



## How can inclusion succeed in adult education?

### EU project looks at ways to implement inclusion in adult education

The UN Convention on the Rights of Persons with Disabilities (UNCRPD) clearly states that inclusion should also be realised in adult education. The three-year EU project "All inclusive - Adult Education and Inclusion: New Cooperative Approaches (ALL IN)", funded through Erasmus+, aimed to follow the path of inclusion in practice, to process these experiences and to make them available. The aim was to deal with all internal and external problems on site, to find suitable solutions and finally to implement them in concrete offers. The results of this approach clearly show how diverse, different but also profitable these exemplary courses and workshops were. The partners were accompanied by an institution from Austria (biv integrativ), which itself implements inclusion in adult education and is active as a consultant in this field throughout the country.

The concept was developed by the Akademie Klausenhof (Germany), which also took over the coordination. The European umbrella organisation for adult education EAEA, KatHaz from Hungary, Agora from Spain, Active Citizens Partnership from Greece, Future In Perspective from Ireland, Geoss from Slovenia and the umbrella organisation Catholic Adult Education Germany also participated.

In order for inclusion to succeed, it is first necessary to determine where the special needs of the target group lie, which structures and providers and offers already exist in this sector. For this purpose, the project developed an analysis tool to collect the relevant data. Further - central - results are learning materials for the non-formal further training of adult educators, a guideline for management as well as a policy paper.

### **The most important findings of the project are:**

1. Inclusion is a fundamental, democratic understanding that does not divide people according to their qualities and characteristics. All people with their different abilities and needs should be able to participate in education.
2. People with disabilities need special attention because they are severely disadvantaged in society.
3. Although the sectoral boundaries are large, cooperation between adult education and disability services makes sense.
4. The best first step is a small, clear project, such as the organisation of an inclusive cooking course.
5. Inclusion is very diverse and people have very different limitations and disabilities. Addressing this takes effort, time and money.
6. Inclusive competence development is crucial, i.e. staff - from management to service staff - should undergo further training in the field of inclusion.
7. Inclusion should be considered in all phases of educational work: From marketing to the design of the premises, the development of analogue and digital offers to didactics and evaluation.
8. Inclusion also needs reliable regular funding in adult education. The corresponding further education laws should provide adequate additional funding for inclusive courses and the

participation of people with disabilities and not pass this task on to the commitment of individuals alone.

*Further information:* <https://www.inclusion-adult-education.net/>