered by
Version 1.0	20/07/2022	Initial	-	POU Čakovec
Version 2.0	29/07/2022	Final	Integration of partners comments	POU Čakovec

Document Information

Document ID name:	2022-07-29_SpLenDEd_O3-T3_Good practice guide_V.2
Document title:	O3-T3_Good practice guide
Output Type:	Intellectual Output O3-T3
Date of Delivery:	29/07/2022
Activity Type:	The Good practice guide
Activity Leader:	POU Čakovec
Dissemination level:	Public

Disclaimer

Table of contents

1 INTRODUCTION

Within the O3-T3 part of the project we have developed a Good practice guide, including the guidelines and recommendations on issues related to impact, suitability of methods, outreach, inclusion and support to achieve learning results and equity for adult learners with SpLDs. The guide includes recommended measures corresponding to the framework criteria and relevant to the inclusion of people with SpLDs. Moreover, the guidelines are drafted in a way that is useful for all providers, regardless of their performance, providing levels of achievement for each factor and relevant steps to move forward. The objective is to provide adult education providers with the necessary tools to design an improvement plan regarding their effectiveness on learners with SpLDs, based on their self-assessment performance. It is based on the project outcomes and the best practices collected in O3-T2. In order to collect the examples of good practices, we conducted a desk research and an open call.

A good practice is a process or methodology that has been proven (through experience or research) to work well within a specific context (geographical or organisation settings), has succeeded in achieving its strategic and operational objectives, and therefore can be recommended as a reference model. It refers to a successful experience, which has been tested and validated in practice and demonstrates strong transferability potential. Good practices need to be disseminated and widely adopted to benefit a greater number of people or/and organisations. The essence of identifying and sharing good practices is to get inspiration and learn from others who have already faced and successfully overcome similar challenges, and to encourage the application of existing knowledge and experience to new situations. A practice, characterised as "best" or "good" should not be regarded as prescriptive or flawless, nor can it apply to all contexts and conditions. Instead, it needs to be adapted to the context to respond to site or organisation-specific challenges.

In the context of SpLenDed GPG, good practices will be considered cases, initiatives, projects, techniques, examples of operations, actions, tasks performed by adult education providers/ practitioners/ professionals whose contribution to the inclusive and effective adult education provision to SpLDs is positive and well documented.

An Open call for good practices was organised in relation to inclusive and effective adult education provision to learners with SpLDs in order to collect cases that have not been previously evaluated (internally or externally) or have not been documented or published in existing resources. In addition, the aim of the open call was to engage adult education providers to submit by themselves their initiatives and practices allowing them at the same time to establish contact with SpLenDed project and receive evidence-based evaluation. The scope of the open call was to create a vivid community among adult educational providers to exchange knowledge and experiences in relation to inclusive education to learners with SpDLs. Good Practice Submission form was done in a Google form which included 16 questions of multiple choice combined with the open-ended questions.

Intellectual output 3, task 1 prescribes the methodology for good practices' collection that can be sourced from European and national databases, educational and pedagogical journals, other Erasmus+ projects and from an open call invitation. In addition, it defines guidelines for the development of an online interactive tool to host and store good practices explored and evaluated. These methods to collect data will enrich the knowledge we have in the field, thus improving the inclusive and effective adult education to learners with SpLDs and can be used as reference models. Partners and interested parties will be able to study how these (successful) practices work and eventually adopt those that suit better to the needs and characteristics of their institutions and learners. The documentation of good practices on inclusive and effective adult education provision to learners with SpLDs will enable project partners and other adult educational organisations working in inclusive education to avoid reinventing the wheel and improve their performance by adopting practices (or parts of them) which have been proven successful. Partners and interested parties will be able to study how these (successful) practices work and eventually adopt those that suit better to the needs and characteristics of their institutions and learners. 0oreover, the Methodology layed out basic directions for setting up an open call for good practices and provided guidelines for the development of an online interactive tool which will host good practices performed by adult education organisations together with relevant information.

This task entailed research for the identification of practices to increase the effective engagement of adults with SpLDs in learning activities. Each project

partner (that was able to find such examples in their country) collected information on relevant practices using the template developed in O3-T2. In addition, an open call for practices was published in the project's website and social media but also in other relevant platforms, such as EPALE. Those interested in submitting their own practices were required to fill an input form. The collected practices were evaluated according to the methodology developed in O3-T1. The results of this research fed into the good practice guide in order to provide suggestions and recommendations to adult education providers. The good practice guide will also be available in a form of an online interactive tool.

O3-T4 part of the project foresees the development of an online interactive tool based on the good practice guide developed in O3-T3. Adult education providers or any other interested party will be able to scroll the online tool, in the form of a map embedded in the project website, and look up the collected practices organised by various attributes (as described previously). The map will further contain other useful information regarding the practices (description of each practice, website and/or contact details of provider etc.). This tool will be maintained post-project, with the consortium providing adult education providers/stakeholders the possibility to add new content.

