



ALL IN

102 Brochure

CONTENT

Disclaimer	4
Introducing the ALL IN Transfer Model Handbook	5
The challenge and necessity of inclusion in adult education in Europe	8
Implementation of inclusion in practice: structure, challenges, and barriers	9
Legal framework and public funding structures	10
Qualification of staff/ professionalisation/inclusive competence building	10
Small target group and demand	10
Established functioning structures that block accessibility	11
Inclusion and inclusive adult education	11
Learning Fields	13
1. Persons with Disabilities – A Diversity of Needs, Wants, and Capability	14
Research and Science	15
Approaches & Projects	15
Law, funding, and other official activities	16
Best practice in adult education	17
2. Learning with a Disability	18
Research and Science	19
Law, funding, and other official activities	22
Best practice in adult education	23
3. Change of perspective: Learning objectives or learning needs?	24
Research and Science	25
Law, funding, and other official activities	26
Best Practice in Adult Education	27
4. Competences for adult educators	28
Research and Science	29
Best Practice in Adult Education	31
5. Inclusion and diversity	32
Research and Science	32
New approaches and projects	34
Law, funding, and other official activities	34
Best practice in adult education	35

6. Possibilities and limits of digitalisation_____	36
What will be the future of all-inclusive education? _____	37
New approaches & projects_____	38
Law, funding, and other official activities _____	38
Best practice in adult education _____	39
Project experiences _____	40
ALL IN Inclusive Education in Germany by Akademie Klausenhof _____	41
ALL IN Inclusive Education Course in Slovenia by Education Center GEOSS _____	48
ALL IN Inclusive Education Course in Greece by Active Citizen Partnership _____	60
ALL IN Inclusive Education Course in Spain by Agora _____	65
ALL IN Inclusive Education Course in Hungary by KatHaz _____	70
Summary of the Partners Experiences _____	74
Pathway to a new understanding of inclusive learning_____	76
Summary and Perspectives _____	77
References _____	80



Disclaimer

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INTRODUCING THE ALL IN TRANSFER MODEL HANDBOOK

Οκτώβριος October **Adi Aouf**
26 Τετάρτη **30/3/2022**
Wednesday
Το ημερολόγιο παραδίδεται του Μαρτίου 2022

1) Όταν τελειώσω το σχολείο θα δουλέψω.
" (Όταν τελήσω το σχολίο θα δουλέψω)
" When I finish school I will work.

2) Γεννήθηκα στο Πακιστάν
" (Yenithika sto Pakistan)
" I was born in Pakistan.

3) Το αγαπημένο μου φαγητό είναι η μπανάνα.
" (To agapimeno mu pagito ine i banina).
" My favorite food is banana.

Κινητό = phone (kineto)
φαγητό = food (fayito)
τσάι = tea (char)

Notes

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The project “All-Inclusive - adult education and inclusion: new cooperative approaches”, from here on known as ALL IN, aimed to develop innovative products and educational resources that support adult educators in implementing practical and tailored inclusive adult education.

The innovation, at the heart of the ALL IN project, is that project partners set out to test the feasibility of delivering inclusion education within their adult education centres focusing on how and with what training offer could they include people with disabilities in their courses. Once the offer was established through consultation and analysis, five of the nine project partners implemented the inclusive education course and documented their experiences on how their organisations adapted to the task in order to make it a reality in practice.

To accomplish this goal, some partners within the ALL IN project consortium actively implemented an inclusion model ensuring that the project's outcomes were grounded in real-world experiences, informed by the needs and requirements of people with disabilities, and took into consideration the expertise of those involved in inclusive education provision from both disability and adult education perspectives.

Unfortunately, the project was severely affected by the Corona pandemic. As a result, the hoped-for close cooperation with institutions for people with disabilities could only take place to a very limited extent. The formation of joint committees, the planning of inclusive offers were severely hindered - even more so, it was virtually impossible to recruit potential participants. Especially in the periods of lockdowns, where facilities were closed and operations with participants on site was prohibited. In addition, the partners were suggested to offer innovative formats after the end of the restrictions, as many adult education institutions were initially concerned with their own economic survival and restoring normal educational operations in the first instance. For this reason, the partners agreed that good practice examples that had previously run in the normal operation of their own institution or at others could also be analysed and included in this handbook.

This handbook draws upon extensive research, international human rights accords, and practical experiences to provide educators with a roadmap for implementing inclusive education. It begins by exploring the characteristics, challenges, and barriers faced by individuals with disabilities, offering a deeper understanding of their unique learning needs. It highlights the legal frameworks and rights established by international conventions, such as the United Nations Convention on the Rights of Persons with Disabilities (CRPD) and the European Disability Strategy which emphasise the importance of accessibility, non-discrimination, and equal opportunities in education.



Guiding adult educators through a range of inclusive practices and strategies, the Handbook explores how to adapt teaching methods, communicate effectively, and provide necessary accommodations to create an inclusive classroom environment. Additionally, it sets out the role of assistive technologies, personalised learning plans, and flexible instructional approaches in supporting adult learners with disabilities.

Collaboration and community engagement are highlighted as essential elements of inclusive education. This is aptly demonstrated through the five case studies from the five model locations within the project. We know that educators play a pivotal role in championing inclusive education and by implementing the key takeaways provided in this handbook, including understanding disabilities, staying updated on research, and embracing participant-oriented approaches, adult educators will contribute further to the creation of inclusive learning environments that promote educational success, independence, and self-empowerment for all individuals.

This Handbook is part of a comprehensive package of learning tools and aids to realise inclusion:

Output 1

The analysis tool which is an extended list of questions that adult education institutions can use to check what potential they have to implement inclusion. In addition, the situation in the regional environment is queried in order to facilitate cooperation.

Output 3

A concrete guideline is intended above all to help management to implement inclusion in their own institutions. An essential prerequisite for this is the political framework, which is presented in a comprehensive policy paper - linked with concrete demands on how and where, for example, funding structures or legal requirements must be changed.

Output 4

As the implementation of inclusion in practice and thus also the development of this handbook was strongly affected by the pandemic, the project has expanded the content of the online learning platform.

The online learning platform, here you will find elements that can be used for self-study but also for use in further training for adult educators. Topics include awareness raising and self-reflection, important facts and figures on inclusion, didactic implementation of inclusive adult education and accessibility. In addition, all results of All In are presented on this platform.

Homepage: <https://www.inclusion-adult-education.net/>

THE CHALLENGE AND NECESSITY OF INCLUSION IN ADULT EDUCATION IN EUROPE

Accessibility in adult education is crucial for creating a fair and just society. People with disabilities have historically faced exclusion due to various barriers. Ensuring inclusive adult education is not only a moral obligation but also a legal requirement. The UN Convention on the Rights of Persons with Disabilities, ratified by many European states, guarantees equal participation in education under Article 24. Article 24(1) of the Convention lays out the aims of an inclusive education system:

“full development of human potential and a sense of dignity and self-worth, strengthening respect for human rights, fundamental freedoms, and diversity development of the personality, talents, and creativity of people with disabilities, as well as their mental and physical abilities, to their fullest potential enable persons with disabilities to participate effectively in society”

Governments must proactively remove barriers and provide reasonable accommodation to ensure equal opportunities in adult education.

The Convention explicitly addresses lifelong learning and adult education, emphasising the need to respond to the needs of individuals with learning disabilities. Inclusive education structures must be developed to accommodate the diversity of human life situations, including those with disabilities. Striving for accessibility and providing reasonable accommodation are essential for social inclusion and the full participation of individuals with learning difficulties.

The main elements of the UN Convention are reflected in the European Disability Strategy 2010-2020. In March 2021, the European Commission adopted the Strategy for the Rights of Persons With Disabilities 2021-2030 (hereinafter: Strategy). The Strategy builds on the results of the previous European Disability Strategy 2010-2020, which paved the way to a barrier-free Europe and to empower persons with disabilities so they can enjoy their rights and participate fully in society and the economy. Despite the progress made in the past decade, persons with disabilities still face considerable barriers and have a higher risk of poverty and social exclusion.

There is still a considerable need for action as demonstrated by the gaps in educational outcomes between learners with and without disabilities. More young persons with disabilities leave school early and fewer learners with disabilities complete a university degree. Many children and young persons with disabilities are enrolled in special schools which do not always offer effective bridges to the mainstream education system, continued training, or to the labour market. No sufficient systematic research has been carried out so far on the conditions necessary for learners with disabilities to succeed, including learners with

invisible disabilities such as autism, dyslexia, or hyperactivity. Confinement measures during the COVID-19 pandemic added urgency to develop measures making inclusive and accessible remote learning an option for all.

However, despite the legal obligation, few countries or regions in Europe fully implement inclusive adult education. While inclusive education is a priority at the EU level, there is a lack of motivation and systematic support for its practical implementation.

IMPLEMENTATION OF INCLUSION IN PRACTICE: STRUCTURE, CHALLENGES, AND BARRIERS

According to the experiences of the ALL IN project alongside good practice examples, inclusion can be understood and realised in different ways:

- *At the macro level*, individual education providers in a region, or in a thematic area, can specialise in the implementation of inclusion and therefore enable groups and individuals at risk of exclusion to participate. This is also in line with the approach of diversity of providers in this sector.
- *At the provider level*, using this example, individual services can be specifically aimed at people with disabilities. This can be done in cooperation with an institution for persons with disabilities. It is conceivable that an adult education institution designs, organises and conducts specific courses for this institution of disability assistance. There is a separate programme for people with disabilities, just as there are special courses for other target groups.
- *At the institutional level*, inclusion can also mean that the entire institution adapts its offers to the tailored requirements of persons with disabilities. Courses are organised in such a way that persons with and without disabilities can participate equally. Care is taken at all levels to ensure that this target group is reached, the content is inclusive, the premises and methods are barrier-free, and the staff are sensitised and trained. Accordingly, the seminars or workshops are attended by both groups.

The guidance on the intensity of inclusivity to be implemented at all educational levels provided by the CRPD and the EU Commission's Disability Strategy remains quite open. The variance in the guidelines show that there can be different intensities of inclusion: from regional agreements to selective activities to fully inclusive educational programmes. The intensity of inclusion depends on various factors such as:

- Funding conditions and legal frameworks
- Building and structural conditions of available facilities
- Economic factors

- Availability of staff
- Motivation and interest in the topic
- Size and structure of the target group
- Activities of organisations from the field of disability assistance, among many others.

Those who want to be involved in inclusive adult education should be aware that this path is paved with various stumbling blocks. For example, adult education organisations must fundamentally deal with their own local situation and therefore with their own structural, financial, and legal impediments. It should be clear that the implementation or implication of inclusion sets in motion a comprehensive process of organisational development that confronts the respective institution with various challenges as set out below.

Legal framework and public funding structures

As far as can be ascertained, the laws on adult education/further education have limited provisions for persons with disabilities who require tailored assistance such as sign language interpreters, transport services and especially the additional personnel costs, which are often not covered in the legally anchored funding catalogue of adult education. This is particularly problematic as education providers may find it unattractive to include persons with disabilities due to smaller learning groups with the intensive pedagogical support required. While many countries have funding instruments for the participation of persons with disabilities in initial training and occupational training (VET), general adult education is often not covered by these supports.

Qualification of staff/ professionalisation/ inclusive competence building

The lack of availability of competent, qualified, and experienced staff is a common argument brought up in conversations surrounding inclusivity in the classroom. In order to make general adult education accessible, the staff of adult education institutions must be sensitised to persons with disabilities, and the tailored assistance that may be required for this group. This includes providing training in specific communicative and social skills as well as the acquisition of didactic-methodological knowledge on the theory and practice of inclusive learning. The methodological approach for inclusive groups is quite different from that for largely homogeneous groups.

Small target group and demand

Inclusive adult education institutions face economic challenges, often prioritising economically feasible programmes, which may hinder support for complex target groups. Limited resources and low demand can often lead to neglecting the needs of the target group. To address this, institutions should actively engage when there is genuine interest from

individuals with disabilities. Passive attitudes, such as the 2011 policy statement “Education for All” by German Adult Education Centres, fall short of active inclusion. Successful inclusive education requires proactive collaboration with disability support institutions and understanding the specific needs of the target group. Networking and clarifying these needs are crucial for the success of inclusive adult education.

Established functioning structures that block accessibility

Most adult educational institutes and providers originated in the 1970s, focusing on various aspects of personal, socio-political, social, and vocational development (see Malcolm Knowles theory of andragogy for further information). The inclusion of people with disabilities is a relatively new concept in adult education, requiring significant restructuring and reorientation of institutions. Adapting well-established processes to be inclusive poses challenges, as it necessitates comprehensive organisational development, including programme design, staff training, marketing, evaluation, and certification. Despite improvements in physical accessibility, integrating inclusive approaches into adult education programmes and methodologies remains a work in progress.

INCLUSION AND INCLUSIVE ADULT EDUCATION

Inclusion in education is about ensuring equal opportunities for all learners to access and participate in learning. It creates a positive and accepting environment where every learner, including those with specific educational needs, feels a sense of belonging and community.

The concept of inclusion goes beyond structural changes in educational institutions; it embodies a philosophy of equality, diversity, and recognition of individual differences. Inclusion emphasises values like rights, participation, learning, diversity, and trust, and it challenges societal norms and perceptions. It aims to foster a new understanding of normality and diversity, creating alliances among marginalised communities. Reflecting on the values that underpin the system is essential for implementing inclusive practices successfully.

Inclusive adult education offers a range of courses where people with and without disabilities learn together. It aims to dismantle discrimination and barriers, creating educational structures that cater to the diverse life situations of individuals, especially those with disabilities. This requires a focus on accessibility and taking appropriate measures to ensure the inclusion of people with learning difficulties. Inclusive adult education intertwines didactic concepts and barrier-free access, using methods like easy language, person-centred learning, and various learning empowerment techniques. It shifts the focus from deficit-oriented thinking to a model that prioritises barrier-free accessibility.

Achieving inclusion in education requires society to embrace responsibility for accessibility and diversity. Adult educators must actively seek out potential participants, including those with disabilities, low literacy skills, migrants, and other disadvantaged groups. Inclusion involves addressing diverse needs, abilities, and learning styles, necessitating methodological approaches, organisational practices, programme development, marketing, and professionalism that embrace diversity.

High-quality inclusion occurs when educational institutions minimise exclusion processes and ensure that all individuals can participate and learn together. It is an ongoing, dynamic process of change, rather than a static state. While the ideal of an inclusive society may never be fully achieved, inclusive adult education aims to continually include all individuals and eliminate exclusion. Therefore, it is crucial to view inclusion as a constantly evolving concept that requires ongoing development and improvement.

In conclusion, inclusion in education is about providing equal opportunities for all learners. It is a transformative process that requires a shift in values, attitudes, and practices. Inclusive adult education must strive for accessibility, diversity, and the recognition of individual differences to ensure that every person has the opportunity to participate and learn.

This Handbook aims to address these issues and promote inclusive adult education, ensuring that it becomes a common practice in the field of adult education. By providing positive empirical values and systematic guidance, the Handbook seeks to encourage providers to embrace inclusion as a core aspect of adult education. It aspires to foster a shift where inclusion is no longer a rarity but a standard practice in general adult education across Europe.

LEARNING FIELDS



In order to examine the best way to incorporate inclusion learning and education into the classroom it is important that all adult educators understand the nuanced ways in which persons with disabilities access education as well as the tailored needs that they will need to help them achieve the highest result within their educational journey.

1. PERSONS WITH DISABILITIES — A DIVERSITY OF NEEDS, WANTS, AND CAPABILITY

Disability is a broad term that refers to any physical, sensory, intellectual, or mental health condition that may impact a person's ability to participate fully in society. Disabilities are diverse and can affect people in various ways. People may have a disability due to a variety of reasons, including genetic factors, illness, or injury. Disabilities can be visible or invisible, temporary, or permanent, and may vary in severity. Depending on the nature and severity of a disability, it can affect a person's mobility, communication, sensory abilities, cognitive function, and other aspects of daily life.

