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Additional Good Practice Examples

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- **INTRODUCTION:**

In this document, project consortium compiled a document with additional examples of good practices whose contribution to the inclusive and effective adult education provision to SpLDs is positive and well documented. Within this part of the good practices compilation, partners did a desk research where they compiled best practice examples on the European level. They included the cases, initiatives, projects, techniques, examples of operations, actions, tasks performed by adult education providers/ practitioners/ professionals which would be adoptable and available to beneficiaries on the international level.

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- **Table 1: Evaluation criteria**

Criteria	Description
Relevance	<p>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:</p> <ul style="list-style-type: none">- 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	<p>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.</p> <p>In evaluating the relevance of the practice, it is useful to consider the following question:</p> <ul style="list-style-type: none">- Do the activities and outputs of the case benefit communities and/or families, teachers and learners themselves?
Connectivity to SpLenDed CAF criteria	<p>This criterion measures practice’s connectivity to SpLenDed CAF; pairing specificities of identified practices with the majority from 10 criteria resulting from 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:</p> <ul style="list-style-type: none">- Do at least 5 from 10 CAF’s criteria match the contents of the identified practice?

Criteria	Description
Transferability	<p>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:</p> <ul style="list-style-type: none"> - 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?

- **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 criteria¹. 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.

¹Where 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 4: Number of answers per country

Partner	Country	Number of practices
AZM		4
FU		3
PROMEIA		1
POU		8
VHS-Cham		4
Total		20

- PRACTICES CLASSIFIED AS “GOOD” (14-20 points):

o PRACTICES SUBMITTED BY CROATIA:

Section	Description
Title of the practice	Pathways 2
Practice Identification	<ul style="list-style-type: none"> - Category of adult education provision: workplace-related, labour market-related - Location/ Country: Croatia
Practice description	Pathways 2 project was created to ensure that people with intellectual disabilities can actively participate in adult education programs.
Implementation of the practice	In 2009, Inclusion Europe together with partners and self-advocates in Austria, Germany, Finland, France, Ireland, Lithuania, Portugal and Scotland produced brochures as part of the Pathways 1 project to make lifelong programs more accessible. As part of the Pathways 2 project, a six-day training was held on the creation of easy-to-understand materials. 9 participants from several organizations that deal with people with disabilities participated in the training.
Results and transferability potential	In order to ensure that more people with intellectual disabilities have access to lifelong education programs, a large number of European countries place special emphasis on the dissemination of knowledge. As a result, numerous trainings will be held at the national level in each of these countries. Also, the project is actively aimed at educational institutions and decision-makers to take concrete steps in the field of education and improve the accessibility of lifelong education programs for adults with intellectual disabilities.
Further information	http://www.samozastupanje.hr/nasi-projekti/pathways-2-2435/ http://www.samozastupanje.hr/galerija/pathways-2-edukacija-2525/

Section	Description
Title of the practice	National campaign "I want to read too!"
Practice Identification	<ul style="list-style-type: none"> - Category of adult education provision: workplace-related, labour market-related - Location/ Country: Zagreb, Hrvatska
Practice description	The goal of this campaign is to inform and educate the public and make them sensitive to the issue of people with reading difficulties and dyslexia, and to improve inter-institutional cooperation between experts who deal with people with reading difficulties and dyslexia and people who cannot read standard print.
Implementation of the practice	The Croatian Library Association, Zagreb City Libraries and the National and University Library launched a campaign called "I want to read too!" The implementation of the campaign is encouraged by various actions: organizing exhibitions on the topic of people with reading difficulties, conducting workshops and holding lectures for parents and teachers and by solving concrete, everyday problems faced by a specific target group.
Results and transferability potential	In the Savica Library, in cooperation with the Speech Therapy Center Govorni Oblačić and the Holos Association, lectures are held for parents, experts and anyone interested, dedicated to topics such as speech disorders, speech and communication development, and workshops for children, dedicated to creating mental maps and developing pre-reading skills , writing and arithmetic.
Further information	https://www.kgz.hr/hr/knjiznice/knjiznica-savica/projekti-6204/nacionalna-kampanja-i-ja-zelim-citati/42745