2 CRITERIA OF EVALUATION ACCORDING TO THE METHODOLOGY:

This section presents the quality specifications (or else evaluation criteria) that guide the evaluation of cases on a "good practice" basis and lead to the identification of the most successful ones that have been included in the Good Practice Guide (GPG). To ensure consistency, these criteria was defined on the basis of the common documentation form used for reporting and presenting the identified cases, the key findings and conclusions from preliminary desk research (conducted at an early stage to prescribe the main categories of inclusive adult education to learners with SpLDs and determine what data is required).

The identification of best practices on inclusive and effective adult education to learners with SpLDs requires judgment and critical thinking so as to comprehend which of the existing methods and processes a) have positively contributed to the inclusion of educational provision, b) can be easily transferred into other countries and settings, and c) provide useful lessons to get inspiration and plan new actions. The identified cases on inclusive educational provision to adult learners with SpDLs were evaluated against the criteria presented in *Table 1* below.

Table 1: Evaluation criteria

Criteria	Description
Relevance	This criterion measures the extent to which the identified practice is suited to the priorities and policies related to the inclusion, effectiveness of adult education to learners with SpDLs. In evaluating the relevance of the practice, it is useful to consider the following questions: - Are the activities and outputs of the practice consistent with the fundamental values of inclusive adult education? - To what extent are the objectives of the practice still valid and up-to-date? - Are the activities and outputs of the case addressed to adult learners with SpLDs?
Impact	This criterion identifies the benefits delivered and defines the extent to which the practice has positively contributed to inclusive and effective adult education. It also identifies whether the declared objectives have been met. The practice should have achieved results that are measurable and well documented. In evaluating the relevance of the practice, it is useful to consider the following question: - Do the activities and outputs of the case benefit communities and/or families, teachers and learners themselves?

Criteria	Description
Connectivity to SpLenDed CAF criteria	This criterion measures practice's connectivity to SpLenDed CAF; pairing specificities of identified practices with the majority from 10 criteria resulting by the project's first output "<u>Criteria for assessing AE effectiveness on learners with SpLDs</u> ". In evaluating the connectivity of the practice, one should consider the following question: - Do at least 5 from 10 CAF's criteria match the contents of the identified practice?
Transferability	This criterion evaluates whether the identified practice, as carried out or with context adaptation, demonstrates strong evidence that it can be also effective for other educational systems, learning environments, and EU countries. To evaluate the transferability potential, it is useful to consider the following questions: - Are the needs addressed common across adult educational institutions and countries? - Can the practice be transferred to another EU country? - Does the practice entail low implementation risks and rely on standardised processes?

3   Scoring and classification of practices

Each of the identified cases will receive a score from 1 to 5 for each evaluation criteria described above (total points: 20); this scale will be used to determine the extent to which each case meets these criteria[1]. Depending on the (aggregate) score received in the four evaluation criteria, cases will be classified into three categories; poor, promising and good. The cases to be eventually presented in the Good Practice Guide should obtain a score of at least 14 points, and hence be categorised as "good". In case of low-quality data or irrelevant cases, the inclusion of promising practices will be considered.

Where 1=Not at all, 2=To a small extent, 3=Moderately, 4= To a great extent, 5= Exceptionally

Table 2: Classification of practices

Classification	Description	Score obtained
Poor	A practice that has neither reached its objectives nor produced measurable results and enhanced the inclusion of learners with SpLDs. A poor practice entails substantial constraints during implementation (e.g. cost) and poor results. Its relevance, impact and potential for transferability to other adult educational institutions, and countries cannot be proven.	5-9
Promising	A practice that has worked for another adult education organisation, target group of learners or a country and has produced some tangible, measurable results. A promising practice should be characterised by cost-effectiveness and show potential to be transferred in other regions or educational systems.	10-13
Good	A practice that has proven to work well within a specific context (learners with SpDLs or suitable learning programmes), has succeeded in achieving its strategic and operational objectives. A good practice should have brought positive results on the inclusion of learners with SpLDs, effective learning to adults with SpDLs and demonstrate connectivity to SpLenDed CAF and transferable approach.	14-20

Table 3: Target number of answers per country

Partner	Country	Target number (baseline scenario)	Target number (good scenario)
AMZ		5	6
FU		5	6
PROMEA		5	6
POU		5	6
VHS-Cham		5	6
Total		25	30

Table 4: Actual number of answers per country

Partner	Country	Number of practices
AZM		4
FU		5
PROMEA		none identified
POU		none identified
VHS-Cham		4
Total		13

4 PRACTICES CLASSIFIED AS "GOOD" (14-20 points):

4.1 PRACTICES SUBMITTED BY SLOVENIA:

Section	Description
Title of the practice	**Slovenian Dyslexia Institute**
Practice Identification	- Category of adult education provision: foundational, workplace-related, other labour market-related - Location/ Country: Ljubljana, Slovenia