Disability can comprise of a variety of different factors that have a large impact on a person's capability to participate in society, especially in areas that are traditionally inaccessible such as educational spaces. For example, a person with a physical disability may have difficulty accessing buildings or classrooms that are not designed with accessibility in mind. A person with a hearing impairment may struggle to follow lectures or participate in discussions without accommodations such as sign language interpretation or captioning. A person with an intellectual disability may require additional support and accommodations to effectively learn and understand the material being presented.

It is important for educational providers and institutions to recognise and address these existing barriers, and to provide inclusive education and support services that enable people with disabilities to participate fully and equitably in educational opportunities. There are various needs that potentially should be accommodated for people with disabilities in an adult educational context. These needs may vary depending on the type and severity of the disability, for example:

Physical accessibility: People with physical disabilities may require physical accommodations such as wheelchair ramps, elevators, accessible restrooms, and designated parking spaces.

Sensory accommodations: People with hearing or visual impairments may require sensory accommodations such as assistive technology, captioning, sign language interpreters, or Braille materials.

Learning accommodations: People with learning disabilities may require learning accommodations such as extra time for tests, a quiet space for studying or taking tests, or alternative formats for written materials.

Communication accommodations: People with communication disabilities may require communication accommodations such as speech-to-text software, augmentative and alternative communication (AAC) devices, or communication partners.

Social accommodations: People with disabilities may require social accommodations such as opportunities for socialisation and networking, support groups, and inclusive social events.

Emotional accommodations: People with disabilities may require emotional accommodations such as counselling services, accommodations for mental health conditions, and support for coping with the emotional impact of a disability.

It is important to note that accommodations should not be seen as special favours, but rather as necessary tools to ensure equal access to education and opportunities for people with disabilities.

Research and Science

There have been many studies conducted to study the impact that disability can have on individuals. According to the World Health Organisation (2022), disability is part of being human. Disability can affect anybody at any point in their lives, whether temporarily or permanently. Over one billion individuals – approximately 15% of the global population – presently experience disability and this number is rising partly because of the population ageing and an escalation in the plurality of non-communicable conditions (NCDs).

When seeking to accommodate the educational needs and wants of the target group of people with disabilities, it is important to understand the different ways in which disability can affect a person's ability to learn. As we know, disability is a term that covers a wide range of different factors that can prevent a person from accessing parts of society, and these potential barriers can be physical, mental, intellectual, or sensory. In a learning environment, it is important to assess the individual needs of learners pursuing education and how these needs can be accommodated.

Approaches & Projects

Inclusive education is a pedagogical strategy that promotes distinct and diverse students learning together in the same environment. Inclusive education celebrates diversity and does not discriminate against disability. In an honest inclusive environment, every person feels secure and has a feeling of acceptance. Students and their families partake in establishing learning objectives and take a role in decisions that impact them. Additionally, the education staff have the training, aid, flexibility, and resources to foster, motivate, and react to the requirements of all students (Open Society Foundations, 2019).

Inclusive education promotes a culture of respect and belonging while it also gives the chance to learn about and accept individual distinctions, which in turn delivers a more promising opportunity for education for people with disabilities. Inclusivity in the classroom delivers improved quality education for every individual and is influential in transforming discriminatory perspectives. Schools give children the circumstances for their first connection with the world beyond their families, allowing the expansion of social relationships and exchanges. When students of mixed capabilities and experiences play, socialise, and learn collectively, respect and compassion develop. When education is more inclusive, so are ideas like community participation, employment, and community life (Open Society Foundations, 2019).

According to the Open Society Foundations (2019), isolating children who need tailored education does not necessarily ensure success for children who require tailored attention – inclusive schools that deliver supporting, context-appropriate requirements for education exhibit far more promising results.

Law, funding, and other official activities

The civil rights of individuals with disabilities are acknowledged in international human rights accords and laws and the existing most applicable sustainable development frameworks. Since January 2011, the European Union (EU) as a whole has been a party to the CRPD. This means that all policies and laws created by the EU must be complementary to the Convention. Additionally, each European Union member state has also approved the CRPD as of March 2018. This ensures a lawfully binding responsibility for the EU institutions and EU Member States to enforce their policies and programmes in line with the CRPD (Axelsson, 2019).

The European Union's exercise of CRPD is governed by the European Disability Strategy 2021-2030 which builds upon the work already accomplished by the Disability Strategy 2010-2020. The strategy aspires to enable individuals with disabilities so they can appreciate their full rights and profit fully from partaking in society and the European economy. The new strategy is centred around three main themes: EU rights, independent living and autonomy, and non-discrimination and equal opportunities, with an overall aim of improving the accessibility of society for all persons with disabilities. The strategy seeks to advance in all areas of the CRPD, both at the EU and Member State levels (European Commission, 2021).

According to the European Commission (2021), the objective is to guarantee that individuals with disabilities in Europe, no matter their sex, ethnical or racial heritage, religion or faith, age, or sexual orientation:

- experience their human rights,
- have equal opportunities,
- have equal access to partake in society and the economy,
- can choose where, how and with whom they reside,

- can move freely in the EU nevertheless of their support requirements,
- no longer bear prejudice.

Best practice in adult education

The European Agency for Special Needs and Inclusive Education

The European Agency for Special Needs and Inclusive Education (2022) helps countries review and set their policies for inclusive education. This agency assists in bridging the void between policy and practice and is focused on being an active agent for policy change. The agency has designed fourteen key principles over the past ten years that will assist in making this transition. These principles support setting out the essential components for a comprehensive system of inclusive education helping countries welcome all learners in the local community. The encompassing principle stimulates a transparent vision of inclusive education that includes key stakeholders. This is the evolution of a single legislative and policy framework that advances impartial, high-quality education and lifelong education for all.

Eight further principles consider the structures and processes needed in inclusive education systems. They relate to:

- collaboration and communication,
- participation in inclusive early childhood education,
- between education phases,
- cooperation between education providers, families, and the community,
- data collection,
- development of specialist provision within mainstream systems,
- school leadership,
- learning and teaching environments.

When applied, these principles will enable all learners to have momentous, high-quality prospects in their local community alongside their friends and peers. They will promote a mutually supportive environment that appreciates the improvement and accomplishments of each learner.

CAST

An insufficient amount of flexibility is made at the design stage to provide all students equal prospects to learn in ways that play to their strengths. Universal Design Learning (UDL) is an educational scheme that pilots the innovation of education goals, materials, approaches, and assessments as well as, the policies encompassing these curricular components with a variety of learners in mind.

The framework was developed by a US organisation CAST and originated from analysis in the area of neuroscience. The framework encourages three core principles for educators to incorporate into their teaching approach, calling on them to deliver students with numerous means of engagement, expression and action, and articulation. UDL contains a set of policies on how you can shift these principles into practice for instance:

- Implementing collaboration with the intro of group work with explicit objectives, roles, and responsibilities.
- Employing several types of media to support learning and making sure that all materials are available.
- Giving a preference for assessment tools while keeping strong learning outcomes.

2. LEARNING WITH A DISABILITY

Acquiring new skills and knowledge as an adult can be uniquely challenging for people with disabilities. Disabilities can manifest in various forms and each form presents its own obstacles to learning. However developing new skills or improving existing skills empowers people with disabilities and enhances their sense of independence. In addition, education and learning can boost social interaction providing valuable positive reinforcement and reward that can be stimulating and motivating. When implementing inclusive learning into the adult education classroom, it is important not to limit inclusive learning solely to fundamental or life-enhancing skills. People with disabilities exist on a broad spectrum of capability and therefore it is important not to limit inclusive courses to basic fundamental skills. People with disabilities have the potential to attain various complex skills and knowledge, such as digital skills, foreign language proficiency, business and entrepreneurial skills, communication skills, teamwork skills, problem-solving abilities, negotiation skills, and other soft and hard skills (Harris, n.d.).

When working with adults with disabilities, there are several factors that need to be considered, as highlighted by the May Institute. These factors include age, cognitive abilities, physical capabilities, personal preferences, and the appropriateness of specific skills given their individual circumstances (Harris, n.d.). By taking these factors into account, educators can design training programmes that not only benefit individuals in acquiring specific skills but also ensure that participants are ready, willing, and able to embark on their learning journey.

There are several factors to consider when working with people with disabilities, including their age, mental capacity, physical capabilities, preferences, and the kinds of skills that are most appropriate for their specific circumstances. Taking these factors into account, the educator can design a skill training programme that will not only benefit the individual, but that he or she is ready, willing, and able to begin.

Teaching new skills to people with disabilities takes time, patience, and persistence. It begins with the development of a structured teaching strategy. Similar to a school curriculum, a teaching strategy describes the overall goal of the instruction and also identifies smaller, more easily attainable objectives the learners can reach on the way to mastering the overall goal. It also provides an outline for staff members to follow that will enable them to properly implement the teaching procedure.

Once the teaching strategy is developed and implemented, service providers should review it regularly to ensure that the individual is receiving the most effective support. Teachers should evaluate progress regularly and modify the plan whenever necessary to optimise learning.

Keep in mind that as circumstances change, an adult learner may be able to complete a certain task, but not exactly the way it is outlined in his or her strategy. In that case, the strategy may need to be modified. Sometimes, it matters more that the task was completed than *how* it was completed.

Research and Science

Teaching strategies should always focus on an individual's existing interests and abilities and should be designed around his or her personal choices. It is important to remember that each person has the right to choose and refuse and that his or her personal preferences may change over time. Teaching people with disabilities can be extremely rewarding. Enhancing an adult's skill level provides him or her with dignity and personal fulfilment that will result in a happier and more independent life (Harris, n.d.).

One of the common concerns instructors have about inclusive accommodations is whether they will change the nature of the course they are teaching. However, accommodations are designed to give all students equal access to learning in the classroom. When planning your course, consider the following questions (Scott, 1998):

- What is the purpose of the course?
- What methods of instruction are absolutely necessary? Why?
- What outcomes are absolutely required of all students? Why?
- What methods of assessing student outcomes are absolutely necessary? Why?
- What are acceptable levels of performance on these student outcome measures?

Answering these questions can help you define essential requirements for you and your students. For instance, participation in lab settings is critical for many biology classes; however, is traditional class lecture the only means of delivering instruction in a humanities or social science course? Additionally, is an in-class written essay exam the only means of evaluating a student who has limited use of her hands? Could an in-person or taped oral exam accomplish the same goal? (Scott, 1998; Bourke et al., 2000).

When teaching people with disabilities, it is important to remember that many of the principles for inclusive design could be considered beneficial to any learner. The idea of “**Universal Design**” is a method of designing course materials, content, and instruction to benefit all learners. Instead of adapting or retrofitting a course to a specific audience, Universal Design emphasises environments that are accessible to everyone regardless of ability. By focusing on these design principles when crafting a syllabus, educators may find that most courses could easily accommodate all learners. (Hodge et al., 1997)

Many of Universal Design's methods emphasise a deliberate type of teaching that clearly lays out the course's goals for the semester and the particular class period. For instance, a syllabus with clear course objectives, assignment details, and deadlines helps learners plan their schedules accordingly. Additionally, providing an outline of the day's topic at the beginning of a class and summarising key points at the end can help learners understand the logic of your approach and give them more time to record the information.

Similarly, some instructional material may be difficult for learners with certain disabilities. For instance, when showing a video in class you need to consider your audience. Learners with visual disabilities may have difficulty seeing non-verbalised actions; while those with disorders like photosensitive epilepsy may experience seizures with flashing lights or images; and those learners with hearing impairment may not be able to hear the accompanying audio. Using closed-captioning, providing electronic transcripts, describing on-screen action, allowing learners to check the video out on their own, and outlining the role the video plays in the day's lesson helps reduce the access barrier for people with disabilities and allows them the ability to be an active member of the class. Additionally, it allows other learners the opportunity to engage with the material in multiple ways as needed. (Burgstahler et al., 2010; Scott et al., 2003; Silver et al., 1998).

Inclusive learning promotes accessible learning materials and technologies, ensuring that information is available in alternative formats suitable for individuals with disabilities. It embraces clear communication channels and assistive technologies, enabling effective interaction and participation. Inclusive learning also emphasises personalised learning plans and flexible instructional approaches, catering to diverse learning styles. Additionally, it fosters a supportive and accepting environment that celebrates individual achievements and encourages self-advocacy.

A **person-centred approach** focuses on addressing the individual's requirements, wishes, and needs in learning and teaching. It involves designing methods, content, and materials that consider the personal needs, concerns, and learning styles of each participant, ensuring accessibility and comprehension. This approach is particularly important when working with vulnerable groups and crucial for inclusive learning with persons with disabilities.

Educators play a key role by changing their attitudes and understanding that content should adapt to individual learning needs. To implement this approach effectively, educators should assess participants' individual needs, requirements, and wishes, focusing on their skills, competencies, and strengths. Also known as a person-led approach, it emphasises supporting individuals to take charge of their own care and treating them as individuals first (New South Wales Government, 2022). It requires involving the person in decision-making, considering their life experiences, demographics, and cultural background, providing flexible services aligned with their preferences, adopting a strengths-based perspective, and involving their support networks as partners.

The core idea of the person-centred approach is that individuals possess inner resources for self-understanding and self-directed change (Zucconi, 2015). It focuses on health and solutions, empowering individuals through respectful, trustworthy, empathetic, and authentic relationships. Person-centred education nurtures individuals' innate creative learning capacities, fosters personal growth and integration, and aims to develop competent members of society who can contribute effectively.

The person-centred approach brings benefits at different levels (The Disabilities Trust, n.d.). For individuals, it includes being heard and valued, having support to explore new things, gaining control over their lives, having rights recognised and supported, accessing a support network, and developing confidence, skills, abilities, and knowledge. At the community level, it promotes having a structure to embrace diversity, listening to people's desires, supporting, and welcoming individuals, and raising awareness of support needs.

Educators and staff benefit from being part of a support network also by learning from others in their network, utilising skills effectively, collaborating, and gaining a better understanding of needs and aspirations. Family and friends are a network who benefit from being valued and listened to, partnering with professionals, and knowing that their loved ones are valued, and belong of a support network. Since there is no one-size-fits-all approach to designing inclusive courses and barriers to learning can vary, educators need to continuously explore different strategies to reduce these barriers.

The handbook “Friendly Study For Students With Disabilities – Recommendations For Adapting the Study Process” highlights three categories of challenges faced by people with disabilities (Bera et al., 2010).

1. The first category includes obstacles arising from unintentional actions of educators, like turning away during lectures that hinder lip-reading for students who rely on it.
2. The second category comprises a series of potential obstacles resulting from teaching methods, such as using audio-visual material without subtitles or sign language interpretation, which negatively impact students who are blind or have hearing impairments. Providing effective training for educators can help overcome these obstacles.

3. The third category encompasses challenges inherent to the subject itself. Educators should avoid general assessments that discriminate against specific disabilities and instead identify potential challenges in the curriculum. They should determine key conditions that all students, including those with disabilities, must meet to attend lectures and successfully complete the course. Identifying these conditions in advance facilitates finding suitable ways to accommodate diverse learning needs.

Experiential learning and practice-oriented learning can benefit students with certain disabilities by promoting active learning and connecting classroom knowledge to real-life experiences (Institute for Experiential Learning, n.d.). The experiential learning cycle involves experiencing, reflecting, thinking, and acting. It is a transformative process that occurs naturally, often without individuals realising they are learning.

Experiential learning, as described by Kent State University, allows students to connect classroom theories and knowledge to real-world situations (Kent State University, n.d.). Participating in experiential education opportunities offers numerous benefits, including a deeper understanding of course material, a broader worldview, insight into personal skills and interests, collaboration with diverse individuals and organisations, development of positive professional practices and skills, fulfilment from contributing to community needs, and enhanced self-confidence and leadership abilities.