Section	Description
Title of the practice	Easy-to-read content: how to adapt texts
Practice Identification	<ul style="list-style-type: none"> - Category of adult education provision: workplace-related, labour market-related - Location/ Country: Croatia

Section	Description
Practice description	The Committee for Library Services for People with Special Needs of the Croatian Library Association translates and adapts some professional literature aimed at people whose reading skills require adaptation. In Croatian librarianship, a completely unknown concept of easy-to-read material appeared.
Implementation of the practice	The guidelines for easy-to-read material are aimed at people with dyslexia, but also at all other people who have reading problems, and have an exceptional practical value in terms of helping to improve the quality of life of these people. Simplicity, avoiding symbols and metaphors, explaining difficult and unknown words, respecting the chronological sequence of the action, attaching great importance to illustrations and graphic design of texts, are the basic rules that should be followed in composing easy-to-read material.
Results and transferability potential	By using materials that are easy to read, well-chosen texts, opportunities are opened for children and young people with learning difficulties for better memory, deepening of language understanding and better organization of data for quality learning. This easy-to-read material makes it easier for teachers to plan and implement an individualized approach in working with students with dyslexia, as well as students with language difficulties.
Further information	https://www.hkdrustvo.hr/hkdnovosti/clanak/840

Section	Description
Title of the practice	360° METHOD
Practice Identification	<ul style="list-style-type: none"> - Category of adult education provision: Self-evaluation of staff's competences - Location/ Country: Lendava, Slovenia
Practice description	Competence assessment using the 360° method is the systematic collection of data about an individual or his demonstrated competencies and the provision of feedback based on the collected information.
Implementation of the practice	<p>Pogled360 meets several needs that a company may have, for example:</p> <ul style="list-style-type: none"> - Provides clear and meaningful feedback on leadership skills and performance, - helps in identifying development needs in a time-efficient and systematic way, - gives priority to individual and organizational needs for the development of management and other needs, - helps in planning a series of practical measures to improve efficiency, - comparative analysis of teams, departments and individuals - When procedures are completed with the development plan, the service can help assess the impact of learning and development. <p>The key institution that started the practice is Javni zavod Cene Štupar - Center za izobraževanje Ljubljana.</p> <p>For the use of developed tools and support in their use, a membership fee is paid and the amount depends on the selected package and the size of the organization.</p>
Results and transferability potential	Feedback on the practice comes from the experience of people who work together with superiors and know how they work. The tool saves time in the organization and analysis of assessments, while ensuring anonymity. Individuals and organizations receive constructive, non-judgmental feedback that is positive and developmental. In this way, individuals can fully focus on their competencies, since competencies are interconnected and influence each other.

Section	Description
Further information	Javni zavod Cene Štupar - Center za izobraževanje Ljubljana https://www.cene-stupar.si/

Section	Description
Title of the practice	Inclusive Education 2021 - Pedagogical Innovation and Organisational Resilience
Practice Identification	<ul style="list-style-type: none"> - Category of adult education provision: Innovative educational methods and courses in special needs adult education - Location/ Country: Graz, Austria
Practice description	Raising inclusive learning to a new level through a meaningful combination of digital possibilities and new pedagogical concepts in education of people with learning difficulties and disabilities.
Implementation of the practice	<p>This practice example was created by non-governmental association ATEMPO BETRIEBSGESELLSCHAFT MBH.</p> <p>The main functions of the practice were:</p> <ul style="list-style-type: none"> -pedagogical innovation and continuous digital education -continuous organizational improvement through benchmarking (in the sense of comparative, mutual learning with organisations with similar profile) -finding an adequate form of vocational inclusion (helping with coping strategies to increase organizational resilience and reduce anxiety and stress) since many of participants are psychologically burdened by their biography and their current situation - innovative strategies to increase physical awareness, concentration and coordination
Results and transferability potential	Through a meaningful combination of digital possibilities and new pedagogical concepts, inclusive learning in Atempo's field of activity has been raised. This applies both to the education of people with learning difficulties and disabilities, as well as to the transfer of the acquired competencies to professionals from all over Europe within the framework of our course offerings.
Further information	atempo - https://www.atempo.at/en/home/ https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-AT01-KA104-050879