Section	Description
Practice description	• The Institute is raising awareness of dyslexia (dyscalculia, dyspraxia) and persons with SpLDs. It provides learning difficulty diagnosis for persons of all ages, trainings for teachers and parents, cost-free lectures on understanding and controlling dyslexia, and dissemination of knowledge and solutions. The problem that needed to be addressed was: lack of awareness regarding adults with SUT and Lack of possibility of diagnosing SUT for adult population. The main objectives were: fostering a positive self-image for people with dyslexia - children, young people and adults, highlighting and strengthening the talents and achievements of people with dyslexia, strengthening the community to spread awareness that dyslexia maintains creative thinking throughout life and a holistic, complex view of the world, and is therefore an asset for the 21st century, spreading awareness that a person with dyslexia can learn well, but in their own way, each in their own way, and not in the linear way that schooling is based on, discovering and using ways, methods and techniques to help manage dyslexia.

Section	Description
Implementation of the practice	The main functions of the practice are recognising signs of dyslexia in adults, recognising scotopic syndrome, educating parents and teachers, organising free lectures on dyslexia and spreading knowledge about it. The Institute was founded in 2015 as part of the Slovenian 3rd Age University with University's staff organisational and expert support. It collaborates with highly motivated and qualified experts specialising in specific learning difficulties, psychology, linguistics, pedagogy and andragogy. The practice was initiated by Prof. Ana Kranjc, PhD. The Institute is funded by individuals who need to be tested for dyslexia and need the certificate for educational or work reasons.
Results and transferability potential	Adults that receive a formal diagnosis of having SpLDs can use it for planning their educational path or at workplace for certain adjustments. Leather with SpLDs can advocate their position for flexibilities in the learning process or at workplace. The main feature that make the practice transferable is the fact that the needs addressed are common across countries.
Further information	https://www.institutzadisleksijo.si/

Section	Description
Title of the practice	**Project Learning for Young adults (PLYA)**
Practice Identification	- Category of adult education provision: foundational - Location/ Country: Ljubljana, Slovenia
Practice description	Project Learning for Young Adults (PLYA) is a non-formal educational program. The program is designed to help NEETs take creative and active part in social and working life, it enables them to discover their interests and talents, motivates them to return to school, and it also equips them to be more competitive in the labour market and thus increase their employability. The target group of PLYA are young people aged 15 to 26 who: • have an unemployed or first-time jobseeker status; • have experienced difficulties because of leaving education; • are not employed or do not have a job. The problem that needed to be addressed was early school leaving. The main objectives are: to develop the professional identity of the participants, including a sense of initiative and entrepreneurship, to approach or enter the labour market and to develop a range of soft skills to support young people when entering /returning to employment, further education or training.

Section	Description
Implementation of the practice	PLYA target individuals who have specific characteristics that make it difficult for them to make the transition into employment, education or training. This includes:
	• individuals who are socially excluded and have personal, behavioural, social or other difficulties;
	• individuals who require incentives to enhance the healthy development of their identities and core capabilities;
	• individuals who lack basic vocational or technical education, or are overqualified, resulting in long-term unemployment;
	• individuals who have either never been employed, have limited work experience or are first-time jobseekers;
	• individuals who have lost their student or apprentice status.
	Practice was launched by the Slovenian Institute for Adult Education in 1999. It also involves cooperation with Slovenian Employments services and network of stakeholder (youth organisations, NGOs, local authorities, schools, employers…) The PLYA practice is cost free for the participants.
	It is co-financed by the European Social Fund (ESF) and the Ministry of Labour, Family, Social Affairs and Equal Opportunities.

Section	Description
Results and transferability potential	Since May 2016: • 847 young adults under 26 years have participated in PLYA, • 40 mentors have supported participants in the programme, • 59 local offices of the ESS have provided counselling and recommendations for individuals to participate in the programme. An evaluation study was carried during the period 2000 to 2002 showed that the programme achieved positive results. 94% of young people were satisfied with their participation in the project and 70% achieved the goals which had been set. Around 41% of young people chose to continue their education; 15% entered part time employment; and 9% entered full-time employment. Participants show improvement in confidence, self-control and communication skills. This adds to their personal development benefiting other aspects of their life, such as relationships and interaction with the community. The main feature that make the practice transferable is that the needs addressed are common across countries.
Further information	European Association for the Education of Adults » Good practice: Project Learning for Young Adults (eaea.org)