Law, funding, and other official activities

In the Handbook previously, we have outlined the commitments and actions set out in both the UN Convention on the Rights of Persons with Disabilities and the EU's Strategy for the Rights of Persons With Disabilities 2021-2030. In this section we would like to introduce the Sustainable Development Goals vis-à-vis inclusive education. The 2030 Agenda for Sustainable Development, with its focus on leaving no one behind, provides a unique opportunity to build more inclusive and equitable societies. This should start with inclusive education systems. **Sustainable Development Goal 4 (SDG4)** on education calls for inclusive and equitable quality education and lifelong learning opportunities for all by 2030. It emphasises inclusion and equity as laying the foundations for quality education and learning. SDG4 also calls for building and upgrading education facilities that are child-, disability-, and gender-sensitive and for providing safe, non-violent, inclusive, and effective learning environments for all. To achieve this ambitious goal, countries should ensure inclusion and equity in and through education systems and programmes. This includes taking steps to prevent and address all forms of exclusion and marginalisation, disparity, vulnerability and inequality in educational access, participation, and completion as well as in learning processes and outcomes. It also requires understanding learners' diversities as opportunities to enhance and democratise learning for all students.

Best practice in adult education

MeTURA – Back to the Roots

The Erasmus+ project MeTURA - Back to the Roots which was implemented from October 2018 to August 2021 addressed therapeutic family gardening and therapeutic family cooking for a more independent life of adult family members with intellectual disabilities. Education Centre Geoss was the coordinator of the project with other partners from the UK, Croatia, Slovenia, and Italy.

The main project results involved a study of lifelong learning opportunities for families and their adult family members with intellectual disabilities in the concept of bringing lifelong learning offer closer to their home. This was followed by a study aimed at educators working with people with intellectual disabilities. The project was interested in what competencies educators need to work with the target group and what methods could be used for including people with intellectual disabilities in lifelong learning activities. The project prepared studies on the implementation of therapeutic gardening and therapeutic cooking activities for the families of people with intellectual disabilities. The methodology MeTURA Family Education - Back to the Roots for Families with Adults with Mental Disabilities and learning materials for the implementation of the Family Education “MeTURA-Back to the Roots” was also created. It contained practical tips and worksheets for the implementation of therapeutic gardening and therapeutic cooking in the home environment. The resources can be used as a support tool for educational institutions for adults with intellectual disabilities and guided self-education of adult family members with intellectual disabilities at home with the support of parents or family members. More information is available at: ERASMUS METURA PROJECT (erasmus-metura.eu) and YouTube: <https://www.youtube.com/watch?v=oZTeHVKJ0qc&t=126s>

StuDis – Developing Inclusive Higher Education

The purpose of the EEA and Norway grant-funded project StuDis - Developing Inclusive Higher Education - was to improve study conditions for students with disabilities and to contribute to greater knowledge of higher education teachers regarding recognition of the needs of students with disabilities and adapting the study process to these needs.



The handbook which was developed within this project - Friendly study for students with disabilities – Recommendations for adapting the study process - was developed by the Association of students with disabilities of Slovenia. In the handbook, you will find descriptions of the most common types of disabilities that will help you at least partly understand what each type of disability covers. The manual also contains guidelines on how to prepare accessible study programmes and information for students with disabilities. The following chapters contain general guidelines on how to adapt lectures for students with disabilities, practical exercises, field exercises, practice, etc. This section also includes guidelines on how to provide them international mobility; followed by adjustments of evaluation and assessment of knowledge, and finally, you may also read how to prepare accessible e-materials for students with disabilities that you use at your work. More information is available in a pdf document: <https://www.dsis-drustvo.si/studis/dsis.pdf>

3. CHANGE OF PERSPECTIVE: LEARNING OBJECTIVES OR LEARNING NEEDS?

Creating a more inclusive learning environment requires change to improve accessibility and participation in adult educational spaces. Instead of focusing solely on the learning objectives of educational institutions, it is crucial to consider the specific learning needs of each target group. In planning and implementing adult education programmes, three key aspects related to inclusion can be identified: normative specifications, target group orientation, and economic orientation (Käpplinger et al., 2017).

Normative specifications involve societal guidelines and legal provisions that shape programme content and funding. While inclusion is highlighted as an objective, without sufficient promotion and commitment, these objectives may not be effectively implemented. Target group orientation emphasises addressing the specific needs, abilities, and interests of individuals and groups, but it may unintentionally exclude those with limited access to adult education. Economic orientation, driven by financial constraints and market demands, can lead to a focus on price and commodification of educational services, potentially excluding financially disadvantaged groups, including people with disabilities.

To achieve a balanced approach, programme planning requires adaptability, pedagogical expertise, and an understanding of learners' prerequisites. Professionals working with people with disabilities should adopt a strong participant-oriented approach, focusing on individual needs and abilities. Collaboration with the social context of the individual is crucial, fostering participation, flexibility, and a responsive programme structure. Instead of relying on pre-made programmes, initiating contact with individuals, understanding their needs and possibilities, and developing a flexible educational programme accordingly is recommended. By embracing this alternative approach, a more inclusive and effective education system can be established.

Research and Science

Normative orientation

Adult education plays a crucial role in individual development and societal progress. In democratic societies across Europe, adult education programmes are shaped by political and societal guidelines, encompassing various areas such as environmental protection, vocational competence development, and vocational qualifications. Laws governing continuing education ensure that everyone, including people with disabilities, have the right to further education. However, the specific needs of people with disabilities may not always be explicitly addressed in institutions, raising concerns about inclusivity.

Financial support is an important aspect of the legal framework, providing funding for staff, participants, specific offers, or institutions as a whole. The content promoted can range from civic education to formal education. Funding conditions influence the decision of further education institutions to offer courses for people with disabilities, considering feasibility and value.

Normative specifications are evident in project calls like the Erasmus+ programme and the European Agenda for Adult Learning. Inclusion is mentioned as an objective, aligning with the UN Convention on the Rights of Persons with Disabilities. However, the level of prioritisation and incorporation of these norms depends on institutional orientation and staff commitment, and without sufficient promotion, inclusivity may be overlooked.

Another approach is target group orientation, which considers the specific needs, abilities, and interests of learners, aligning with constructivist pedagogical principles. However, this approach may unintentionally exclude individuals with limited access to adult education and reinforce existing attitudes and competences, rather than challenging them. The primary question in this approach is what is beneficial and important for the individual.

Programme design in adult education often incorporates elements from all three perspectives: normative specifications, target group orientation, and economic orientation. Balancing these components is crucial for inclusive and effective education. Professionals working with people with disabilities are recommended to adopt a participant-oriented approach, considering individual needs and abilities. Collaboration with the social context, flexibility, and responsive programme structures are essential. Initiating contact with individuals and developing flexible educational programmes based on their needs is recommended for a more inclusive and effective adult education system.

Economic Orientation

The economisation of education, driven by financial constraints and changes in funding priorities, has been a long-standing topic in the debate on adult education. Adult education institutions are now compelled to orient themselves to the market, treating their programmes as commodities. The focus has shifted from the value of adult education for social

development to the price of services offered (Faulstich, 2015). This market-oriented approach raises concerns, particularly when financially disadvantaged groups such as persons with disabilities are excluded (Curdt, 2021).

In programme planning, all three components—social relevance, target group interest, and economic concepts—are involved. Traditional adult education follows a six-month programme format that includes topics catering to all three components. However, professionals working with people with disabilities should adapt their services and methods to meet individual needs and abilities. This group is heterogeneous, and recommendations lean towards providing a broad topic framework (e.g., “creative work”) and allowing individuals to learn within that framework.

This participant-oriented approach requires skilled and flexible pedagogical staff who possess a deep understanding of learners' prerequisites. Rather than focusing on specific outcomes, the approach emphasises supporting individuals in developing their creativity. At the planning stage, educational institutions need to be well-connected to the social context, allowing for participation, co-deciding, and a flexible programme structure. Prefabricated programme schemes that rely on participant sign-ups contradict this concept. Instead, the recommended approach is to initiate contact with individuals, respond to their needs, abilities, and possibilities, and develop a flexible educational programme based on this information.

Law, funding, and other official activities

The laws on continuing education lay down the basic principles and provisions within which continuing education should operate and how it is publicly funded. The following aspects can be found in the regulations.

Who should be able to participate in further education? Most of the time, it is said that further education is aimed at “everyone”. In this sense, every single person is a bearer of this right - including all people with any kind of limitations (right to further education). This also results in a basic provision of continuing education offers.

This basic provision is realised by corresponding institutions. The laws prescribe how these institutions can and should be organised - and in what way they or their offers receive state recognition. Here the question arises whether the special needs of people with disabilities are to be explicitly addressed.

Another important point in the legal framework is the type and amount of financial support. This can be staff funding, funding for participants or certain offers, or for institutions as a whole. It is also important here which educational content is specifically promoted, for example in the areas of civic education, health, languages, job-related content, or formal education (school-leaving qualifications, etc.). Particularly with regard to the funding conditions, the question arises as to whether it is worthwhile and feasible for the further education institution to offer courses for people with disabilities.

Best Practice in Adult Education

How Democracy Works

Until 2019, around 85,000 people under full care in Germany were denied the right to vote, despite the requirements outlined in the “Convention on the Rights of Persons with Disabilities” that Germany ratified in 2009. The Federal Constitutional Court ruled that this exclusion violated the Basic Law, leading the Bundestag to remove all exclusions from the Federal Electoral Act in May 2019. This decision prompted the Akademie Klausenhof to launch the “How Democracy Works” project, aimed at raising awareness among young people and young adults with intellectual disabilities about their rights as citizens.

Through workshops and seminars, the project empowers participants to exercise their basic rights and advocate for their interests. The educational formats developed by the Akademie Klausenhof prioritise comprehensive participation and the exercise of democratic rights for individuals with disabilities. The goal is to provide the necessary knowledge and practical skills for participants to engage in socio-political activities independently or as part of a group.

Citizenship education for persons with disabilities goes beyond knowledge transfer; it also focuses on developing the ability to determine one's own life and strengthening self-esteem. The project emphasises the development of a basic education concept, a pool of materials and methods, and a strong emphasis on digital education. The aim is to create tailored concepts, train multipliers for independent application, and provide further training for institution staff with disabilities, or who work with people with disabilities. The project's results will be generalised, documented, and implemented in various institutions.

In a test phase, the Akademie Klausenhof conducted a two-day seminar in collaboration with the Workshop for People with Disabilities in the region. Thirty participants from the vocational training area attended three consecutive blocks of training on the “Basics of Politics in Germany,” with a specific focus on the federal elections. The seminars incorporated engaging methods such as collage creation and a jigsaw puzzle activity using key points from party election programs. The evaluation revealed that participants already possessed considerable knowledge of politics, allowing the seminars to build upon their existing understanding. The success of the seminars relied on activating methods that encouraged independent work and discussion.

Following the positive response, the concept of basic democracy education was introduced in a similar institution nearby, with courses commencing in spring 2023. Additionally, an advanced training series consisting of four parts was launched, covering topics such as “Fake News and Conspiracy Theories.” The project also includes a workshop in collaboration with a theatre pedagogue to enhance participants' self-esteem and performance. All advanced seminars are conducted within the framework of inclusion at the Akademie Klausenhof. Participants in the advanced seminars expressed interest in becoming multipliers in citizenship education, demonstrating their active engagement in the project.

Based on the experience gained from the 2022 courses, the 2023 courses were designed to be open-ended, allowing participants to discuss their lives and experiences. These conversations led to a focus on the Basic Law and the Disability Rights Convention, emphasising participants' rights to determine their own lives. A rights mediation programme is currently being developed to further explore these topics.

The project's underlying principle is that questioning authority is an integral part of democracy. It aims to foster political awareness, consciousness, and autonomy among participants. The development of autonomy and questioning authority are crucial aspects of political engagement. However, Kronauer highlights the fact that political influence loses its meaning when individuals experience powerlessness in their everyday lives, particularly in areas such as school and work. This discrepancy between rights and societal practice hinders true inclusion (Kronauer, 2019).

Inclusion must move beyond being solely perceived as a social issue, and society must relinquish the belief that it knows what is best for people with disabilities (Wahl, 2013, p. 31). The project emphasises the importance of societal and institutional participation to achieve genuine inclusion, as merely having legal rights does not guarantee inclusive practices. This insight, gained from years of project work, highlights the responsibility of society and institutions to contribute to the inclusion of individuals with disabilities.

4. COMPETENCES FOR ADULT EDUCATORS

Adult educators play a vital role in supporting individuals with disabilities by creating inclusive learning environments that respect their unique needs. To effectively engage and empower these learners, educators require specific competences. These competences enable them to adapt teaching methods, address diverse learning styles, and provide necessary accommodations. Exploring the key competences necessary for adult educators to work with adults with disabilities is essential.

Educators must possess a solid understanding of various disabilities and their impact on learning. This includes knowledge of physical and cognitive disabilities like mobility impairments, visual or hearing impairments, intellectual disabilities, learning disabilities, and mental health conditions. Familiarity with the characteristics, challenges, and potential learning barriers associated with different disabilities is crucial.

Research and Science

Keeping updated on the latest research, assistive technologies, and instructional strategies that support individuals with disabilities is essential. Educators must also gain knowledge about disability rights, laws, and inclusive practices. A comprehensive understanding of disabilities empowers educators to make informed decisions, adapt teaching approaches, and provide appropriate accommodations to meet individual needs.

- Adaptability is a key competence for educators. Each individual has unique learning requirements, and educators must modify teaching methods accordingly. Adjusting the pace of instruction, using different materials, providing alternative assessment methods, or incorporating assistive technologies may be necessary.
- Flexibility is crucial in accommodating diverse learning styles and preferences. Educators should tailor their approaches to create an inclusive and accessible learning environment. This may involve using visual aids, hands-on activities, or auditory instructions.
- Clear and effective communication establishes rapport with learners. Educators must convey information in ways that are easily understood and accessible to all students. Simplifying complex concepts, using visual aids, providing written instructions, and encouraging open communication contribute to a supportive classroom atmosphere.
- Patience and empathy are crucial competences. Some learners require additional time to process information or express themselves. Educators must exercise patience, providing necessary support and encouragement. Empathy helps educators understand the unique challenges faced by individuals with disabilities, fostering a supportive learning environment.
- Collaboration and resourcefulness are essential competences for creating inclusive classrooms. Educators should collaborate with other professionals to develop individualised lesson plans and implement appropriate strategies. Sharing knowledge and experiences with colleagues enhances understanding and improves practices. Resourcefulness enables educators to find and utilise appropriate resources and accommodations, such as assistive technologies or adapted materials. To improve the competences of adult educators when dealing with the tailored needs of persons with disabilities, it is important to provide adult educators with the skills needed.

The competencies required of adult educators when teaching persons with disabilities have greatly increased since the 1960s. In a modern age, adult educators should have the ability to comprehend and show compassion to the many different ways in which a disability can affect a person's capability to access or participate in education. Disability covers a wide range of different factors that can impact an individual's ability to access adult education.

In conclusion, adult educators must possess competences that enable them to support individuals with disabilities effectively. By understanding disabilities, adapting teaching methods, communicating clearly, and demonstrating empathy, educators foster inclusive learning environments where individuals can overcome obstacles and reach their full potential. Collaboration and resourcefulness further enhance their ability to create inclusive classrooms.



Figure 3 - Some of the competences to help assist adult educators with teaching persons with disabilities.

Best Practice in Adult Education

The 12 Pillars of Independent Living

Appropriate and accessible information	An adequate income	Appropriate and accessible health and social care provision	A fully accessible transport system
Full access to the environment	Adequate provision of technical aids and equipment	Availability of accessible and adapted housing	Adequate provision of personal assistance
Availability of inclusive education and training	Equal opportunities for employment	Availability of independent advocacy and self-advocacy	Availability of peer counselling

Figure 2 - The Twelve Pillars of Independent Living, available at: <https://enil.eu/independent-living/>

The World Health Organisation alongside the United Nations have provided a framework for promoting the rights and inclusion of persons with disabilities in society called the 12 Pillars of Independent Living. These pillars serve as a set of guiding principles for all people working with persons with disabilities to ensure that their rights are respected. These pillars are particularly applicable to the realm of adult education as they can be used as a set of goals to be achieved when creating or adapting educational programmes to be inclusive of those with disabilities. Some of the ways that these pillars can be achieved are as follows:

4. Provide help and assistive technologies for accessible education.
5. Foster a welcoming and inclusive learning environment that values diversity and opposes discrimination.
6. Offer tailored educational options to meet the unique needs and preferences of students with disabilities.
7. Promote self-determination and autonomy by involving students with disabilities in educational and career decisions.
8. Empower students with disabilities by equipping them with advocacy skills and knowledge for active participation in society.
9. Cultivate a supportive community of learners and educators that encourages respect and integration.
10. Ensure physical accessibility and remove barriers in all educational environments for equal participation.