Section	Description
Title of the practice	MINCE - Model for Inclusive Community Education
Practice Identification	<ul style="list-style-type: none"> - Category of adult education provision: Social inclusion of people with severe intellectual disabilities - Location/ Country: Graz, Austria
Practice description	<p>The practice aims to attain the social inclusion and participation of people with severe intellectual disabilities in the community. The partnership developed a variety of methods and education programs which, taken as a whole, represent the Model for Inclusive Community Education. The model provides multi-level methods and tools to promote social inclusion. It consists of six Intellectual Outputs.</p>
Implementation of the practice	<p>The practice has been implemented within the project by 7 non-governmental organisations from Austria, Bulgaria, Germany, Croatia, Poland, Portugal and Slovenia.</p> <p>It is financed by the European Commission within the programme Erasmus+.</p> <p>The main function of the practice is implementation of the intellectual outputs:</p> <ul style="list-style-type: none"> -MINCE Curriculum for Peer-Mediators including easy-to-read version -MINCE Guideline for Peer-Mediators in easy-to-read (brochure and audiobook) -MINCE Curriculum for disability care workers: a supplementary curriculum created for professional assistants and care workers -MINCE Guidelines for disability care institutions -Mince Compendium -MINCE Movie: This film brings the subject of social inclusion of people with severe intellectual disabilities closer to a broader audience

Section	Description
Results and transferability potential	<p>The MINCE project initiated developments which impacts and long-term benefits turn out on the following themes:</p> <ul style="list-style-type: none"> • Empowerment of people with intellectual disability to play an active role in the community • Enabling communities to learn together with people with severe intellectual disabilities • Facilitating the process of inclusion of people with severe intellectual disabilities into communities • Enhancing the sensibility of communities and its members for the needs of people with severe intellectual disabilities • Building up an inclusive community in order to facilitate the de-institutionalisation processes of people with severe intellectual disabilities.
Further information	https://erasmus-plus.ec.europa.eu/projects/search/details/2015-1-AT01-KA204-005098

Section	Description
Title of the practice	“Education as a tool for social inclusion”
Practice Identification	<ul style="list-style-type: none"> - Category of adult education provision: Adult education as a tool for social inclusion - Location/ Country: Gdynia, Poland
Practice description	The main activities in the project were seminars and job shadowing, which aim was to exchange the experiences, broadening knowledge, strengthening competences of the staff and creating common solutions in the field of adult education.
Implementation of the practice	<p>Practice „Education as a tool for social inclusion” was carried out in the international partnership of 4 organizations engaged in adult education of people threatened with marginalization.</p> <p>The seminars carried out within the practice included:</p> <ol style="list-style-type: none"> 1) „Motivation – theory and everyday practice in the process of social inclusion of people threatened with social exclusion.” 2) „Adaptation competences in the process of social integration” 3) „Stereotypes and informal education in the field of education of adults threatened with social exclusion” This was an exchange of experiences concerning informal education, in the context of counteracting hate speech, stereotypes and discrimination in the adult education process.
Results and transferability potential	43 people participated in seminars.

Section	Description
Further information	https://erasmus-plus.ec.europa.eu/projects/search/details/2016-1-PL01-KA204-026730