Section	Description
Title of the practice	**Primary School for Adults (Cene Štupar Institute)**
Practice Identification	- Category of adult education provision: foundational - Location/ Country: Ljubljana, Slovenia
Practice description	The practice is about supporting participants of primary school for adult to successfully finish primary level of education. Some participants of primary school for adults are with migrant background and/or have learning difficulties (reading and writing). Without support it is unlikely that they will have successfully completed primary school which is obligatory by law in Slovenia. In Slovenia it is obligatory to complete primary education, i.e. achieve certain level of literacy and finish 6-9 classes grades (adaptation for adult participants). Without modification and additional support offered by teachers and other network members it is not likely that they achieve their educational goals. The main objectives are: -Support for participants with learning difficulties to help them achieve their educational goals -Establish the support networks

Section	Description
Implementation of the practice	Participants with learning difficulties are offered modified learning materials and extra learning hours aimed to improve their literacy level. Primary school for adults' management and teachers team meets on daily basis to discuss the needs of participants. The practice involves collaboration of primary school regular staff, primary school teachers and representatives of other organisations/institutes involved in the process (volunteers from secondary school, intergeneration centers, NGOs involved in social inclusion) The practice is not additionally funded apart from public financial resources for regular educational activities related to primary school for adults Due to successful networking and collaborating in relevant projects additional activities are provided cost-free.
Results and transferability potential	Concrete results achieved: • Participants achieve noticeably better results (passing the exams, completed classes) • Successful collaboration of public institutions and NGOs How the practice benefitted the inclusion of learners with SpDLs and/or affected the learning effectiveness: There was a higher rate of participants that successfully complete primary school for adults.
Further information	**https://www.cene-stupar.si/sl/pridobitev-izobrazbe/osnovna-sola/osnovna-sola-za-odrasle**

Section	Description
Title of the practice	**My Step - Training for Success in Life**
Practice Identification	- Category of adult education provision: Labour market-related - Location/ Country: Ljubljana, Slovenia
Practice description	Based on the findings of the research into the literacy of adults in Slovenia, the Slovenian Institute for Adult Education has prepared a number of programs intended for the development of adult literacy. We offer adults numerous publicly recognized programs and general educational programs. We refer adults to educational programs based on their needs and their current life situations. The problem that needed to be addressed was that the adults in Slovenia in their active stage of life between 16 and 65 years of age are below the international average in all measured areas of skills (literacy, numeracy and problem solving) according to International Adult Literacy Survey – IALS (1997–2000) and the Programme for the International Assessment of Adult Competencies – PIAAC (2013–2015). It is estimated that more than 400,000 adults in Slovenia only attain the lowest level of literacy and numeracy skills which points to a mass phenomenon that requires a comprehensive approach. The main objectives: improvement of adult literacy and consequently improvement of learning and working success for adults with special needs.

Section	Description
Implementation of the practice	The training program based on project work focuses on basic competences, social skills, lifelong learning, and active citizenship to enable persons with special need to lead independent lives. Methods are flexible and modifiable according to the needs of individual participants. Practice was launched by Slovenian Institute for Education. Practice is funded from public national funds and European Social Fund.
Results and transferability potential	According to national survey the program improves literacy of adults in the widest sense of the word. There were also other effects observed with the participants such as better self-esteem, active participation in different social environments, improvement of communication skills and better quality of life. Teaching methods can be adapted to the needs of learners with SpLDs. Mentors working in the programmes have received special training developed by Slovenian Institute for Adult Education where they learn about the importance of literacy in today's society and methods of working with less educated adults, develop the skills to help them in their work with an individual target group, etc. The main feature that make the practice tranfersable is that the needs addressed are common across other countries.
Further information	**https://pismenost.acs.si/en/programs/programs-for-adults/**

Section	Description
Title of the practice	Lights on Rights
Practice Identification	- Category of adult education provision: workplace related, other labour market-related - Location/ Country: EU co-funded programme
Practice description	The project "Lights on Rights!" is part of the European Union strategy on Disabilities. The project "illuminated" the rights of people with disabilities, emphasized them, publicized them and divulged them. The problems that needed to be addressed were: -Lack of inclusion of people with disabilities -Lack of awareness of people with disabilities about their rights -Wasting potential of people with special needs The main objectives were: -Awareness of the UN Convention on the Rights of Persons with Disabilities and its recommendations for Europe - The promotion of respect for human rights in micro, meso and macro environments, detecting situations of vulnerability, developing visibility strategies and through the active teaching the citizenship. -An increase in practices that are based on the participation of ID people. -An improvement in the quality of life of ID persons. - The establishment of synergies among different partnerships and European forums.

Section	Description
Implementation of the practice	The main functions of the practice are helping adults with special needs to find out about their rights that will let them to become the better part of the society. Thanks to the project people with special needs get a chance to access enough information about how they can contribute to common good and not be only the receivers of the support. PARC SANITARI SANT JOAN DE DEU created and launched the practice. 5 other countries (Spain, Hungary, Slovenia, Poland and Sweden) supported and took part actively in all activities. Project was successful thanks to hundreds of people with special needs who were eager to learn and change their position in society by participation in the activities and sharing the information from it. The project was carried out by the grand from European Commission and with the individual initiatives interested in the project development.