11. Provide appropriate support services like counselling, mentorship, and career guidance to help students with disabilities reach their goals.
12. Develop fully inclusive educational programs and services that facilitate the participation of persons with disabilities.
13. Create supportive environments that recognise and value the contributions of persons with disabilities, fostering their integration into all aspects of community life.

By adhering to these principles, educators can create inclusive adult education environments that prioritise the rights and inclusion of people with disabilities.

5. INCLUSION AND DIVERSITY

“We demand an [inclusive] approach to education that enables all students to achieve their potential, whilst ensuring their needs and access requirements are supported. Furthermore, we expect all learners to be educated together, regardless of their background or circumstances, within their local communities.”

Inclusive education has been recognised as important by various international and national organisations. The CRPD recognises accessibility as a right and its lack as a vulnerability of the right to an equality of opportunities. Moreover, one of the Twelve Pillars of Independent Living is “inclusive education and training” (Jolly, 2015). Scientific evidence shows that inclusive education, besides from being a fundamental right, improves educational success both for people with and without disabilities, as long as Successful Educational Actions are applied (Flecha García, 2015). These actions have been proven to achieve the best results in improving both instrumental learning and social cohesion, in all contexts.

Research and Science

The INCLUD-ED project (Flecha García, 2015) identified three forms of organising the classroom:

- a. Streaming involves separating students based on ability, grouping, or placing them in special groups outside the classroom with additional teachers, resulting in limited interaction between different capabilities and hindering learning for all learners. Moreover, it reduces learning expectations as well as the self-esteem of lower-ability groups.
- b. Mixture refers to grouping all students together, regardless of backgrounds, learning levels, or disabilities, with only one teacher in the classroom, and it is focused on an individual attention model. However, this model is unable to address students' needs, leading to feelings of failure.
- c. Inclusion, as discovered by the INCLUD-ED project, thrives on heterogeneous groups.

Research demonstrates that including students with diverse capabilities fosters interactions and dynamics that enhance learning for everyone (Christou et al., 2009). Additionally, it emphasises reorganising and utilising community resources. For instance, Interactive Groups, a Successful Educational Action, involves volunteers from the community (e.g. family, former students, neighbours...) facilitating dialogic and equal interactions within small, diverse groups during short activities.

	Mixture	Streaming	Inclusion	
Basis	Equal opportunity	Difference	Equality of results/equality of differences	
Student grouping	Heterogeneous	Homogeneous	Heterogeneous	
Human resources	1 teacher	More than 1 teacher	More than 1 teacher	
All together or separated?	Together	Separate	Together	Separate
	(1) Mixed-ability classrooms	(1) Classroom activities are organised according to ability level	(1) Heterogeneous ability classrooms with a reallocation of resources	(2) Inclusive split classes with mixed-ability students
		a. Different ability groups in different classrooms		
		b. All ability groups in the same classroom		
(2) Remedial groups and support systems separated from the regular classroom				

Table 1: Characteristics of a mixture, streaming and inclusion based on student grouping and resource allocations rationales. Adapted from: Flecha García (2015, p. 24).

New approaches and projects

Dialogic Learning

Societies have made a dialogic turn, in which dialogue is increasingly valued both with one another and with the institution. This also affects learning, promoting a dialogic turn in educational psychology; “consisting of moving from symbolic conceptions of mind and internalist perspectives that focus on mental schemata of previous knowledge, to theories that see intersubjectivity and communication as the primary factors in learning” (Racionero et al., 2010, p. 143).

The dialogic learning approach was developed by studying how social interaction enhances people’s learning. This research is based on key insights from various disciplines regarding dialogue, indicating that learners can achieve greater levels of learning and undergo personal and social transformation when interacting according to seven principles: egalitarian dialogue, cultural intelligence, transformation, an instrumental dimension, meaning creation, solidarity, and equality of differences (Racionero et al., 2010).

Law, funding, and other official activities

Starting with the CRPD, it has been recognised that “accessibility is a right and the lack of it is considered a violation of the right to equality of ‘opportunities’” (García Iriarte et al., 2014, p.4). As discussed above, under Article 24, there is an obligation placed on governments to ensure that persons with disabilities are not excluded from the educational system. Society must continue to advance, and an education of the highest standards must be claimed as a right for all. In the Declarations of Jomtien and, of Salamanca, the “right of all children to receive an education that provides them with an acceptable level of knowledge and that this right is made effective in the framework of ordinary schools” (Molina, 2015, p. 314).

However, some policies that supposedly pursued this goal have confused integration with inclusion. In school integration, students are the ones who have to adapt to the existing educational system with some supports, often insufficient (Christou et al., 2009; Flecha García, 2015; Peetsma, 2011; Centeno, 2012). In these contexts, although students with disabilities are not segregated and share the same space as other classmates, they continue to suffer the consequences of minimum learning expectations when they are in the ordinary classroom because they simply pass from course to course even if they do not acquire the same knowledge as their peers - following a reduced curriculum and not the general curriculum - just to get a symbolic degree. Only an evidence-based approach to inclusion (implementing Successful Educational Actions) will ensure a successful inclusion and equality in both opportunities and results for all.

Best practice in adult education

Inclusion practices include help from peers through the increased interaction, support from volunteers and from family members, accounting for cultural intelligences and promoting dialogic learning. Inclusion also allows for additional support in the classroom and extending learning time for low achievers, along with high expectations and assigning roles, competences, and responsibilities.

– Flecha García (2015, p. 26).

Schools as Learning Communities

Schools as Learning Communities is a project based on a set of Successful Educational Actions that involves all the people in the community who directly or indirectly influence the learning and development of the students (Flecha García, 2015; Díez-Palomar, 2008). It is about jointly dreaming up the ideal school and establishing priorities through dialogue and then applying them through the establishment of work committees and a heterogeneous management committee. Many articles have been published highlighting Schools as Learning Communities as a successful and inclusive model for the educational success for all (Díez-Palomar et al., 2021; Molina, 2015; Molina et al., 2010).

Successful Educational Actions

The Successful Educational Actions (SEAs) that take place in learning communities, according to scientific studies represent inclusive practices, thus promoting learning for all.¹ SEAs are characterised by:

- They contribute to better learning and solidarity between participants.
- They are universal since they show common aspects when they are applicable in different contexts.
- They are transferable to different contexts and levels of education, with similar results.
- This has been proven by research that includes the voices of the educational community and has been endorsed in publications by the scientific community.

These SEAs include dialogic gatherings, interactive groups, family education, educational participation of the community, dialogical model for conflict prevention and resolution, and dialogical pedagogical training (Flecha García, 2015).

¹ Some examples of scientific studies include INCLUDE-ED 2006-2011, SEAs4All 2015-2017, Step4SEAs 2017-2019.

6. POSSIBILITIES AND LIMITS OF DIGITALISATION

When it comes to online education, this automatically means that all interested people who want to learn should have access to the courses and the information regardless of the region they live in, the time of the day they wish to access the course, and their developmental impairment. For this reason, accessible design is of great importance, and when it comes to accessibility to online courses, this parameter is of massive importance because:

- Hundreds of people with disabilities, either physical or mental, will have the chance to attend a course remotely where they benefit from not having to travel to buildings that might not provide all the appropriate amenities for entry for people with disabilities.
- Based on the previous point, evidence has shown that people with disabilities prefer to attend an online rather than an in-person course. This enables them to participate equally with the other students “without drawing attention to their disabilities.”
- The special accessibility features might make life easier for a considerable number of participants and for those considered disabled (UCDavis, 2020).

People and students with disabilities face various hardships when working or studying online.

- **Visual challenges:** In such cases, users are not able to use the computer mouse or be able to distinguish the colours. They also need to enlarge the text and illustrations for better vision. Lastly, they require a screen-reader and a keyboard to access all information on the computer.
- **Hearing challenges:** Users with hearing loss or partial deafness cannot hear audio, like Podcasts, videos, voice-over documents, etc.
- **Cognitive challenges:** People with cognitive disabilities might encounter difficulties reading texts or interpreting images/ illustrations and get distracted and bewildered by complicated layouts and schemes. Additionally, they cannot pay attention to the focal point of something, which makes it hard for them to comprehend a text, video, audio, etc.
- **Motor challenges:** People with such disabilities might not be able to access any content that requires the mouse; they also might not perform at the same pace as others but have a slow response instead. Lastly, assistive technologies such as head wands and voice recognition are essential (UCDavis, 2020).

Inclusive education is a key component of providing equal opportunities without discrimination. Countries like Canada and Luxembourg have implemented inclusive education policies, while other countries worldwide, including Germany, France, and New Zealand, have integrated students with disabilities into regular schools, fostering inclusive learning environments.

What will be the future of all-inclusive education?

Many governments have supported piloting projects relevant to inclusion and have endorsed the sustainable development goals by inclusion and equality in the school system. However, research shows that more work needs to be done. For instance, governments worldwide need to keep track of the number of people excluded from education due to disability, why they do not participate, and what kind of barriers to learning they are experiencing. Moreover, inclusive education should be part of the main governmental plan and budget, and actions should be taken systematically (Albright, 2018).

Institutions should consider the following aspects at the more functional level for successful inclusion in education.

- To offer more support both to teachers and students.
- To bring to the forefront an account of what these people are capable of doing instead of what they cannot do.
- Teachers, principals, and parents should work together for more efficient results.
- The teachers should be aware of alternative teaching methods by including all students during the learning process.
- Principals and administrators should focus on durable and steady leadership for inclusive schools (Asian College of Teachers, 2020).

Once most or all of these points are applied, education for people with disabilities will be more accessible and it will make their lives easier.

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New approaches & projects

The role of technology offers a crucial advantage in modern day learning and teaching. The technological revolution has been characterised by providing some colossal developments and advancements, which allows for numerous learning opportunities available to all. For this reason, in an ideal world, people need be digitally educated to have access to these unique and alternative initiatives. However, new digital technologies can help people with disabilities to be included in such digital environments from the comfort of their own homes which in the overall context of living with a disability can be a game changer.

For educators to successfully provide for social inclusion in the digital world, ideally, they should have some degree of expertise in advanced technology. Artificial intelligence can have astounding results when talking about inclusion. Artificial intelligence may take the form of speech recognition, decision-making, or visual perception. People working in such positions are aware that these technologies could make the world more innovative and functional; they can make computers act and think like humans and make life easier for people with disabilities through “intelligent” software, e.G., Text-to-speech applications (bouronikos, 2022).

Regarding the creation of a syllabus or curriculum for a course designed to include the needs of students with a disability, trainers and facilitators should:

- Use materials and resources that promote the educational needs of people living with disabilities.
- Be aware of the positive contributions that people with disabilities make to every aspect of learning. People with disabilities have made numerous contributions to arts, science, politics, society, etc. Educators teaching students in modern times should be able to include diversity and intersectionality of identity into their curriculum.
- Incorporate a disability module into the historical narrative. That is to say, focusing on life experiences and testimonia from people with disabilities. The zinc education project offers more resources for relevant content, a website that presents films, videos, articles, campaigns, and other websites relevant to different disabilities to raise awareness in all. (Kilshore et al., 2022).

Law, funding, and other official activities

Apart from the great opportunities available for people living with disabilities in the digital world, there are also some limitations. The most vital include the following:

- The costs of the computers and the assistive technology in general are high. These solutions that would lead to inclusivity can also become obstacles for many people. In such cases, governments grants might be available.
- The internet connection is not characterised as stable in all areas and regions, not all citizens have access to the internet because of high cost and some areas have limited access because of location.

- Social carers are not usually trained to assist people with disabilities in making use of applications with artificial intelligence.
- The lack of motivation is the most challenging obstacle to overcome for some people. Educators should try to promote the importance of the benefits offered when using technology. For instance, when people with disabilities can utilise digital tools, it can become effortless for them to succeed in social interaction and inclusion as well as networking. They have expanded access to information and commuting with their social environment (mcmorrine, 2017).

Best practice in adult education

In this section, we gathered the best tools and assistive technologies that can be used to promote better inclusion in online courses for people with disabilities.

- **Text-to-speech assistive tools:** This technology scans and reads the text to the student in a synthesised voice by utilising a vast range of speech sounds.
- **Assistive Listening Systems:** For people who are deaf or experience partial loss of hearing, this kind of assistive technology might help them overcome auditory and learning problems. These tools include accessories like microphones and an “a type of transmission technology and a device for capturing and bringing the sound to the ear” (Neese, 2019).
- **Proofreading software:** This proofreading technology includes features for word processing systems, like correcting the orthographical misspells made by students with dyslexia.
- **Math talk:** This software programme uses speech recognition for mathematics and offers help to many students with disabilities. Users can solve a math problem by speaking into a computer microphone. For people with motor skill disabilities, there is the function of voice-to-text, and for people who experience vision disabilities, they may use the integrated Braille translator (Neese, 2019).



PROJECT EXPERIENCES

ALL IN INCLUSIVE EDUCATION IN GERMANY BY AKADEMIE KLAUSENHOF

Situation in Germany

Around 7.8 million people with severe disabilities live in Germany (Statistisches Bundesamt, 2022) which represents 9.4% of the population. People are considered severely disabled if they have been granted a degree of disability of at least 50 and have been issued a valid ID card. Disabilities exist comparatively seldom since birth or in childhood but usually arise in advanced age. Thus, about one-third of people with disabilities were aged 75 or older. 90% of disabilities were caused by an illness, and about 3% of the disabilities were congenital or occurred in the first year of life. Only just under 1% was due to an accident or an occupational disease. Physical disabilities accounted for 58% of people with disabilities, mental or emotional disabilities for a total of 14%, and cerebral disorders were present in 9% of cases. For the remaining persons (19%), the type of disability was not indicated.²

A total of 16% of disabled people aged 25 to 44 years had not completed general schooling. People without disabilities at this age were much less likely to have no qualifications (4%). On the other hand, 17% of people with disabilities and 38% of non-disabled people in this age group had a high school diploma. 69% of people with disabilities aged 25 to 44 were employed or looking for work, compared to 88% of non-disabled people of the same age. Disabled people aged 25-44 were more likely to be unemployed. The unemployment rate was 5%, while the corresponding rate for the non-disabled was 3%.³

To enable participation in the labour market, people with disabilities can work in a “workshop for disabled people (Werkstatt für behinderte Menschen WfbM)”. There are 700 recognised workshops with 320,000 employees (REHADAT, 2021).

The right to participation is enshrined in German law. In recent years, efforts have been made at various levels, for example through improved accessibility, the improved possibility of political co-determination and participation in elections and revision of the legal regulations to implement this in practice. Special organisations such as “Lebenshilfe” (“Life Aid”) are active in supporting people with disabilities in carrying out political lobbying. There is a movement from exclusion of people with disabilities to inclusion and participation. Nevertheless, as the figures above show, there are still many deficits in achieving the targets set out in the UN Convention on the Rights of Persons with Disabilities.

²All figures can be found at https://www.destatis.de/DE/Presse/Pressemitteilungen/2022/06/PD22_259_227.html.

³All figures can be found at <https://www.destatis.de/DE/Themen/Gesellschaft-Umwelt/Bildung-Forschung-Kultur/Bildungsstand/Publikationen/Downloads-Bildungsstand/bildungsstand-bevoelkerung-5210002197004.html>.

People with disabilities and adult education

There are committed initiatives in Germany that have set up inclusive projects and offers in adult education. These are mostly selective and depend on individual commitment. There is no general legal regulation or voluntary commitment, for example by umbrella organisations. Even in the area of financial support, which is federally structured in Germany, there are no special requirements for people with disabilities. Mostly, the days of attendance or the facility or staff are generally funded. There is limited statistics or research of a meaningful nature on the topic of inclusive adult education.