Title of the practice	Technological, emotional and linguistic literacy through music
Practice Identification	<ul style="list-style-type: none"> - Category of adult education provision: Adult education as a tool for social inclusion - Location/ Country: Alytus, Lithuania
Practice description	<p>In the course of preparation of the project, the partners have highlighted the general range of problems of the target groups – they consist of seniors coming across with difficulties in learning because of weakened sight and the disabled with vision deficiency.</p> <p>The practice aims to:</p> <ul style="list-style-type: none"> -strengthen the motivation of adult learners to develop core competencies (IT and English language) using music as a didactic tool -To renew the competencies of adult educators, music teachers, integrating IT and foreign language teaching methods in music education -To improve training and education services provided by the adult education institutions by creative innovative methods, promoting cultural awareness of adults
Implementation of the practice	This practice example is a part of the KA2 Erasmus+ project. It was implemented by Alytaus muzikos mokykla organization from Lithuania in partnership together with organisations from Cyprus, Greece, Italy, Netherlands, Romania and Spain.
Results and transferability potential	According these objectives the intellectual products were developed, based on an innovative method "TELL through Music." It is handbook, in which the artistic approaches, helping to improve the core competencies of adults, are presented and scientifically based.
Further information	https://erasmus-plus.ec.europa.eu/projects/search/details/2015-1-LT01-KA204-013448

○ PRACTICES SUBMITTED BY SWEDEN:

Section	Description
Title of the practice	“Tiunda skola”
Practice Identification	<ul style="list-style-type: none"> - Category of adult education provision: Foundational - Location/ Country: Uppsala, Sweden
Practice description	The Tiunda school is a public school active in Uppsala, Sweden which is famous for effectively including learners with special learning needs into the day to day activities and learning with other students. The SpLDs get a special curriculum adjusted to their needs and potential. It has shown to be effective and active in Uppsala, Sweden.
Implementation of the practice	The Tiunda’s school main function is providing education in sectors as natural sciences, arts, language training, sports, etc. Uppsala municipality and Uppsala regional authority launched the practice. The school is funded via Uppsala municipality, the basic requirement is to provide yearly financial reports and do not go negative in the budget.
Results and transferability potential	Vast majority of learners are satisfied with the school, they received basic knowledge and requirements for further education and/or employment. Tiundaskolan is a modern school that is attractive, safe and accessible to everyone. Working with SpDLs has enhanced further development of those features. The main features that make the practice transferable are basic and constant work with different groups of learners and inclusion and support to SpLDs.
Further information	https://www.cfmoller.com/p/-sv/Nya-Tiundaskolan-i3273.html

Section	Description
Title of the practice	Q4ADHD – Quality Assurance in VET for learners with attention deficit hyperactivity disorder
Practice Identification	<ul style="list-style-type: none"> - Category of adult education provision: workplace-related, labour market-related - Location/ Country: Uppsala, Sweden

Section	Description
Practice description	<p>The practice is about contributing to the improvement of the VET quality offer for learners with special educational needs, with a specific focus on learners with ADHD, through the implementation of Quality Assurance principles in VET in line with the EQAVET recommendation.</p> <p>The problem that needed to be addressed was inability of VET providers to meet the needs of learners with ADHD. The main objective was to set out Quality Assurance Framework and Tools as effective support for VET providers to plan, implement, monitor and evaluate their training offer and strategies in addressing challenges regarding participation both in IVET and CVET.</p>
Implementation of the practice	<p>Practise will support VET institutions to:</p> <ul style="list-style-type: none"> - plan, - implement, - monitor - evaluate their training offer and strategies in addressing challenges regarding participation both in iVET and cVET; and related to the continuous feedback loops between the two systems. <p>The key factors in implementing the practice are Folkuniversitetet, Uppsala in partnership with Italy, Bulgaria, Italy, Spain, Greece. The practice was funded by Erasmus+ funding, confounding by Folkuniversitetet Uppsala.</p>
Results and transferability potential	<p>The way that the practice benefitted the inclusion of learners with SpLDs was making the tool more inclusive and widely used and it helped with sustainability of the tool.</p>
Further information	<p>https://library.iated.org/view/MIRALLES2017Q4A</p>