Section	Description
Results and transferability potential	The concrete results achieved: -Methodological guideline for the promotion of the rights of citizens with disabilities -A computerized database to facilitate research the impact of the project on people with intellectual disabilities and their immediate environment. -Based on the questionnaires on Knowledge of Rights and Perception of Discrimination each partner has adapted the type of activities to groups that it caters to, to their abilities and theirs interests. More than 300 learners have benefited from our project during these two years. There have been 51 mobilities of people with intellectual disabilities, who have traveled together with professionals to the meetings organized in each country How the practice has benefitted the inclusion of learners with SpDLs and/or affected the learning effectiveness: The project visibly raised awareness of the UN Convention on the Rights of Persons with Disabilities and its recommendations for Europe. The promotion of respect for human rights was carried out in different ways and the situations of vulnerability were detected. Many people got a chance to gain new knowledge from professionals in different area of work and increased their quality of life. The main features that make the practice trasferable: needs addressed are common across countries

Section	Description
Further information	**Methodological guideline:** https://ec.europa.eu/programmes/erasmus-plus/project-result-content/dc932aa6-bd86-4fcb-aed5-0c1802ac06fb/Guia%20completa.pdf

Section	Description
Title of the practice	Transforming losers into winners
Practice Identification	- Category of adult education provision: workplace-related - Location/ Country: Sweden (Nordic Council of Ministers)

Section	Description
Practice description	The practice is about integration of various excluded groups on the labour market with the help of teachers who use non-formal education as the main tool in succeeding that.
	The problems that needed to be addressed:
	-Teachers don't have enough knowledge in the area of inclusion of people with special needs
	-Lack of awareness about benefits of non-formal education for excluded groups
	-Life-long learning is not the principle that is used in teaching people with special needs
	The main objectives:
	- To gather information about existing practices about inclusion of people with special needs
	- Exchange of experience between teachers from different countries
	- Choosing the most effective technics of non-formal education for inclusion of disadvantaged people and creating the manual where all of them will be placed
	- Improvement of social and economical life of people with special needs

Section	Description
Implementation of the practice	The main functions of the practice: It helps to enlighten the topic of non-formal education as an important part of successful teaching of people with special needs. It can help teachers to improve their competence that as a result will impact on social inclusion of disadvantaged people and help them to find good opportunities for themselves on the labour market. Practice was created and launched by the partnership of Lithuania, Latvia, Sweden and Iceland. The target group was teachers who are ready to learn and want to increase their professional skills. However, the result of their work could be analyzed only after implementing that knowledge together with students who have special needs. The project was financed by Nordic Council of Ministers.

Section	Description
Results and transferability potential	The concrete results achieved: - a colourful manual "Integrating Socially Excluded Groups by Using Non-Formal Education as a Tool" - successful stories of people who have been able to avoid the social risk by finding a job or by establishing own business have been gathered in the video "11 minutes of success" - 16 teachers from Lithuania, Latvia, Sweden and Iceland improved their competences about the integration of various excluded groups on the labour market Non-formal education is a key to life-long learning that should become a basic attitude to education and principal that teachers use when they want to help adult students to achieve their best results. This particular practice is transfersable to another EU country and/or other adult educational organisation.
Further information	**Manual "*Integrating Socially Excluded Groups by Using Non-Formal Education as a Tool*":** https://goo.gl/KSPgLV **video "11 minutes of success":** https://www.youtube.com/watch?v=9gdsyi3RjYg

Section	Description
Title of the practice	**IMPLOED – FOR A MORE INCLUSIVE AND EQUAL SOCIETY**
Practice Identification	- Category of adult education provision: Foundational, life long learning - Location/ Country: Stockholm, Sweden
Practice description	IMPLOED – FOR A MORE INCLUSIVE AND EQUAL SOCIETY The ImplOED – Implementing outreach, empowerment and diversity project offers policy-makers and adult educators tools to engage socially and educationally disadvantaged adults in lifelong learning. Needs addressed are: -Insufficient awareness among policy makers in adult education -Low levels of participation in adult education programs -Involvement of learners in education structures and in the society The practise was funded by Erasmus+ programme.

Section	Description
Implementation of the practice	One of the main functions of the practise is to provide people interested in working with the concepts of reaching out to disadvantaged learners with a list of expected outcomes based on the project results. EAEA has launched the practise, this is a European NGO whose purpose is to link and represent European organisations directly involved in adult learning. The practise was funded by Erasmus+ programme.

Results and transferability potential	Impact:
	  318 policymakers reached
	  545 practitioners trained
	  43 events organised
	The ImplOED project helps adults with SpDLs by supporting adult education institutions to develop successful outreach work, enhance empowerment of learners and increase diversity in adult education. This practice is transferable to another EU country and/or other adult educational organisation.

