Resume

on

**Compendium of Good Practices:**

**Vocational Training for ADHD Learners**

This report is developed in the context of the Q4ADHD project - Quality Assurance in Vocational Education and Training for Learners with Attention Deficit Hyperactivity Disorder (ADHD) - funded by the EU Erasmus+ Programme.

This is the first Compendium of good practices in the field of European Quality Assurance in Vocational Education and Training (EQAVET) implementation in Vocational Education and Training(VET) for students with ADHD.

Its objective is to highlight examples of good practices in terms of techniques, methodologies, approaches and results achieved.

The research work was set up considering an initial exploration of good practices in education, and specifically in VET education, addressing learners with ADHD, in the partner countries, using Case Studies and Guidelines as information sources; and at a second phase - best practices selection (among the initial research findings) and identification of gaps in current literature took place.

Target users of this Compendium are relevant stakeholders in VET provision at European level: VET providers, associations, parents of ADHD learners, policy makers, and enterprises.

The Compendium is structured in four main chapters:

*Chapter 1*: “Introduction and Methodology” outlines the Q4ADHD project objectives, partnership and target users of the Q4ADHD. The methodology was cooperatively developed. It includes interviews with key stakeholders, thorough desk research of a wide scope of information sources (e.g., on-line databases, government statistics, national reports, published documents, research articles, etc.). Moreover, the Methodology provides an analysis of the legal framework, official guidelines and scientific references of the partner countries.

*Chapter 2*: “Context and Landscape” is divided into four sections. In the first section, the general concepts of ADHD clinical diagnosis in adults are presented. The second and third sections summarise the global and European strategies pursued by International and European Organisations for inclusive education. The fourth section contains the legal frameworks and guidelines in this field in each of the partner countries (Bulgaria, Italy, Spain, Sweden, Greece). The chapter also contains lists of references to relevant information sources.

*Chapter 3*: “Selection of Good Practices” is structured in two main sections: presentation of guidelines for the inclusion of ADHD adult students and presentation of 15 case studies which are giving specific examples on how the general country guidelines are applied in practice. The current State of the Arts in Bulgaria, Italy, Spain, Sweden and Greece are described.

*Chapter 4*: “Discovered Gaps” summarises the discovered weaknesses and gaps in the functioning of the system on which it is worth analysing in depth and outlining future measures to overcome them.

Finally, the compendium contains *two annexes*: Annex 1 defines the methodology and approach for selecting Good Practices. It contains also the templates used for defining the separate cases. Annex 2 contains the full case reports.