Adult education institutions as a whole are struggling with economic difficulties and insufficient subsidies. Additional challenges such as the implementation of inclusion, which is not funded, are therefore hardly possible for most institutions and this is compounded by existential difficulties since the pandemic. It can also be noted that many rooms and buildings are not barrier-free. In addition, there is a targeted approach to the “target group” of people with disabilities instead of “exclusive inclusion” (Raike, 2021).

Overall, a continuing trend towards the economisation of adult education can be observed in Germany; institutions have to look to the market for corresponding income, with only one-third of their income typically coming from public and/or statutory funding. This economisation, which is usually associated with significant participant fees, brings with it the danger of de facto excluding people with low or no income from adult education. This also applies in particular to course participants with learning difficulties. They are usually employed in the system of “workshops for disabled people” (WfbM) and receive “pocket money” far below the minimum wage. As a result, “people with learning difficulties are often unable to afford adult and continuing education courses because of their situation” (Curdt, 2021, p. 30).

In addition, many lecturers, and trainers in inclusive adult education work as freelancers, who are usually inadequately paid in Germany. As a result of the precarious and insecure employment conditions, course instructors keep investments in their further training to a minimum - with corresponding consequences for their professionalism (Schreiber-Barsch et al., 2021, p. 77).

A good example is the “Network for Inclusive Adult Education” in Hamburg. This network brings together a wide range of adult education providers, integration services and self-help associations for people with disabilities. The network offers corresponding further training for course leaders. The Adult Education Centre Hamburg offers courses for people with and without disabilities with workshops mainly from the creative and health (yoga) fields.

In 2013, the VHS and the Lebenshilfe Bamberg started to implement inclusive courses in which people with learning disabilities could participate. A VHS council for people with disabilities was created, corresponding courses were designed and, above all, the boundaries between the institutions of adult education and disability assistance, which until then had

each planned and implemented offers “exclusively” for their clientele, were broken down. Around 100 people with disabilities per year use the inclusive offers (Hemm, 2018).

Other adult education centres are also active in the field. The VHS Stuttgart, for example, has its inclusive programme booklet, and the VHS Göppingen has established a cooperation with the local Lebenshilfe organisation similar to the one in Bamberg. The corresponding programme flyer is available in simple language.

The “Gesellschaft Erwachsenenbildung und Behinderung e.V.” (Adult Education and Disability Society, Merseburg University of Applied Sciences, www.geseb.de) is active at the national level. They offer conferences and a magazine on the topic as well as concrete tips and help for implementing inclusive adult education. The Bundesverband für körper- und mehrfachbehinderte Menschen e.V. (Federal Association for People with Physical and Multiple Disabilities) is also dedicated to the topic with projects and events (<https://bvkm.de>).

Description of the organisation– Konrad–Martin–Haus Residential Adult Education Centre

The Catholic Konrad Martin Haus in East Germany near Naumburg has been active in the field for a very long time. The house has 56 beds in 34 rooms. This is a residential adult education centre, i.e. an adult education institution where participants can attend seminars and stay overnight at the same time. Such educational institutions are designed in such a way that not only the educational work but also the atmosphere of the house, the accommodation, leisure activities etc. contribute to education and recreation. What is important is the social aspect of spending a certain amount of time together in one place - beyond the usual daily routine.

The house was founded in 1950 and, despite repressive measures, survived the GDR period because it was run by the Catholic Caritas Association for the Episcopal Office of Magdeburg and was able to retain a certain independence. During this time it served, among other things, as a holiday home for people with physical disabilities and for the “mentally ill”. But the deaf, the blind, the elderly and families also found rest, peace, and relaxation here. From 1982 onwards, the first senior citizens’ retreats also took place. Today, 5 seminar rooms of different sizes are available for educational work. A team of 16 staff in the areas of education, administration, kitchen, housekeeping and building services guarantees the day-to-day running of the centre. The Konrad Martin House plans, organises and conducts more than 130 seminars lasting several days every year. The main areas are political education; education for people with disabilities/basic education work; offerings for sustainable development. The underlying idea is to enable people to have new learning experiences by meeting other people in a good atmosphere.

Description of the inclusive courses

The educational staff of the Konrad-Martin-Haus residential adult education centre has

been supporting educational programmes for and with people with disabilities since 2003. The focus is on open, life-related, lifelong learning. In close cooperation with the Caritas organisation for people with disabilities in the Burgenland district, several seminars on political education have been held over the years, such as “I’m going to vote” and “Women’s representative, what now?”. In 2016, a joint educational trip to the Bundestag in Berlin took place. The inclusive offers for political education are gladly used by institutions of disability assistance in Central Germany. They were able to further develop and expand these in cooperation with colleagues from the “Lebenshilfe” workshops.

Particularly popular in 2020 and 2021 were their “That’s what people talk about” seminars in the area of sexual education. The participants liked the fact that there were always separate groups for women and men. All questions about sexuality, online dating and relationships were taken seriously and answered. Pictures and models made the seminar easy to understand. At the request of the carers in residential homes, Konrad-Martin-Haus 2022 has now also included the offer in its programme as further training for specialist staff. Quotes from participants at the various seminar:

My friend and I found the sex seminar very interesting. We thought we knew everything, but we learned a lot more.
(*Max, 35).⁴

The protest day is fun. Especially when there is a band while we walk, and we let balloons fly.
(*Uwe, 42).

Under the motto “(Written) language must not be a barrier”, seminars on the easy and simple language are regularly included in the programme. The house is also an active partner in the Inclusion Network Burgenlandkreis to ensure the right of access to information (Article 21, UN Convention on the Rights of Persons with Disabilities) together with local actors. The right to participate in public and cultural life (Articles 29 and 30) is important. Every year, the house celebrates the 5th of May as the European Day of Protest for People with Disabilities and supports the “Inclusion Month of the Burgenland District” with professional offers and cultural activities.

Since the region is very important culturally and there are two World Heritage Sites in the immediate vicinity, the team developed a concept for inclusive cultural offerings in public spaces in the spring of 2017. Culture SIMPLE for all (Kultur EINFACH für alle) was implemented together with a seminar group of people with disabilities. For the concrete implementation, this meant that people with disabilities qualified as advisors for cultural institutions in the course of a measure to design inclusive cultural offerings. As experts in their own right, they checked the accessibility of the information and guided tours on-site,

⁴* denotes that name was changed for GDPR related reasons.

offered recommendations for action and showed how linguistic inclusion can succeed in a cultural place of learning. For example, in cooperation with Naumburg Cathedral, a guided tour in simple language and a written information offer in easy-to-understand language were created. This can now be found on the cathedral's website: <https://www.naumburger-dom.de/service-naumburger-dom-leichte-sprache/>.

In 2019, another project based on the concept of *culture SIMPLE for all* followed. At the request of *Ark Nebra*, tour guides and employees from the workshops worked together on the task of communicating this World Heritage Site in the easy language in the long term as well. The astronomical complexity of the sky disc was a great challenge for all of us and we needed several testing steps until we were really satisfied. In the meantime, the booklet in easy language is available in the kiosk of *Ark Nebra* and is very popular with tourists (<https://www.himmelsscheibe-erleben.de/barrierefreiheit/arche-nebra-in-leichter-sprache>)

In 2021/2022, the Heinrich Schütz House in Weißenfels asked the staff of the Konrad-Martin-Haus to carry out a project on the anniversary of the composer Heinrich Schütz (1585-1617) and the poet Novalis (1772-1801). Unfortunately, the cooperation failed due to the difficulty of being able to plan long-term and bindingly in times of a pandemic. An important component of *Culture SIMPLE for all* is good cooperation with the local libraries. For example, public readings in simple language are held regularly, presenting literature such as *The German Lesson* by Sigfried Lenz. These readings are attended by the general public, and public inclusive cultural dialogue is encouraged. The local alliance for people with dementia has also already organised readings in simple language there.

To strengthen the many good cooperations in the long term, the House launched the Alliance for Basic Education in 2019. The alliance aims to highlight exclusion through written language and to win further partners for simple language. By now, the alliance has 30 members who pay attention to language barriers in their institutions.

As the district will be the host region for the Special Olympics 2023 in Berlin, the current focus of their inclusive work is on sports. The team would like to support the district sports association in making inclusive offers. In doing so, they rely on the concept of unified sport and have already launched the ongoing sports campaign "Off to Berlin!" This is a very low-threshold sports campaign in which everyone can participate together and in a self-effective way. From January to June 2023, seminars on "Easy English" will be included in the programme to support a good encounter with the international guests of the Special Olympics.

Over the last 20 years, Konrad-Martin-Haus educational understanding of inclusion has developed and changed. Where in the beginning there was a lot of thought and discussion about physical barriers, today everyone tries to prepare needs-oriented, tailor-made offers in dialogue with groups. Among other things, the staff use a checklist (1) that can be applied

to all services. There are now several barrier-free rooms in the house, 3 out of 4 seminar rooms are easily accessible by wheelchair and our staff is prepared for the diverse needs of our guests. There is also a house presentation in easy language (<https://konrad-martin-haus.de/leichte-sprache>). Under the motto Education, Encounter and Reflection for All, Konrad-Martin-Haus will celebrate 20 years of inclusive education work in 2023 and create a diverse programme. These offers will certainly show them further barriers, which they are committed to work on.

People who live with limited mobility also register in many ways for offers that are not explicitly marked as “inclusive”. These often include members of self-help groups (e.g. Living with Multiple sclerosis) or older people who are looking for an offer where they can lie down during their lunch break. The house is also often booked for conferences or network meetings as their rooms are easily accessible. If there is a mixed group, other participants often spontaneously take on a supporting role so that it is not even noticeable that the offer is “inclusive”. The housekeeping staff are also supportive as a matter of course, as it is their responsibility to make everyone feel comfortable in the house. This natural care that they show to one and other when they notice a barrier is probably the strongest force from which their inclusive work draws.

Statement by the pedagogical staff member (Dr Gisela Winkler)

“The greatest challenge, however, remains to overcome the barriers in our minds and to break down fears of contact. This applies to educators, as well as employees in workshops, who often do not trust themselves with mixed educational offers. But it is also true for our general public, who fade out offers in easy-to-understand language and do not book them. So it sometimes seems that general adult education and inclusive adult education develop in parallel in the house. However, the goal is still to make inclusive offers truly inclusive, so that people with and without disabilities can meet on an equal footing.”

As a pedagogue who is responsible for inclusion in the house, I have taken further training in simple language and was also active in basic education projects for many years. Over the years, we have developed our expertise in inclusive education work on-site in dialogue with participants and with the accompanying service of the workshops. We usually plan the events together and ask in advance about the “feasibility” of our ideas. Sometimes participants also bring carers with them, who help out in the background.

It is similar when an inclusive event is discussed with housekeeping and administration. We think together about possible hurdles, misunderstandings, and bottlenecks, especially concerning scheduling. Some staff members have personal experience with people with intellectual disabilities, wheelchair users or relatives with dementia. These experiences are discussed and incorporated into our preparations. If necessary, we also make sure that people with experience are on duty on these seminar days. Through the many open discussions, as well as the evaluation

“when something has gone wrong”, we have developed a good approach from practice, with which we can solve most problems.

A few weeks ago, we had a group of parents here who were “on holiday” with us with their adult, mentally disabled children. For another group that was in the house for further education, this direct contact at the lunch table was uncomfortable at first, but then they got used to it over time. Our attitude as a house is that guests can balance distance and closeness themselves so that they stay in their comfort zone. We want to expect inclusion from our guests and are prepared to accompany them on the sometimes bumpy road.

Inclusion in adult education is a long road that we are happy to walk together.”



ALL IN INCLUSIVE EDUCATION COURSE IN SLOVENIA BY EDUCATION CENTER GEOSS

Situation in Slovenia

There is no official data on the number of persons with disabilities in Slovenia; the number is estimated on the basis of registers of each category of disability. It is estimated that there are between 160,000 and 170,000 persons with disabilities in Slovenia (12% and 13% of the population). Approximately 8% of persons with disabilities have a decision on disability according to various laws; the remaining 5% (according to estimates by disability organisations and membership) are persons with greater physical disability (Disability Insider, 2020).

Republic of Slovenia as a welfare state governed by the rule of law, with its modern disability protection policy is comparable to other developed European countries. Republic of Slovenia is also puts into practice the principles of social justice and equal opportunities for all, which it proved on 30 November 2006 with the adoption of the first Action Programme for Persons with disabilities 2007–2013 and adoption of second Action Programme for Persons with disabilities 2014 -2021 on 9 January 2014, on the basis of the Law on the Equalisation of Opportunities for Persons with Disabilities. National Assembly of the Republic of Slovenia passed on 2 April 2008 the Act Ratifying the Convention on the Rights of Persons with Disabilities and the Optional Protocol to the Convention on the Rights of Persons with Disabilities. With this, the Republic of Slovenia became one of the first countries to ratify, without reservations, the Convention, and the Optional Protocol. Thereby, the two documents became part of national law and directly applicable.

The rights of disabled persons in the Republic of Slovenia are not guaranteed under a single umbrella act, but under sector-specific legislation, under different acts regulating the various rights of disabled persons in different areas:

- Equalisation of Opportunities for Persons with Disabilities Act;
- Protection against discrimination Act;
- Implementation of the Principle of Equal Treatment Act;
- Employment Relationships Act;
- Vocational Rehabilitation and Employment of Disabled Persons Act;
- Pension and Disability Insurance Act;
- Medical Devices Act;
- Act Concerning Social Care of Mentally and Physically Handicapped Persons;
- Construction Act;

- Slovenian Sign Language Act;
- Family Violence Prevention Act;
- Placement of Children with Special Needs Act;
- Exercise of Rights to Public Funds Act;
- Disabled People's Organisations Act; and many others.

People with disabilities and adult education

As mentioned above, there is a range of legislation on inclusion and non-discrimination in general, however the most pertinent is the Act on Protection Against Discrimination. Article 1 of this Act provides for the protection of every individual against discrimination regardless of gender, nationality, race or ethnic origin, language, religion or belief, disability, age, sexual orientation, gender identity and gender expression, social position, property status, education or any other personal circumstance in various areas of social life, in the exercise of human rights and fundamental freedoms, in the exercise of rights and obligations and in other legal relationships in the political, economic, social, cultural, civil or other areas. Article 2 mentions the protection against discrimination or equal treatment of all, in relation to accessing all forms and all levels of career guidance and counselling, vocational and professional education and training, further vocational training and retraining.

The other important law is the Act on Social Inclusion of Disabled Persons which regulates the rights and the procedure for obtaining the status of a disabled person for persons with permanent congenital or acquired impairments who, due to their disability, cannot be socially integrated into the community without the provision of social integration services and who cannot independently carry out most or all of life needs and ensure means of subsistence, the right to monetary benefits and the opportunities provided by the state for their equal integration into society.

There is also the Act on Equalisation of Opportunities for Persons with Disabilities, its purpose is to prevent and eliminate discrimination against people with disabilities based on disability itself. The aim of this Act is to create equal opportunities for people with disabilities in all areas of life. Article 11 addresses access to inclusive education - people with disabilities must be guaranteed inclusion in education programmes at all levels and lifelong learning in the environment in which they live. In the specific field of adult education, the relevant legislation is the Adult Education Act in which Article 5 specifies that the realisation of the public interest in the field of adult education pursues different goals, among them to reduce structural and individual barriers to the inclusion of residents in education and learning and to encourage the less educated and other vulnerable groups for education and learning.

According to the president of the Andragogic Society of Slovenia, the inclusion of adults with special needs in lifelong learning and adult education was not in question (RTV SLO, 2022). The problem is still insufficient legislation on upbringing and education, which gives

preference to children with special needs and formal education, and a lack of experts who have not only knowledge in the field of rehabilitation and special pedagogy, but also knowledge of andragogy or the specifics of adult education.

In Slovenia, especially in professional circles, there is increasing awareness of the importance of lifelong learning. Lifelong learning is also a right and a possibility for people with disabilities, but only on a declarative level. At the system level, there are many problems experienced during implementation. There is a problem with defining the concept of lifelong learning with many working professionals divided on the definition. Lifelong learning is often wrongly equated with adult education only. People with disabilities encounter problems especially in further education and learning after completing primary and secondary education. There is a lack of suitable programmes and suitably educated practitioners. The state pays insufficient attention to this, the legislation is deficient, and there are no financial supports. Thus, the programmes and activities of the education of people with disabilities are created on their own initiative within the framework of independent projects, which are co-financed from various national, international, and European sources. Everything takes place more or less within the framework of various social welfare, educational and work centres, societies, rare institutions that provide this kind of education as a complementary activity.