Further information	**https://www.oed-network.eu/**

Section	Description
Title of the practice	**Integration through education and information**
Practice Identification	- Category of adult education provision: foundational - Location/ Country: Linköping, Sweden -
Practice description	All participating organizations in the project are working with integration of immigrants, but in different contexts and ways, and exchange of knowledge and good practice will improve the work for all. The project addresses the need of language training and adult education approach for newly arrived refugees. This group is facing special learning needs with difficulties in learning. Some of the main objectives in the project are as follows: - Providing basic skills and language courses to asylum seekers and immigrants and simultaneously give civic information to make them prepared for further studies and job. - Recruiting and educating new instructors and improving the competences amongst earlier educated staff.

Section	Description
Implementation of the practice	Important functions of the practise are to provide basic skills and language courses to asylum seekers and immigrants. Swedish organisation Sektionen för resurs och stödverksamhet has founded the initiative. There were six participating organizations with Municipality of Linköping, Sweden, Department of Education, Section of Resource and Support coordinating the project. EU funded project.
Results and transferability potential	The training programme was developed specifically according to the needs of newly arrived. Seminars and conferences were held with the practitioners to share the training approach. The practice has benefitted the inclusion of learners with SpLDs by giving support for trainers in language learning and other adult education programmes for refugees. The practice is transferable to another EU country and/or other adult educational organisation.
Further information	Integration through education and information INTED

Section	Description
Title of the practice	The European Network on Inclusive Education & Disability, incluD-ed
Practice Identification	- Category of adult education provision: foundational - Location/ Country: Sweden
Practice description	The European Network on Inclusive Education & Disability, incluD-ed, has the primary goal of promoting, identifying, exchanging and disseminating good practices on inclusive education for people with disabilities across Europe, in order to promote opportunities for employability and working inclusion. Find solution to challenges with inclusive education. The main objectives are to promote, identify, exchange and disseminate good practices on inclusive education for people with disabilities across Europe, in order to promote opportunities for employability and working inclusion. The main objectives were to promote, identify, exchange and disseminate good practices on inclusive education for people with disabilities across Europe, in order to promote opportunities for employability and working inclusion.
Implementation of the practice	incluD-ed seeks to create, at a European level, a social and educational framework to advocate and work towards full inclusion of people with disabilities. It was a non-profit network.

Section	Description
Results and transferability potential	The key result achieved is incluD-ed Online Community: Organisations, professionals who work in the field of inclusive education, and any interested person can join the incluD-ed Online Community by registering in the database as experts or interested organisations. It helps learners indirecty by promoting a key policy issue in all EU Member States and the inclusion of people with disabilities as a relevant topic in education regulations and plans implemented. The needs that the practice addressed are common across countries, they are transferable to another EU country and/or other adult educational organisation and there is a low implementation risk.
Further information	**https://includ-ed.eu/**

4.3 PRACTICES SUBMITTED BY GERMANY:

Section	Description
Title of the practice	**COOCOU (COmpetence Oriented COUncelling for cognitively impaired persons)**
Practice Identification	- Category of adult education provision: Labour Market-related - Location/ Country: Germany, Austria, Greece, Slovenia, Spain and Sweden -
Practice description	The EU-funded project COOCOU (COmpetence Oriented COUncelling for cognitively impaired persons) is aimed at counsellors who work with cognitively impaired persons and support them in the process of becoming aware of their competences. The main problem that was being addressed was that people with cognitive impairments (e.g., learning disabilities) still often face barriers to participation in education programmes and the labour market. The project aims to provide various tools for a resource-oriented counselling process that are specifically tailored to the needs of people with cognitive impairments.

Section	Description
Implementation of the practice	COOCOU aims to support the social and economic inclusion of people with cognitive impairments through: - Helping them to identify their own competencies, - Strengthening self-esteem, - Supporting empowerment, - Providing support in finding a job or an educational activity that matches their competences and interests. The project is being implemented by the German Institute for Adult Education - Leibniz Centre for Lifelong Learning as the coordinating institution in cooperation with partner organisations from Greece, Austria, Sweden, Slovenia and Spain.
Results and transferability potential	COOCOU supports professional counsellors working with cognitively impaired people by developing a **practical toolkit** (method kit). A piloting phase was carried out in 2021. In this test phase, 65 persons with cognitive impairment could participate in counselling with the COOCOU toolkit. In the counselling, their skills and competences, which were often acquired outside the school system, were made visible. The main features that make the practice visible: use of standardized processes, it is transferable to another EU country and/or other adult educational organization and the needs addressed are common across countries.