Section	Description
Title of the practice	In act- Inclusive and Innovative Pedagogies for Educators
Practice Identification	<ul style="list-style-type: none"> - Category of adult education provision: foundational, workplace-related - Location/ Country: Lund, Sweden
Practice description	<p>The practice is about inclusive and Innovative Pedagogies for Educators. It aims to close the gap between policy and practice regarding inclusive and innovative pedagogies for educators. The project represents that “the quality of an educational system depends upon the quality of its teachers” and so educators are at the heart of our work. Our suite of training resources will provide educators with the knowledge, skills, and confidence to create genuinely engaging learning experiences for students.</p>
Implementation of the practice	<p>The main functions of the practice were diversity and inclusion - The Online Course will introduce educators to “differentiated instruction” as a structured approach to proactively cater for student diversity.</p> <p>Innovation for 21st century skills - The Good Practice Compendium will broaden and deepen educators’ skillset by showcasing and providing guidance on the most effective pedagogic approaches in fields such as experiential learning, learning through games, collaborative learning etc.</p> <p>Digital technology - The Education 4.0 Digital Toolbox will empower educators to understand and harness the next generation of digital tools, putting technological solutions at the service of pedagogy and boost their differentiated and innovative teaching. The practice was funded by Erasmus+ programme.</p>
Results and transferability potential	<p>The results that were achieved were educators provided with the knowledge, skills and confidence to engage in pedagogic innovation, helping them to create inclusive, innovative and genuinely engaging learning experiences for all their students. The main feature that makes the practice transferable is the use of standardised processes.</p>
Further information	<p>https://www.folkuniversitetet.se/in-english/international-projects/european-projects-kristianstad/our-projects/2020/in-act-inclusive-and-innovative-pedagogies-for-educators/</p>

○ PRACTICES SUBMITTED BY GERMANY:

Section	Description
Title of the practice	DIS-ENPRENEURSHIP COMMUNITY SUPPORT CENTRES: AN INNOVATIVE OUTREACH PROGRAMME TO EQUIP ADULTS WITH DISABILITIES WITH KEY COMPETENCES (SOCIAL ENTREPRENEURIAL AND DIGITAL)
Practice Identification	<ul style="list-style-type: none"> - Category of adult education provision: workplace-related, labour market-related - Location/ Country: Ormož, Slovenia
Practice description	The goal was to provide young adults with disabilities with an upskilling pathway programme to acquire, develop, assess and validate a set of essential competences (digital and entrepreneurial) to be able to meet the needs of setting up and running a social enterprise.
Implementation of the practice	The development of the project is based on: audit skills screening of current skills acquisition, intervention through upskilling opportunities for LLL (F2F training, e-learning, workshops) and external assessment-validation of the newly acquired competencies in a non-formal learning setting. We wanted to pilot test the of setting up the social entrepreneurship community centers and its impact in participating EU countries.
Results and transferability potential	The main project results are SOCIAL ENTREPRENEURSHIP FRAMEWORK (Entre4all methodology for categorizing social entrepreneurship initiatives in each partner country), ENTRE4ALL web portal for community centers, ENTRE4ALL tool kit and 15 trained mentors to promote ENTRE4ALL.
Further information	https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-SI01-KA204-060426

Section	Description
Title of the practice	“Leading my own life”
Practice Identification	<ul style="list-style-type: none"> - Category of adult education provision: workplace-related, labour market-related - Location/ Country: Gdansk, Poland
Practice description	The aim of the project was to promote involvement in society among mentally disabled persons. Even when planning the project activities in different partner organizations, disabled persons were included in the planning team, one of them in every organization was a second coordinator.
Implementation of the practice	In the project, we created continuing workshops in our countries where PWD were trained how to “Lead my own Life”. All partners learned PWD how to be a leader in art, theater, music, sport etc. All partners trained 90 PWD and some of them joined an international meeting.
Results and transferability potential	Partners of this project presented all the main areas of human life in which a person himself can affect; education, working life, art, leisure time and hobbies. The transnational aspect gave new ways of planning and working to every partner organization. There was an aftermovie produced which is available online.
Further information	<p>https://erasmus-plus.ec.europa.eu/projects/search/details/2017-1-PL01-KA204-038374</p> <p>https://www.facebook.com/LeadingMyOwnLife/</p> <p>https://www.facebook.com/watch/?v=2324642587802914</p> <p>https://www.youtube.com/watch?v=jQ63NtL1w6A</p>