In the future, it is necessary to regulate the legislation, which is deficient in the area of the concept of lifelong learning and education. Most of the documents dealing with the field of people with disabilities are aimed at the upbringing and education of children, such as the Act on the guidance of children with special needs.

Continuous education and training of teachers and future teachers and providers of adult education, who themselves express a desire for interdisciplinary knowledge of andragogy and special pedagogy, is essential. This is important for those higher education institutions that train future teachers, pedagogues and andragogists to include specific content and knowledge of the peculiarities of people with disabilities in their programmes.

When it comes to adult education, the principle of equal opportunities must be emphasised, because for example many adults with intellectual disabilities do not have access to daily occupational centres, where learning and educational programmes, especially non-formal ones, are implemented. It is also particularly meaningful to connect all non-governmental organisations and societies in this field, especially those that implement non-formal education programmes adapted to people with disabilities. It would also be very good to carry out an analysis of the state of education in this area and prepare a development and legislative strategy based on the results (RTO SLO, 2022).

Description of the organisation – Education Centre Geoss

Education Centre Geoss is non-profit adult education centre founded and owned by the

Municipality of Litija. It is implementing publicly recognised formal secondary education programmes for adults, higher educational programmes for adults, informal publicly valid educational training for young people and non-formal education programmes for different target groups for more than 60 years. In cooperation with the employment office, centres for social work, NGOs, private and public institutions, schools, it develops and implements inclusive andragogical programmes and materials for their educators/mentors/counsellors and for vulnerable groups with fewer opportunities – their members/clients/target groups (migrants, refugees, rural population, people with intellectual disabilities, unemployed, lower educated, drop-outs, elderly people, people with mild disorders dyslexia, and people with disabilities).

The common core of programmes relates to the acquisition of key competences related to literacy, mathematics and ICT skills, social skills, the principles of lifelong learning, the acquisition of intercultural, social and civic competences, active citizenship of young people and adults, ICT learning, learning how to learn, self-initiative, entrepreneurship and social entrepreneurship, cultural awareness, and family values. Specific content of the programmes derive from the educational needs and interests of each target group. The inclusive forms of the andragogical process include ICT (e-classroom Moodle, online materials) and innovative motivational methods to integrate socially excluded learners into educational programmes and to upgrade good andragogical practices for adults and develop new ones.

The Centre participates in several national and international projects in the field of sustainable development of social skills, job opportunities for vulnerable adults and the acquisition of intercultural competencies; it also develops teaching materials for vulnerable target groups. Activities of IC Geoss are carried out by 11 employees of initial associates with VII. level of education, pedagogical education and more than 100 contractual associates. In IC Geoss, approximately 1000 adult learners per year are involved in various educational programmes. In their work they follow local, regional, national and wider European needs in line with European values.

Inclusive courses concept development and cooperation with partners

IC Geoss developed their inclusive course programme based on the expressed needs of the main target group - participants with disabilities who visit the daily occupational centre VDC Zasavje - Daily Unit Litija and in agreement with the management, who were interested in enhancing digital and culinary skills through inclusive courses. They discussed the plan with the external lecturer for digital skills who expressed willingness to implement this inclusive course with them and with the participants of the last Social Activation (SA) programme who are mainly long-term unemployed people. The lecturer developed the training programme according to these two target groups abilities, expected interest and work plan of the SA programme. The second inclusive course on culinary skills was developed by IC Geoss staff according to their previous experiences and interest of the participants from VDC Zasavje.

Description of the inclusive courses

The first inclusive course on digital skills was conducted over 4 sessions lasting between 1.5 to 2 hours at the premises of Education Centre Geoss between 13th April and 18th May 2022. Each session was attended by both target groups – participants from the daily occupational centre VDC Zasavje - Unit Litija and participants of the Social Activation programme. Across the four sessions a total of 29 participants from SA and 25 participants from VDC attended. The digital skills inclusive course covered the topics of videos for social networks, text editing, and making a musical greeting card.

The second inclusive course on culinary skills was conducted in 1 session at the premises of Education Centre Geoss in September 2022. It was attended by 19 participants from the daily occupational centre VDC Zasavje - Unit Litija and employees at Education Centre Geoss. This course covered culinary skills involved in making dumplings and dough birds, combined with mathematics and chemistry skills (addition and subtraction by weighing ingredients, characteristics of ingredients) and it was implemented in interactive way through cooking.

Experiences of learning – feedback from participants

For both inclusive courses IC Geoss prepared short questionnaires for all participants – one before starting the course and one after its completion to document their expectations and gather final feedback. The pre-evaluation questionnaires involved the following questions:

1. what activity will you perform (computing/baking),
2. what do you expect to do in this activity,
3. what do you expect to learn new,
4. how would you evaluate your current knowledge at this activity,
5. how do you feel about the fact that the course will be conducted at the premises of IC Geoss,
6. how do you feel about the fact that the course will be conducted together with other participants (from Social Activation/VDC Zasavje),
7. have you ever participated in any training that was implemented in cooperation with vulnerable groups,
8. what do you expect from cooperation with other participants from vulnerable groups,
9. would you like to tell anything else.

The post-evaluation questionnaires involved the following questions:

1. what activity did you perform (computing/baking),
2. to what extent were you satisfied with the activity – please explain,
3. what did you do at this activity,
4. what did you learn,
5. what did you like the most,

6. how did you feel about the fact that the course was conducted at the premises of IC Geoss,
7. how did you feel about the fact that the course was conducted together with other participants (from Social Activation/VDC Zasavje),
8. how satisfied are you with cooperation with other participants,
9. would you like to tell anything else.

Summary of the evaluation feedback from participant

Question	Answers VDC Zasavje	Answers SA
What do you expect to do in this activity?	<ul style="list-style-type: none"> • to learn something new • safe use of internet • new knowledge • different things on computer, for example PowerPoint and Word • knowledge of editing documents • cooking 	<ul style="list-style-type: none"> • to learn new things in computing • basic things, internet • learn something new about use of computers • computer programs – pictures, video • help users of VDC at basic use of computer • learning Excel, Photoshop, Illustrator, and other computer skills
What do you expect to learn new?	<ul style="list-style-type: none"> • PowerPoint • music greeting card • using and saving a document • saving on USB stick • how to put music in PowerPoint • how to create invitation and greeting card • use Word, e-mail, programming • editing documents • many new things in cooking 	<ul style="list-style-type: none"> • use of PowerPoint, Excel, programming • because I don't know enough, shifting, folders, internet • some new knowledge • programming, blockchain • more work with programs for editing pictures and videos • cooperation, delivering information and knowledge, adapting to different users • gaining new knowledge in the field of Photoshop, Illustrator, and computing

Question	Answers VDC Zasavje	Answers SA
<p>How would you evaluate your current knowledge at this activity</p>	<ul style="list-style-type: none"> • computing: very good 4 • computing: medium good 3 • culinary: very good 2 • culinary: medium good 4 	<ul style="list-style-type: none"> • computing: very good 4 • computing: medium good 2 • computing: bad 1
<p>How do you feel about the fact that the course will be conducted at the premises of IC Geoss</p>	<ul style="list-style-type: none"> • very good, it is fine • good • very great • excellent 	<ul style="list-style-type: none"> • NA
<p>How do you feel about the fact that the course will be conducted together with other participants</p>	<ul style="list-style-type: none"> • it is fine • very good • good • excellent • I find it very interesting, and I hope that we will work together nicely • great, I will learn something new • we will learn something together • it is OK, to socialise • OK, I will meet new people 	<ul style="list-style-type: none"> • happy, I like to learn new things • nice • fine • great • OK, new experience • empowered, happy, useful, sociable, and socially useful • I think the programme would be more effective if it would be conducted without VDC
<p>Have you ever participated in any training that was implemented in cooperation with vulnerable groups</p>	<p>NA</p>	<ul style="list-style-type: none"> • no 3 • never • some years ago I had experience with vulnerable groups • not but I am interested

Feedback from the participants at the end of the inclusive courses:

Question	Answers VDC Zasavje	Answers SA
What do you expect from cooperation with other participants from vulnerable groups	<ul style="list-style-type: none"> • NA 	<ul style="list-style-type: none"> • to learn what we don't know as much as possible in computing • I expect nice cooperation and company • improving social skills • to exchange experiences and to help others with my knowledge • mutual learning, learning patience, adapting to different users, new experiences • offering mutual help and cooperation with other members
Would you like to tell anything else	<ul style="list-style-type: none"> • I feel very nice at IC Geoss • Great 	<ul style="list-style-type: none"> • I expect more such lessons, especially calm ones • I would like more experiences like this
To what extent were you satisfied with the activity – please explain	<ul style="list-style-type: none"> • very satisfied 7 (it was very nice, and I hope to go again; I learned to send attachments on e-mail) • medium satisfied 1 	<ul style="list-style-type: none"> • very satisfied 4 (it was useful to gain knowledge on basic computer skills which are usually useful regardless professional orientation; I like to learn something new; it was a great pleasure to co-operate with VDC, if I had a chance to participate in such projects again, I would be glad to respond to invitation; everything well explained, kindness) • medium satisfied 2 (the programme was too short for those who wanted to learn basic computing, the course should be focused especially on the use of more important programs)

Question	Answers VDC Zasavje	Answers SA
What did you do at this activity	<ul style="list-style-type: none"> • editing text and how to put music • writing in Word, music greeting card • work with text in Word • different things • computer functions • putting photos on USB stick, learning PowerPoint • use of Prezi • learning a computer and following instructions from the lecturer according to panel scheme 	<ul style="list-style-type: none"> • different computer skills – work in Word, PowerPoint, Excel, graphic, editing photos • work in programs for design • learning basics in computing • I listened on Internet about websites that you should not click as you can get viruses, we worked in PowerPoint, Word, Excel • first, we (SA group) learned basics of computing and then shared this knowledge with VDC users • I used old proven recipe or new one • following instructions and working on computer
What new did you learn	<ul style="list-style-type: none"> • I learned a lot, for example how to put music in • editing text • better use of Word • work with music greeting card • learning programs • how to put photos on USB stick • colouring letters • PowerPoint, record a song and MP3, making a greeting card and send it, typing text in Word 	<ul style="list-style-type: none"> • creating a logo, editing photos, basics of Blockchain • use of editing programs, program for montage of recordings, work in group • how to use Excel • adapting to different needs and learning abilities of users • I tried especially new recipes • saving documents, creating videos, and greeting cards, how to make Europass
How did you feel about the fact that the course was conducted together with other participants	<ul style="list-style-type: none"> • we got along very well, if we did not know something, they showed us • excellent • I felt good • I met many new friends • undisturbed • fine • I met new people 	<ul style="list-style-type: none"> • this time the course was held more slowly • fine; maybe a little uncomfortable in the first part of the course as I have not worked in such environment yet • that we learned a little together and help each other • excellent, more such and similar projects • good • good feeling and socialising

Question	Answers VDC Zasavje	Answers SA
<p>How satisfied are you with cooperation with other participants</p>	<ul style="list-style-type: none"> • very great • excellent • I am satisfied • good 	<ul style="list-style-type: none"> • taking into account that we have different prior knowledge of computing, and it was not a homogeneous group, the cooperation was fine • I am satisfied with cooperation with other participants, cooperation was not difficult • it was fine • some participants from SA had resistance to cooperation with VDC which reflected in their attitude (passivity), some people do not like the »teacher role« • I am very satisfied, we have nice cooperation, kindness
<p>Would you like to tell anything else</p>	<ul style="list-style-type: none"> • I hope to do it again and to learn something else on computer • I wanted to learn how to register on Partis, but they didn't hear me • Everything was good 	<ul style="list-style-type: none"> • I think that the course programme is quite short and should be longer as the final goal is to gain basic knowledge in computing • As far as I am concerned, this cooperation was an excellent opportunity to know other people as well as yourself and also new skills, therefore I suggest that in the future there is even more cooperation with other institutions • often there is no time for cooperation

Statements from the trainers

We conducted an interview with the lecturer of a digital skills course and trainer of a culinary skills course with the following questions:

What were your expectations before the course?

Actually, I didn't think much, the idea seemed to me to be excellent, especially for the participants of Social Activation, who could gain pedagogical skills and finally self-confidence through mentoring. Even before the start of the performance, I was very surprised by the resistance, fear, and prejudice of some participants, saying that they are not qualified to work "with such people" and do not want to participate. After the arrival of the residents of VDC Litija, these prejudices were dispelled, and I think that we were all very pleasantly surprised. VDC users brought real relaxation and joy to the classroom.

For the culinary course it was a challenge concerning possible dangers at cooking. I was expecting less cooperation from the participants, but they wanted to be independent although some things were difficult for them.

How was the work during the course itself in terms of mutual cooperation, mutual assistance between participants from both groups?

So excellent, I really had to admire some of the SA participants for their exceptional pedagogical approaches, and above all it is important that they did not become impatient if the VDC participant did not immediately solve the task. They were patient and encouraged and guided them to come up with a solution on their own. As I first feared, no one started to pull the computer mouse out of the hands of the VDC participant. Of course, not all SA participants proved themselves in this way, some of them were still quite uncertain when it comes to using computers. I gave recommendations to those who excelled, with the greatest pleasure, that they are qualified to teach computer science to the elderly, for whom it is also most important to have someone with them who is patient and knows how to encourage and praise.

The participants of the culinary course enjoyed very much, they were satisfied with the products and that they succeeded, they also liked the taste of the products and that they tried something new. I was positively surprised; they want such workshops very much and would like to have them again.

Were any problems, dissatisfaction, obstacles pointed out by one or other participants?

No, as I said before, the dissatisfaction was there before the start of the course, but it disappeared during the course. However, it was still very good that two of their guardians were with the VDC residents who knew them well and all their needs - why, for example, one of them feels the need to get up and go out and such. They also introduced us to the qualities of each of the participants and helped us on the course. Without them, we would probably be worse off.

No, despite the fact that some of them found it more difficult to do certain things because of their disability, they did not allow it to limit them and worked hard and all contributed to the

common goal.

Do you personally have any proposals, suggestions, how to implement such inclusive courses in the future so that they are even more inclusive?

Maybe we could also invite a nursing home to participate?

No, they have achieved their purpose.

Interviews with learners

We conducted two short interviews in a form of open-ended questions with learners from both involved groups (VDC and SA).

Key statements by the participant from VDC Zasavje, aged 35:

He is training football for VDC Zagorje, he is visiting the library and reads books. It was the first time he was included in such inclusive course. Before the course he thought it will be fine and that he will meet new friends. At the course he learned how to make music greeting cards, he did not know that before. Cooperation with group of Social Activation was good, they helped them, they know a lot about computing, there was no bad experience, they were friendly with them and opposite. He would support such inclusive courses in the future, for example cooking workshops, sports games, social inclusion, spending some time together.

Key statements by the participant from Social Activation, aged 30:

Before the course he assumed that they (SA) will transfer knowledge to the other group (VDC) and that they will not learn a lot but during the course they still learned something new, but not as much as they would otherwise, he noticed that also participants from VDC have different knowledge. Cooperation was OK, he helped one participant from VDC, the relationships were OK, positive, there were no bad experiences. In the future he would propose such courses in a sense of human interactions but in a sense of gaining knowledge only in a limited scope as knowledge is being gained slower in such courses. It was the first time for him to take part in such inclusive course, he does not have suggestions for updates.



ALL IN INCLUSIVE EDUCATION COURSE IN GREECE BY ACTIVE CITIZEN PARTNERSHIP

Situation in Greece

In Greece, the number of people with disabilities is estimated at about 1 million. There is no official census, the data are based on percentages of the World Health Organisation and the official bodies of the state. A significant percentage of this population (35%) lives in Attica. In the case that we also calculate the accommodation and care structures for people with disabilities, the concentration in Attica amounts to 50%. Most people with disabilities are people with intellectual disabilities. Most of them, according to the data, live in large urban cities, since there operate Special Schools (Kindergartens, Primary Schools), Pre-training Centres, laboratories, Social Welfare Services, Welfare Institutions, Medical-pedagogical services, Hospitals, etc.