Section	Description
Further information	Pool of methods for counselling with the ProfilPass: https://coocou.profilpass-international.eu/index.php?article_id=137&clang=1 COUCOO-Toolkit: https://coocou.profilpass-international.eu/index.php?article_id=144&clang=1 Barrier-free ProfilPASS in Easy Language: https://coocou.profilpass-international.eu/index.php?article_id=142&clang=1

Section	Description
Title of the practice	Learning games for Dyslexic young adults
Practice Identification	- Category of adult education provision: foundational - Location/ Country: Latvia, Czech Republic, Germany, Bulgaria, Austria, Lithuania

Section	Description
Practice description	The project aimed to produce a range of motivating and engaging digital learning games to develop the skills of dyslexic young adults, as well as to support their relatives and teachers. The problem that needed to be addressed was developing training tools that would address the needs of dyslexic persons starting from 16 years old and onward. The main objective of DYS2GO is the provision of a set of highly motivating and stimulating mobile learning games for a selected range of skills important for young dyslexic adults: visual and auditory discrimination, memory and sequence as well as spatial position.

Section	Description
Implementation of the practice	The main functions of the practice are:

The main functions of the practice are:

- development of a pedagogical framework that outlines a general approach to and serves as a reference for further development work;
- collection of audio-visual materials and texts needed to create learning game apps;
- development of learning game apps for IOS, Android, Windows Desktop, and Windows Tablets;
- creating a teacher's guide to support the use of apps in the classroom;
- pilot testing of the apps and compiling evaluation report

The project was implemented by a partnership of educational institutions from six European countries: Latvia, Czech Republic, Germany, Bulgaria, Austria, and Lithuania. It was led by the University of Latvia.

The project was funded within the Erasmus+ Programme, key action "Strategic Partnerships for adult education". The total budget comprised 298442.91 EUR.

Section	Description
Results and transferability potential	The main output of the project is the development of mini-learning games based on perception training approaches for special education needs (SEN). The benefits of the tools were recognized by the persons who tested them out (more than 200 persons). The main features that make the practice visible: needs addressed are common across countries
Further information	https://www.dys2go.eu/

Section	Description
Title of the practice	**New Tools for Learning in Adult age – NEver TOO LAte**
Practice Identification	- Category of adult education provision: foundational, social and citizenship skills - Location/ Country: Italy, Greece, Spain, Portugal, Austria, Germany
Practice description	The project aims to enhance social inclusion by fostering functional literacy, numeracy and digital skills; learning to learn ability and social and citizenship skills among young adults (16-30 years old) from vulnerable groups. Many European countries (incl. Italy, Greece, Spain, Portugal, Austria and Germany) are affected by general progressive impoverishment due to economic/social/cultural crises occurring over time - the first step to avert this situation is to equip vulnerable population groups with basic skills so that they can improve their life situations. The project aims to foster the ability to act as responsible citizens and to participate fully in civic and social life among young people and adults with poor or no schooling by providing innovative tools for developing basic literacy and citizenship skills, as well as the learning to learn ability.

Section	Description
Implementation of the practice	The main function of the practice is to provide evidence base for the development of methodological tools. The project was launched by a partnership from six countries: Italy, Greece, Spain, Portugal, Austria and Germany. The project is funded from the Erasmus+ Programme. The budget of the project comprises around 330,000 EUR.
Results and transferability potential	An **online learning platform** dedicated to exploration of certain skills: alphabetic, mathematic, digital, citizenship, learning to learn. The expected outcomes of the project are: - Increased number of adults and young people (both EU and non-EU, with poor or no schooling) motivated to develop/improve functional literacy, numeracy, digital, social and citizenship skills - Improved abilities of educators in motivating the project target groups to learn and enhance their skills; - Effective awareness orientation and motivation to learn strategies implemented at the community level for the benefit of particularly vulnerable non-literate people.
Further information	http://nevertoolateproject.eu/

Section	Description
Title of the practice	**PACETRAINING: empowering people with minor cognitive potential through training activities**
Practice Identification	- Category of adult education provision: Work-place related - Location/ Country: Italy, Germany, Finland, Spain
Practice description	The project aimed to promote active citizenship of persons with minor cognitive potential (incl. those with Down syndrome) by equipping them with the skills that they might use for the labour market – specifically, in tourism, hospitality and catering sector. Down syndrome directly affects the quality of life of such people: they are rarely embedded in traditional training, and their working potential is neither exploited nor enriched. The project aimed to lessen the dependence of people with special needs on their families by equipping them with the skills sought after on the labour market.

Section	Description
Implementation of the practice	The aim of the project was to be achieved by completing the following steps: - Identifying professions requiring minimal skills and abilities that can be performed by persons with minor cognitive potential - Designing specific qualification paths (incl. learning outcomes, units and assessment procedures) and piloting of the training model - Equipping trainers and teachers in the EU with the skills needed to implement a training methodology with the target groups based on a unified approach - Establishing communication with the labour market actors with a view to create favourable conditions for employing persons with special needs The project was implemented by a partner consortium including NGOs and training institutions from Italy, Germany, Finland and Spain: Vocational Training Agency "Colline Astigiane" (Italy), Adult Education Centre in Cham District (Volkshochschule im Landkreis Cham e.V., Germany), Vocational College Live (Finland), Spanish Confederation of Education and Training Centers (CECE, Spain). The project was funded from the sources of the Erasmus+ Programme. The total budget of the project was 374.397,00 EUR.