Title of the practice	myPart - Participatory Approaches in the Civic Education with and for People with Intellectual Disabilities
Practice Identification	<ul style="list-style-type: none"> - Category of adult education provision: workplace-Foundational - Location/ Country: Austria, Hungary, Portugal, Slovenia
Practice description	The practice focuses on important aspects of social life, it aims to support people with disabilities to be able to participate effectively and fully in political and public life on an equal basis.
Implementation of the practice	<p>The main functions of the practice are:</p> <ul style="list-style-type: none"> - enhancing political participation of people with intellectual disabilities - emphasizing the role of all people as citizens and strengthening this understanding amongst people with intellectual disabilities and amongst society - Introducing educational material to increase citizenship competences, knowledge and skills of people with intellectual disabilities in terms of civic and political practices
Results and transferability potential	Essential in the implementation of the project was a participatory and inclusive approach by involving people with intellectual disabilities in the project. This was achieved by the establishment of Cooperation Groups in each country: Each partner had to form a consistent working group with at least two people with disabilities. This group developed the project products, prepared and conducted the pilot testing as well as the Civic Circles.
Further information	<p>The project website https://mypart-project.eu/</p> <p>The results of the project are available under https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-AT01-KA204-051251</p>

Section	Description
Title of the practice	Digital Storytelling for up-skilling and empowerment of learners with intellectual disabilities
Practice Identification	<ul style="list-style-type: none"> - Category of adult education provision: workplace-related, labour market-related - Location/ Country: Slovenia
Practice description	<p>This project deals with an educational challenge to promote the full inclusion of people with intellectual disabilities. The MAIN AIM of the project is to develop an innovative learning approach – digital storytelling adapted to people with intellectual disabilities with an aim to deliver an innovative, empowering and fun tool for teachers/facilitators that work with intellectually disabled which will help them up-skill, understand and empower intellectually disabled persons.</p>
Implementation of the practice	<p>Digital storytelling is a simple and creative process through which people with little or no computer experience gain skills needed to tell a personal story as a two-minute film using predominantly still images that can be streamed on the web or broadcast on television.</p>
Results and transferability potential	<p>By the adaptation of digital storytelling methods to people with ID and implementation of the method among intellectually disabled we enhanced the access, participation and learning performance of intellectually disabled. In addition we empowered them to tell their own life stories and thus raise awareness about the target group, promote non-discrimination and contribute to their social inclusion. Furthermore we developed recommendations for multiplication of the methodology into EU educational systems of intellectually disabled to increase their learning outcome.</p>
Further information	<p>https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-SI01-KA204-046998</p>

○ PRACTICES SUBMITTED BY SLOVENIA:

Section	Description
Title of the practice	TuDOrs - turning difficulties into opportunities
Practice Identification	<ul style="list-style-type: none"> - Category of adult education provision: Foundational - Location/ Country: Slovenia, EU
Practice description	The TuDOrs project is targeting to foreign language teachers and training providers. The Project is aiming to improve the knowledge and skills of foreign language teachers, to enhance how they teach people with learning disabilities, by using innovative methods and practices.
Implementation of the practice	The practice provides a compendium with good practices, on-line training for foreign language teachers and self-assessment tool. The TuDOrs is an Erasmus+ project. The project partners are from Slovenia, Romania, Greece, Cyprus, Spain, Ireland, and Italy. The project was funded by Erasmus+ programme and all its resources are available free of cost.
Results and transferability potential	More than 30 good practices were collected, on-line training was piloted by more than 140 teachers. More than 250 teachers self-assessed their teaching skills.
Further information	<p>https://tudors.academy/</p> 