The six pillars on which the National Action Plan is developed are the following:

1. The State at the service of the Disabled Person which includes, among others: codification of labyrinthine legislation, the establishment of a National Accessibility Authority, electronic disability card, upgrading of the assessment mechanism, and certification of disability.
2. Protection of the Rights of Persons with Disabilities which provides for a special tax policy, deinstitutionalisation, independent living, etc.
3. Accessibility
4. Participation in every aspect of life
5. Awareness raising of the society and the Public Administration
6. Synergy and Development

People with disabilities and adult education

People with disabilities face numerous problems in Greek society. Difficulties connected to accessibility of public places, means of transport, discrimination into the labour market, limitations connected to financial benefits, integration into the school system are only a few of the problems people with disabilities encounter. But at the same time, in Greece, there are numerous organisations that target people with any kind of disability, and they offer support, counselling, and education.

Counselling centres are usually the ideal gateway to major organisations and key actors in the field of disability assistance. Most of the organisations in Greece that take care or support people with disabilities usually provide guidance to the parents of people with disabilities (noesi.gr). Their main goal is to enhance the life quality of both people with disabilities and their families. They primarily promote therapeutic methods, tools, and programmes to reach

the highest level of functionality and socialisation by building an autonomous and practical life (karibou-care.gr). Such support is offered through psychologists, psychiatrists, social workers, and special educators (eeamargarita.gr). More specifically, these institutions provide support to people and their families with personalised services through their different programmes regardless of age, gender, nationality, or social status (amimoni.gr).

There are plenty of centres that focus on people with mental and physical disabilities or refugees and their education, integration, housing, and future working possibilities around Greece, however most of these support centres are in Athens and Thessaloniki, the two largest cities in Greece, with very few found in the more rural areas of Greece. Another major problem is that most institutions are facing financial issues. Greece went through a financial crisis for 10 years and most of the institutions were hit hard. Also, the shortage of trained staff is problematic coupled with frequent staff turnover within the sector.

Description of the organisation – Active Citizen Partnership (ACP)

Active Citizens Partnership is an NGO based in Northeast Greece with an office in Athens. It has extensive experience in developing and supporting programmes that address education and social needs at the national and European levels. Active Citizens Partnership operates the following activities:

- Development and implementation of technologically enhanced training
- Greek language programme for refugees and immigrants
- Business counselling and mentoring with a special focus on the unemployed and women
- Psychosocial support and counselling for immigrants, refugees, homeless, long-term unemployed, people with religious or cultural characteristics, etc.
- Counselling for employees to improve their working conditions
- Counselling programmes for long-term unemployed women and women who are at risk of unemployment
- Programmes for minority youth with learning disabilities.
- Training for immigrants, refugees, people with religious and cultural characteristics such as Greek Muslims, the homeless, etc.
- Programmes to strengthen the capacity of access to employment for people affected by poverty and social exclusion.

ACP has been certified by the Regional Government of Eastern Macedonia and Thrace for its management capability system certified (Hellenic Standard ELOT 1429:2008, ELOT 1431-1:2008, ELOT 1431-2:2008). ACP has expertise and experience in developing technology-enhanced learning, including applications, mobile learning, and platforms to support communities of practice and knowledge sharing. It also has significant experience in the

development and localisation of OERs and in the cultural adaptation of learning content. ACP has conducted numerous projects in capacity building and planning in adult education, social justice and inclusion, adult education, train the trainer, e-learning, educational technology, and training policy development. ACP's offer includes a learning programme for young people with disabilities and brought its expertise in the field of inclusion to the ALL IN project.

Description of the Inclusive Course

ACP implemented a Greek Language course with immigrants, refugees, and asylum seekers with mixed abilities including those with disabilities many of whom are prevented from attending courses at adult education centres and training institutions due to physical, mental, intellectual impairments or post-traumatic stress disorder (PTSD). Their aim was to provide training that will support participants to go through an accreditation process to get a A2 level certificate necessary for applying to become long term residents and Greek citizens.

ACP worked with a group of 8 to 13 young boys with age close to 18 who live in a Supportive Independent Centre in Athens. The participants are unaccompanied minors reaching the age of 18 where they must leave the support centre and live on their own. Most of the participants had been living in Greece between 6 months to 6 years with basic to low knowledge of the Greek language preceded by some years of schooling in their home countries. Learning the Greek language is very important in order to qualify to get a refugee status or a permanent stay in Greece, to find a job, and be included in Greek society.

In preparation for the course, the project staff at ACP worked closely with the experts of the organisation to choose participants that were approaching their 18th birthdays and would be leaving the support centres. All participants were informed about the scope of the workshops and those interested, with basic knowledge of Greek language, were involved. The participants' involvement in different activities, tasks and their availability were also taken into consideration.

As previously mentioned, the participants needed to know the Greek language to secure their refugee status or permanent residence. Time was devoted in the first part of lessons to Basic Skills such as:

- Personal knowledge
- Communication
- Emotional regulation
- The social environment and coexistence
- Conflict management
- Resilience and group integration and we continued with culture
- Language (special course on Greek grammar, syntax, vocabulary, and orthography which is complicated for any foreign learner)

Other topics such as were also worked on:

- Commitment and personal change
- Motivation towards other people
- Effective communication
- Entrepreneurial initiative; education for migrants

During our courses specific learning methodologies were used. For instance, learning was primarily through task-based activities, such as role play. In this way, participants had the opportunity for full immersion into the Greek language (especially the vocabulary) and realised the different aspects of how the Greek language works.

Participants worked in pair, divided using the following criteria:

- linguistic level of the Greek language
- linguistic level on the English language
- educational background
- previous experiences

For example, the aim was to create mixed pairs for both learners to benefit from each other. Hence, teams consisted of learners that had an excellent knowledge of the English language with learners who were able to talk almost fluently. On the other hand, we mixed learners who were aware of the Greek grammar and syntax with learners who did not. Additionally, some pairs consisted of learners who had participated in school in their country of origin with learners who hardly or never were registered in school or on a course.

Use was made of interactive whiteboards, laptops, smartphones, and personal computers and where activities and tasks were delivered online, this allowed participants to use several digital tools thus improving their digital skills also.

Traditional learning methods, such as writing on photocopies or copying information from the board were also implemented. The main aim of this practice was the support learners to practice their writing skills and becoming familiar with Greek orthography. Regarding the curriculum material, ACP borrowed and adapted the topics and subjects provided by the Greek Language Centre, responsible for the Greek linguistic language exams, as well as material provided by the Greek government, relevant to the Greek citizenship exams.

Challenges and/or difficulties in delivering the course and how these were overcome?

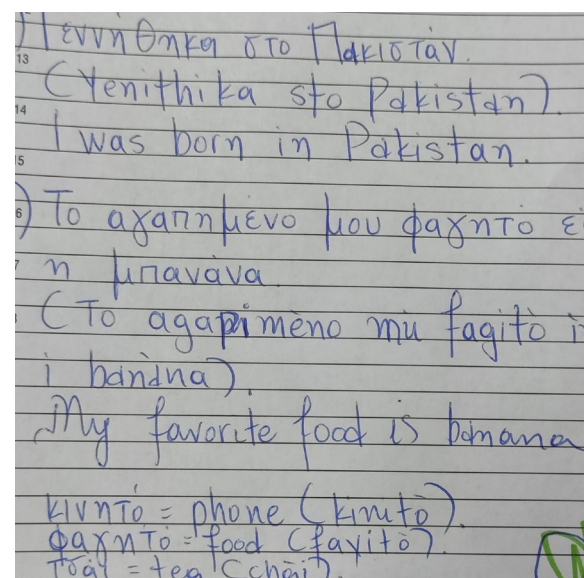
Throughout the workshops ACP tried to empower participants, create a safe space for them to return and express themselves, and give them the opportunity to dream. Of course, when working with a group of unaccompanied minors who face many problems and, in most cases, do not want to remain in Greece but rather join their family members in other European countries; their desire to learn a new language which in the long-term may not help them can be challenging. Instead, the staff at ACP made an extra effort and adjusted accordingly so as to facilitate the needs of participants. Many times, they had to adjust the objective and content of the lessons considering what happened in the previous workshop in order to continue to meet the learners' needs.

The trainers had to plan the sessions according to the characteristics of the group they worked with, considering cultural and religious aspects of the participants' lives, such as Ramadan. Once challenge they faced emerged when they introduced gender-related issues. Many participants did not feel comfortable talking about women's rights, democratic participation, European values, etc., so the trainers invited people from the participants' countries, who had been living for many years in Greece and were active members of the migrant community to lead the workshop discussions to give the youngsters a new perspective about these topics.

Feedback from the Learners

From the feedback received most of the participants enjoyed their time during the courses. It is worth noting that the learners showed a great interest in the activities, such role plays, and they seemed quite engaged during the whole process. Many participants also managed to work together with the rest of the team, to be involved in extra curriculum activities, to develop their linguistic skills both in Greek and English, to realise how Greek society works and how to approach locals, to be involved in simple daily discussions, to shop alone for groceries in the supermarket or in the malls without the need of a translator.

On the other hand, it was unfortunate that ACP could not manage to gather all the participants together at each course. This happened mostly because many of them had to follow extra curriculum activities, had a job, or were involved in religious festivals.



ALL IN INCLUSIVE EDUCATION COURSE IN SPAIN BY AGORA

Situation in Spain

In 2020, over three million people had a recognised degree of disability equal to or greater than 33 percent in Spain. The type of disability affecting most individuals was osteoarticular, with more than 916 thousand people. Meanwhile, the number of individuals with a recognised degree of mental impairment reached over 581 thousand people in the country. (Statista, 2023).

People with disabilities and adult education

The educational and social system in Spain have not yet assumed the inclusive demand of services promoted by the United Nations International Convention on the Rights of Persons with Disabilities. As CERMI claims, one of the most significant human rights (HR) violations that occur in Spain concerns inclusive education (CERMI, 2020). A legislative framework of specific actions is lacking to promote inclusion, avoid school dropout and the failure of many students with disabilities.

Description of the Organisation – Agora

Agora is a non-governmental organisation working in the field of adult education. It provides education for adults who do not have an academic education, especially for those from groups at risk of social exclusion. The association was founded in 1986 to meet the educational and cultural needs of the region.

Agora provides an educational environment for about 2,400 participants and has more than 150 volunteers. It offers a wide range of services, including language learning, basic skills, ICT training groups, and dialogue events in literature, math, art, and science, among many other activities. Agora also works with young adults and gives courses in basic skills to combat social exclusion. All the activities and trainings offered are free of charge for everyone.

The main goal of Agora is to achieve educational success and social participation through democratic principles and to open all decision-making processes to all people involved in the organisation. The education offered is based on dialogical learning, where egalitarian dialogue, transformation and solidarity are three key principles to contribute to overcoming inequalities. In addition, the association aims to give a voice to those who are more excluded from public debate and social participation, and to promote and encourage their inclusion in all social spheres.

Description of the inclusive courses

All the courses offered by Agora are inclusive, in the sense that they are open to all (including people with disabilities or mental health problems, migrants, and people from ethnic minorities like Roma). All courses are carried out with Dialogic Learning as a framework, applying Successful Educational Actions that improve both instrumental learning for all and solidarity within the class group. Some of these courses on offer run for three months while others last one academic year. Agora also offers intensive courses in July as part of its summer school programme.

Some examples of topics for the courses offered, among others, are:

- Beginners (neo-literacy and numeracy courses; people who are learning how to read, write, and perform basic arithmetic calculations).
- Access to the university (training to apply to the exam that the Spanish universities facilitate for people older than 25 years old without a previous academic degree)
- Catalan as a second language and Spanish as a second language (for migrants)
- Dialogic Gatherings (Literary, Mathematics...)

The number of students with special educational needs is about 30. They include both people with physical disabilities as well as people with cognitive NEE. One of the latter is also a member of the school board, and he participates fully in the decision-making process regarding school issues.

What methods are used to meet the challenges of inclusion

The methodologies used to ensure the inclusion of all, as well as successful results on the improvement of instrumental learning and solidarity, are:

Dialogic Learning

The education provided by Agora is based on dialogic learning, in which egalitarian dialogue, transformation, solidarity, cultural intelligence, instrumental dimension, creation of meaning and equality of differences are seven key principles to contribute to overcoming inequalities and achieve the best results in the learning process (Flecha García, 2015).

“Adult learners engage in egalitarian dialogue, exchanging their understanding (based on their previous personal, professional, cultural experience) around the topics discussed and learned within the lesson. Teachers empower adults to engage in this particular way to interact with each other, encouraging adult learners who find it more difficult (or challenging) to participate, to share their points of view, and thus generate more opportunities for interaction through the exchange of dialogue. All participants in the lesson can contribute to the learning process since all of them (all of us) have “cultural intelligence.” This “cultural intelligence” is mediated by personal experiences, as well as knowledge acquired within the workplace, for belonging to a particular cultural group, . . . Learning becomes a solidarity process in which adults share their sources of understanding, creating avenues for enriching their collective understanding of the topics

discussed/learnt within the lesson. Dialogue becomes the way to share all these “meanings.”

- Díez-Palomar et al. (2021, p. 5).

This learning approach has been broadly researched and validated in many European projects (INCLUDE-ED, 2006-2011) and various research papers and books.

Interactive Groups

Agora organised all classes in interactive groups. Interactive groups are an inclusive way to organise the classroom that offers the best results in today’s society in terms of improving knowledge and cohesion in the classroom. The objective of interactive groups is for all students to achieve together the same learning expectations. They diversify interactions between participants, teachers, and volunteers from the community, facilitate the achievement of excellence for all and, at the same time, increase the effectiveness of the time invested. Furthermore, participants also develop values, emotions and feelings like solidarity or friendship.

“In the Interactive Groups, students with special educational needs interact on an equal basis with other people and based on mutual help and solidarity, learning is generated. Solidarity is understood as a relevant component of adult education that has a transformative aim”

- Díez-Palomar et al. (2021, p. 7).

Dialogic Literary Gatherings

Agora has been doing DLGs for 40 years. Dialogical Literary Gatherings have been shown to increase vocabulary and improve oral expression, writing and reading comprehension. It is also an opportunity to boost confidence, reinforce mutual respect and generate solidarity. Currently, Agora carry out other types of dialogic gatherings, mathematics, feminist, scientific, musical, and artistic.

It is a collective building of meaning and knowledge through dialogue on the best creations of mankind in disciplines like literature, art, and music. They are designed to bring the students closer – regardless of age, gender, culture, or ability – to universal classical culture and scientific knowledge gathered by mankind over time.

The Gatherings are based on sharing – showing full respect for one’s right to speak – those ideas and sections of the reading that the participants previously selected because they caught their attention or stimulated some kind of thought. This generates a very rewarding exchange that allows greater depth into the topics discussed and promotes the building of new knowledge based on an egalitarian dialogue. In the sessions, one of the participants assumes the role of moderator; with the only idea of facilitating and encouraging the equal participation of all the students.

Egalitarian dialogue and co-creation

Agora has a wide experience in the establishment of participative processes in order to achieve educational success and social participation through democratic principles, opening all decision-making processes to all the people involved in the organisation. In order to include the voice of the most excluded and the co-creation of project results, the methodology used in all the projects Agora has managed is the communicative methodology. This methodology is based on the principles of equality, inclusion and relevance of all participants. Egalitarian dialogue and co-creation is promoted with this communicative methodology in such a way that this collaboration allows professionals and volunteers to combine their knowledge with the cultural knowledge of adult learners, in order to ensure that the project results and outputs are useful and have the greatest possible potential to solve the problems they are addressing (Munté et al., 2011).