Section	Description
Results and transferability potential	The partners developed a **Training Path** that contains a description of VET systems in the field of culinary arts and hotel services for persons with special needs. The persons with special needs who were involved in project activities obtained hands-on skills that they might further use in their personal and professional life and raised their self-belief and self-efficacy. The needs addressed in this project are common across countries and transferable to another EU country and/or other adult educational organisation which makes this practice transferable.
Further information	https://www.pacetraining.eu/

5 GRADING OF PRACTICES

Table 5: Grading of the practices

	Relevance	Impact	Connectivity to SpLenDed CAF criteria	Transferability
Slovenian Dyslexia Institute	5	5	5	5
Project Learning for Young adults (PLYA)	2 (it is for young adults and not for adult learners)	5	5	5
Primary School for Adults (Cene Štupar Institute)	5	5	5	5
My Step - Training for Success in Life	5	5	5	5
Lights on Rights	5	5	5	5

Transforming losers into winners	5	5	5	5
IMPLOED – FOR A MORE INCLUSIVE AND EQUAL SOCIETY	5	5	5	5
Integration through education and information	5	5	5	5
The European Network on Inclusive Education & Disability, incluD-ed	5	5	5	5
COOCOU (COmpetence Oriented COUncelling for cognitively impaired persons)	5	5	5	5

Learning games for Dyslexic young adults	2 (it is for young adults and adults and not for adult learners)	5	5	5
New Tools for Learning in Adult age – NEver TOO LAte	2 (it is for young adults and not for adult learners)	5	5	5

6   Quality improvement plan:

At an operational level, the Quality improvement plan aims to enhance the quality of further provision of education towards the learners with SpLDs. It ensures a coherent approach to quality improvement, and raising of standards of AEP by providing guidance on how to improve certain criteria of effectiveness. This includes the section with addressed area, recommendations on how to improve certain area and examples of good practice to look further into. Adult education providers then fill in the table with their own plan for the improvement by writing who will be the responsible person, setting a target date for the achievement, deciding in which manner it will be done and what could be some possible milestones in the process.

Area to be addressed	Person(s) responsible (filled in by AEP)	Target date for achievement (filled in by AEP)	How? (filled in by AEP)	Milestones in achievement (filled in by AEP)	Recommendations	Good Practice
Testing and early identification of SpLDs (to tackle challenges identified/ undiagnosed learners willing to enrol to adult educational programmes)					Reach out to diagnostic centers in the area	„Slovenian Dyslexia Institute" by AZM
Recognising strengths and potential of SpLDs (Every person who experiences SpLDs will have their own unique profile of strengths and weaknesses)					Finding instruments for recognising and updating of existing skills among learners with SpLDs	- „Lights on Rights" by Folksuniversit etet -„ COOCOU (COmpetence Oriented COUncelling for cognitively impaired persons)" by vhs
Ensuring post-educational progress of the learners					Tools to monitor post educational employability, inclusion in society, further learning (assessment questionnaires, follow up)	- „Lights on Rights" by Folksuniversit etet
Awareness about institution and reaching out to the learners					Channels for the promotion of AEP, reaching out to disadvantaged groups, immigrants,	-„Slovenian Dyslexia Institute" by AZM -„Project Learning for Young adults (PLYA)" by

					vulnerable individuals…	AZM - „Project Learning for Young adults (PLYA)" by AZM
Constant upskilling of adult educators					Enrolling adult educators into mobility programmes and EU projects for teachers and working on continuous education	„New Tools for Learning in Adult age – NEver TOO Late" by vhs - „Transforming losers into winners" by Folksuniversit etet
Effective communication and recognition of needs of learners					Ability to communicate and prioritise learners, working on undestanding the needs of learners	-„Lights on Rights" by Folksuniversit etet - „Primary School for Adults (Cene Štupar Institute)" by AZM
Methods and forms of implementatio n of education for SpLDs learners					Creating inclusive learning environment, using evidence-based learning methods for successful education	-„Learning games for Dyslexic young adults" by vhs - „My Step - Training for Success in Life" by AZM
Systematic quality assurance					Monitoring the level of satisfaction of SpLDs learners with education provision using the instruments for evaluation	
Provision of necessary adjustments for learners with SpLDs					Providing technical support and afforability of the program for the learners	„IMPLOED – FOR A MORE INCLUSIVE AND EQUAL SOCIETY" by Folksuniversit etet

					Open dialogues and flexibility in curriculum development, evaluation procedures (exams) for learners with SpLDs	
Updated and adjusted curriculum						

Table 6: Quality improvement plan (above)