Section	Description
Title of the practice	ARTIVATE
Practice Identification	<ul style="list-style-type: none"> - Category of adult education provision: Foundational - Location/ Country: EU
Practice description	<p>The practice is about partnership collaborating to analyse common needs in different countries with regard to adult learners with learning disabilities, target groups to support the implementation of Art Therapy Based Psychoeducation by Adult Education teachers and healthcare professionals, and target users of the project products. The main objectives were fostering the implementation of Art Therapy Based Psychoeducation to support the participation of adults with Learning Disabilities in Adult Education and creating innovative Art Therapy tools to support the participation of adults with Learning Disabilities in Adult Education.</p>
Implementation of the practice	<p>The practice will address the needs of the target group needs by co-creating a set of innovative outputs and ICT-based solutions. ARTIVATE is an Erasmus+ project. The project partners are from France, Spain, Portugal, Greece, Poland and Ireland. The project was funded by Erasmus+ programme and all its resources are available free of cost.</p>
Results and transferability potential	<p>ART THERAPY is used as a weapon representing a form of treatment that uses creative modalities, including art making, drama, and movement to improve and enhance physical, mental and emotional well-being. Art Therapy is a form of psychotherapy which embraces a variety of theoretical frameworks.</p>
Further information	<p>http://artivate-project.eu/</p>

Section	Description
Title of the practice	TI4PES Teaching ICT for People with Specific Learning Disorders
Practice Identification	<ul style="list-style-type: none"> - Category of adult education provision: workplace-related - Location/ Country: EU
Practice description	It is a strategic partnership project for vocational education and training. The main objectives were improving the quality of services offered by the involved VET institutions to individuals SpLD to encourage and facilitate their access to the world of work, to increase knowledge on the SpLD issue, to ensure uniformity with respect to the professional training of the disadvantaged in order to guarantee equal opportunities.
Implementation of the practice	The practice was launched by consortium consisting of members from Italy, Portugal, Bulgaria, Poland and Sweden. The project was funded by Erasmus+ programme and all its resources are available free of cost.
Results and transferability potential	The practice supports equal opportunities in VET, raising awareness regarding learning difficulties, concrete materials for teachers.
Further information	https://ti4pes.hytton.com/

Section	Description
Title of the practice	Dyslexia Consultancy Malvern
Practice Identification	<ul style="list-style-type: none"> - Category of adult education provision: Foundational - Location/ Country: United Kingdom
Practice description	<p>Dyslexia Consultancy Malvern produces resources relating to adults with Dyslexia, Dyspraxia and Attention Deficit Disorder and Dyscalculia. It dealt with supporting the steps to equal opportunities for people with SPLDs especially in the justice/criminal sector and employment. The main objectives were production of resources and offer of consultancy training and resources for professionals.</p>
Implementation of the practice	<p>The main functions of the practice were provision of testing and assessment resources, resources for tutors, workplace and in Justice sector (disability provisions). For tutors of prisoners a series of booklets with the overall title Specific Learning Difficulties in Prison is available.</p>
Results and transferability potential	<p>The results achieved were:</p> <ul style="list-style-type: none"> - Providing advice and written guidelines to government departments, national health service and several trade unions. - Talks at national and international conferences - Raising awareness about SpLDs throughout the justice system
Further information	<p>http://www.dyslexia-malvern.co.uk/</p> <p>http://www.dyslexia-malvern.co.uk/resources</p>

○ PRACTICE SUBMITTED BY GREECE:

Section	Description
Title of the practice	„Educational Support Center“
Practice Identification	<ul style="list-style-type: none"> - Category of adult education provision: Higher - Location/ Country: Greece
Practice description	Two special education teachers specializing in literature and mathematics provide on a daily basis, in a special place, individual sessions to students with learning difficulties.
Implementation of the practice	<p>Among other things students can receive:</p> <ul style="list-style-type: none"> · Support for language deficits related to learning disabilities. · Developing writing strategies in response to an academic text. · Reinforcement teaching in Mathematics, on the subject areas Statistics and Infinite Calculus/Linear Algebra. · Educational support for the special requirements of higher education (e.g. semester exams, written assignments, organization of daily study, taking notes, studying and repeating material, etc.).
Results and transferability potential	This practice is an example of how assistance and support for students with learning difficulties can be organised and provided for those in need even within the University.
Further information	<p>https://hmu.gr/paroches/perithalpsi-koinoniki-merimna-amp-ekpaideytiki-ypostirixi/ekpaideytiki-ypostirixi/</p> <p>https://consult.hmu.gr/?page_id=2121</p>