Training requirements for staff and volunteers at Agora

All professionals and volunteers in the school go through a training process in which they learn about our pedagogical bases: dialogic learning and Successful Educational Actions. Also, some of the professionals are; gender equality experts, social workers, social educators, sociologists, etc. For other specific professionals required to attend the needs of adults in the school, we work closely with other services in the neighbourhood, such as; organisations that work with people with disabilities, the primary health care centre, a mental health care centre, social services, the service for job orientation, etc.

Agora has experience of training volunteers and professionals of adult education in Dialogic Pedagogical Training. To develop the Successful Educational Actions, it is important to be trained in its scientific bases, theories and the evidence endorsed by the international scientific community. Moving from assumptions to evidence is vital in education. To achieve this, it is necessary to refer directly to the most relevant theoretical sources in the world and to the outcomes of the highest level of research into education.

Teachers in particular have to be prepared to know how to argue for their practice and distinguish between opinions and scientific knowledge. This is how Successful Educational Actions are incorporated into the classroom. Likewise teachers will also begin to assess their training based on results obtained by their students. To achieve this, a Successful Educational Action is the Dialogic Pedagogic Gathering. Knowledge is built up through books that the international scientific community has validated as a benchmark. In this way, they learn from validated and original sources avoiding interpretation, opinions, and essays by other authors.

Internal challenges Agora overcame in the implementation of inclusive courses

In the context of a pandemic, when many activities are offered online, digitalisation was a challenge in terms of needing to help some learners access the school's courses, as some of them have no knowledge or very basic knowledge of ICT. It was solved by:

- Giving technical support by phone.
- Giving support face to face when it is not enough by phone.
- Providing face-to-face ICT classes for initial levels.
- Including ICT competences in the regular curriculum of other courses, especially those for literacy and neo-literacy, where people tend to need most support.

Training volunteers and professionals to be able to implement interactive groups (one of the Successful Educational Actions) online was also a challenge that Agora is currently addressing.



ALL IN INCLUSIVE EDUCATION COURSE IN HUNGARY BY KATHAZ

Situation in Hungary

According to the data of the 2001 census, 577,000 persons with disabilities live in Hungary (5.7% of the population). Nevertheless, experts estimate, and international data indicate that as a rule approximately 10% of the total population have some kind of disability; consequently, it is probable that the actual number of persons with disabilities is close to 1 million in Hungary (Emberi Jogok Kormany, n.d.).

With regard to the demographic composition of this group, it is to be noted that the majority of them are elderly persons, as most persons are not born with disabilities but become disabled as they grow older, due to diseases or accidents. 44.8% of people with disabilities are more than 60 years old, while 17% were born with their disabilities.

People with disabilities and adult education

Hungary was among the first countries to ratify the United Nations Convention on the Rights of Persons with Disabilities. Hungary ratified the Optional Protocol to the Convention as well, which makes the individual complaints mechanism accessible for those concerned. With regard to the rights of persons with disabilities, the key piece of Hungarian legislation is Act XXVI of 1998 on the Rights and Equal Opportunities of Persons with Disabilities (Act on the Rights of Persons with Disabilities). The primary objective of the act is to guarantee the rights of persons with disabilities, and thus to promote their equal opportunities, independent living, and active involvement in social life.

As a result of the inclusive education trends appearing in international practice, inclusion also became more prominent in Hungary in the 1980s. There are now inclusive forms of schooling in most education sectors. Currently, 72% of learners with disabilities participating in the public (and vocational) education system receive education in an inclusive methodological framework (EASNIE, 2021).

The main priorities for education and inclusive education in 2021–2027 in Hungary are determined by the National Disability Programme 2015–2025, the Human Resources Development Operational Programme 2021–2027 and the Public Education Development Strategy 2021–2027.

Description of the organisation – Never Give Up Foundation

The Never Give Up Foundation is committed to supporting the employment and labour market integration of people with disabilities. To this end, the Foundation has already set up several programmes and initiatives. These are summarised below:

- Working in Progress programme to help people with disabilities into employment, providing unique support and advice to job seekers and helping them to find jobs that match their skills and interests.
- Together for Work programme which helps people with disabilities find and keep jobs. The programme also supports employers and helps them adapt to the needs of their employees with disabilities.
- Knowledge Centre Programme offers different training opportunities to help prepare workers for the labour market.
- Employer network was set up by the Foundation to help people with disabilities find employment. The network provides an opportunity for employers to exchange experiences and support each other in integrating people with disabilities into the labour market.

The Foundation's employment programme has an accredited mentor and other experienced professionals who are involved in delivering the training. The No Giving Up Foundation's practical venue is the No Giving Up Café in Budapest, which is located next to the Foundation. The inclusive catering service currently employs around 30 people with a disability, working as baristas, kitchen assistants and waiters.

In the employment programme "There's A Place For You Too", they focus on practical training for young people with disabilities who want to enter the open labour market. The training includes counselling, personal mentoring, and non-formal training with the provision of practical training. It includes 3 days of self-awareness training by a trained professional, once at the Never Give Up House in Szendrőlád and once in Budapest at the Never Give Up Cafe, where participants spent a month of their training. The self-awareness training was more playful in Szendrőlád and more professional in Budapest. During the latter, the curriculum includes CV writing, preparing for the job interview and communicating with colleagues, supervisors, and clients/customers.

At the beginning of the training, they assess participants status and skills and set personal goals accordingly. Three job roles were created during the training: kitchen assistant, barista, and waiter. After assessing the appropriate skills, the candidates and the café mentor together chose one of these positions. During the training, an activity diary is kept and completed by the participants about their respective jobs. The training is planned for four weeks, and only rarely do they deviate from this plan, either at the request of a parent or at the suggestion of the mentor, to continue practising a particular activity. After the placement in the open job and the interview organisation, the candidates who had completed the training were always accompanied to the interviews. And after their placement, there was regular follow-up.

During the training, participants received continuous feedback on their work and performance. At the end of the training, the mentor summarised the experience in a reference letter and highlighted the participants' strengths.

Details of the training (topics, target group, duration, time, etc.)?

The training and target group are people with disabilities, with no restrictions on the type of disability. For practical considerations, moderate disability was considered as an upper limit, beyond which no trainees were allowed to participate in the practical training. The training lasted one month and was attended by 30 participants.

Two group training sessions were also held, led by trainers with special pedagogical qualifications. Both group training sessions lasted three days. The first training focused on self-awareness and identifying strengths that can help in job search and employment. These topics were developed in group training sessions with the help of two special education trainers and 6 experienced professionals who themselves live with different disabilities. The second three-day training focused on job search, CV writing and job interviews, led by a special education trainer and 6 experienced professionals. The work process also involved the staff of the No Giving Up Café, who welcomed the applicants and helped them to find the right job for the traineeship.

How can the challenges of inclusion be met?

The Never Give Up Foundation use different methods to meet the challenges of inclusive inclusion:

- **Changing mindsets, changing attitudes:** it is important to change attitudes, to recognise that people with disabilities have the right to equal treatment and opportunities. This means that institutions, service providers and society as a whole must prioritise the needs and wants of people with disabilities. We offer mindset-shaping training to teachers, schools, businesses, and other institutions, and present this programme at public events and family days.
- **Accessibility:** accessibility helps remove physical and cognitive barriers for people with disabilities, ensuring that institutions, services, and environments are accessible to all. Our café and Foundation provide an accessible environment.
- **Individual needs.** People with disabilities may have specific needs that can be met with appropriate training and support, which are monitored by our mentors.
- **Promoting social inclusion:** Promoting social inclusion through community projects, sports and cultural programmes and leisure activities facilitates the integration of people with disabilities into society. The target group is involved in such events, where they can also find a sense of community. We strive to organise as many inclusive programmes as possible.
- **Community cooperation:** Community cooperation and dialogue is an important part of our work on inclusive inclusion. 90% of our employees are disabled and are actively involved in the development and implementation of our programmes.

The Never Giving Up Foundation seeks to follow the careers of placed employees with disabilities and to gather lessons learned, with a particular focus on good practices. The mentor of the Never Give Up Café systematically reported success stories of open labour market experiences of young people with disabilities who have completed their internships at the Never Give Up Café. For example, a young man was working as a barista, who at first glance seemed quite reserved, but after we placed him in a large open labour market café, everyone took an instant liking to him. And during the follow-up, we were told by both him and his employer that he had excelled in his job above and beyond all expectations. He also enjoys his job day in and day out.

Resources available to run the inclusive courses

The trainers include mentors, social workers, and accredited special needs teachers. Practical opportunities are provided in the existing café. Community spaces are also available at the Foundation for the training sessions. In addition, there is the possibility to use the No Giving Up House in Szendrőlád, which can provide accommodation and meals for the participants of the training. This allows us to provide targeted, multi-day training for the target group.

Internal challenges to overcome in delivering inclusive courses

In Hungary, institutions in elementary schools are required to provide special education opportunities for disadvantaged and disabled children. However, programmes, services, and support organised by associations and foundations are often financed from uncertain sources and are not available in every region of the country. Young people who cannot complete their secondary education due to their disability can stay in vocational training until the age of 24 if they cannot obtain the necessary qualifications for their chosen profession in any other way.

Organisations and professionals are working to improve the lives and opportunities of people with disabilities, but there are still challenges in ensuring their rights and the availability of appropriate services. In Hungary, vocational training opportunities are available for people with disabilities, and depending on the type of disability and individual abilities, they can receive training and qualifications in various professions.

Students with disabilities also have the opportunity to learn in state and private vocational training institutions. Educational institutions must provide equal treatment and equal opportunities, that is, they must create the appropriate conditions for learning and training. In addition, many organisations and foundations offer vocational training opportunities and programme for people with disabilities aimed at facilitating their entry into the labour market and professional development. These programmes are usually tailored to special needs and take into account individual abilities, interests, and the type of disability. However, there are still some rights that are not fully guaranteed for people with disabilities, such as access to education and training, and equal opportunities in the workplace.

SUMMARY OF THE PARTNERS EXPERIENCES

Based on the experiences of the project partners within the ALL IN project, which focuses on implementing inclusive education for persons with disabilities, the following conclusions can be drawn about the impact of inclusive education:

1. Target group and market analysis:

- The regions in Slovenia, Spain, Germany, Hungary, and Greece have various support services and organisations dedicated to inclusive education for individuals with disabilities.
- These organisations provide counselling, support, and training for people with disabilities and their families.
- While efforts have been made to enhance accessibility and create learning activities for people with disabilities, specific measures for addressing different disabilities are lacking in some cases.
- The biggest obstacles for addressing specific fields are the professional qualification of staff, lack of system solutions, infrastructure, and limited resources.

2. Potential analysis:

- There is a need for more comprehensive inclusion of people with disabilities, especially those with intellectual disabilities, in educational programmes and activities.
- Professional development and training programmes for teachers and staff are essential to effectively educate participants with disabilities.
- Financial support and national strategies are needed to train school staff, develop inclusive programmes, and improve infrastructure for better accessibility.
- Providing equipment and accommodations suitable for disabled users, such as screens, headphones, and adapted keyboards, would be beneficial.

3. Self-analysis:

- Inclusion is seen as an ongoing journey rather than a final destination.
- Efforts are made to include as many people as possible from diverse target groups, particularly vulnerable ones.
- There is a recognition that teachers and staff lack sufficient knowledge and training to effectively educate participants with disabilities.
- Involving individuals with disabilities in decision-making processes and increasing their representation would contribute to greater inclusion and provide a new dimension to the organisations.
- Advocacy for funds, training, and awareness-raising activities is necessary to promote inclusion and ensure that it is not limited to a few specialised courses or

programmes.

Overall, inclusive education has a positive impact on individuals with disabilities by providing them with opportunities for learning, socialisation, and personal growth. However, there is still work to be done to overcome challenges such as lack of resources, infrastructure, and specialised training for educators. By addressing these issues and promoting inclusive practices, inclusive education can continue to make a significant difference in the lives of individuals with disabilities.



**PATHWAY TO A NEW
UNDERSTANDING OF
INCLUSIVE LEARNING**

Summary and Perspectives

In conclusion, inclusive education and inclusive practices are of utmost importance in providing equal opportunities and access to education for adults with disabilities. Recognising and addressing existing barriers is essential in creating inclusive environments that cater to the diverse needs, wants, and capabilities of individuals with disabilities. To ensure equal access to education, accommodations such as physical, sensory, learning, communication, social, and emotional accommodations are necessary tools.

Research and science have shown that disability can affect anyone at any point in their lives, emphasising the need to understand the various ways disability can impact learning. Inclusive education celebrates diversity, fosters a culture of respect and belonging, and transforms discriminatory perspectives, enabling individuals with disabilities to participate fully in society.

International human rights accords and laws, such as the CRPD and the European Disability Strategy, highlight the civil rights of individuals with disabilities and aim to improve accessibility, promote non-discrimination, and ensure equal opportunities. Best practices in adult education, outlined by organisations like the European Agency for Special Needs and Inclusive Education and the Universal Design Learning framework developed by CAST, emphasise collaboration, participation, flexibility, and the creation of inclusive learning environments.

Providing adults with disabilities equal access to knowledge and lifelong learning opportunities is crucial. Overcoming the challenges faced by individuals with disabilities requires comprehensive solutions such as converting learning materials into alternative formats, promoting clear communication channels, embracing diverse learning styles, and fostering a supportive and inclusive environment.

Implementing inclusive learning strategies involves providing accessible materials, utilising assistive technologies, offering personalised learning plans, and adopting flexible instructional approaches. A person-centred learning approach is particularly effective in catering to the unique requirements, wishes, and learning styles of individuals with disabilities. Educators play a crucial role in adapting their teaching methods, assessing individual needs, and empowering learners through a respectful and empathetic approach.

Enabling inclusive learning requires continuous exploration of strategies to reduce barriers and enhance engagement. Collaborative learning breaks the isolation experienced by individuals with disabilities, fostering independence and self-empowerment. A change of perspective that considers specific learning needs, societal guidelines, target group orientation, and economic factors is essential for inclusive education.

Financial support and target group orientation are key factors in determining the feasibility and inclusivity of educational programmes for individuals with disabilities. The economisation of education should be balanced with flexible programme structures that respond to the needs, abilities, and possibilities of individuals.

Inclusion requires societal and institutional participation beyond legal rights. It is crucial for society and institutions to embrace a participant-oriented approach and create flexible programme structures that respond to the specific needs and possibilities of individuals with disabilities.

The partner consortium has provided a variety of best practices methods, projects, and organisations that serve as a fantastic example of how inclusive practice has been implemented to give persons with disabilities the best possible opportunity to participate in all corners of life including employment, education, and active citizenship.

Ten key takeaways from this information for educators looking to implement inclusive education for adults with disabilities in their classrooms are:

1. Understand disabilities and their impact on learning, characteristics, challenges, and barriers.
2. Stay updated on research, assistive technologies, disability rights, laws, and inclusive practices.
3. Be adaptable and modify teaching methods to meet individual learning requirements.
4. Communicate effectively, simplifying complex concepts, using visual aids, and providing written instructions.
5. Exercise patience and empathy, understanding the unique challenges faced by individuals with disabilities.
6. Embrace the 12 Pillars of Independent Living, which provide a framework for creating inclusive educational programmes.
7. Recognise that inclusive education improves educational success for people with and without disabilities.
8. Choose inclusion as the most effective approach, promoting heterogeneous groups and utilising community resources.
9. Emphasise dialogic learning, social interaction, and communication in the classroom.
10. Implement assistive technologies and accessible design in online courses to promote inclusion.

By incorporating these key takeaways and competences, educators can create inclusive learning environments that prioritise the rights and inclusion of individuals with disabilities. Collaboration, resourcefulness, and the implementation of best practices enhance the educators' ability to create inclusive classrooms and improve the lives and opportunities for individuals with disabilities.

Efforts should continue to address challenges and promote inclusivity in ensuring equal access to education, training, and employment for disabled individuals. By embracing inclusive education, societies can create learning environments that value diversity, promote equal opportunities, and empower all individuals to reach their full potential.

Through collaborative efforts and evidence-based practices, we can strive towards inclusive education that truly meets the needs of every learner and fosters inclusive and supportive communities. By embracing inclusive education and leveraging the power of technology, we can create a more inclusive and accessible learning environment for people with disabilities, enabling them to thrive and contribute to society.

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