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A2.10 Manual "Diversity Course Mapping Tool" with specific tools for understanding learners and educators

DiVerSe COURSES

Project Partners

Coordinator

FH JOANNEUM, Institute for Social Work, Graz, Austria (FHJ)

Partners

Fundación Docete Omnes, Granada, Spain (FDO)

DAFNI Kentro Epaggelmatikis, Patras, Greece (DAFNIKek)

Ensino e Investigacão e Administracão SA / University Institute Atlantica, Barcarena, Portugal (EIA)

Escola Profissional Amar Terra Verde LDA, Vila Verde, Portugal (EPATV)

Cramars Società Cooperativa Sociale, Tolmezzo, Italy (Cramars)

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PART 1: Introduction

This Manual is part of the outputs of the Erasmus+ funded project Diverse Courses – Understanding and Unlocking Learners' and Educators' Potentials in Diverse Courses, and represents the main result of Work Package 2 (WP2). The WP was coordinated by the Italian partner Cramars, in close collaboration with the Greek partner DAFNI KEK for quality management, and with the Portuguese partner EPATV for the final layout of the manual and accompanying tutorial. The overall goal of WP2 was to develop, test and assess profiling tools and approaches that support adult education providers in designing more inclusive, effective and tailored training pathways, taking into account the diversity of both learners and educators.

The development of WP2 involved a structured sequence of 12 activities (A2.1–A2.12), collaboratively carried out by the six project partners from Austria (FHJ), Greece (DafniKek), Italy (Cramars), Portugal (EPATV, EIA), and Spain (FDO). Each partner played an active and equal role in the data collection, experimentation, and analysis processes, they jointly collected good practices, created and implemented new profiling tools, tested them in real course settings, and reflected on their applicability and adaptability across diverse contexts. Cramars, as WP2 leader, guided the process, ensuring coherence and comparability among contributions, while also developing the structure and editorial logic of the Manual itself. EPATV contributed to the visual identity of the final product, giving it a unified and accessible format.

Manual Objectives

This Manual serves both as a documentary record and as a practical guide for educators and training providers. It illustrates the methodology applied throughout Work Package 2 and offers concrete tools and reflections to support inclusive and diversity-oriented educational practices.

Its main objectives are threefold. First, to document the process through which the Manual was developed, drawing on a collection of existing good practices across different contexts. Second, to illustrate the practical application of these tools and strategies in real training environments, showing how partners adapted and tested

them according to their learners' needs. And third, to support other institutions wishing to adopt similar approaches by offering guidance on how to select and use learner-centred tools and strategies—particularly through the use of *Personas*, fictional yet evidence-based profiles that help to design human-centred learning experiences.

This Manual is conceptually and operationally connected to the A2.12 Personas Tutorial – A Step-by-Step Guide, which provides a complete methodological framework to create and use Personas as tools for learner-centred course design. While this Manual documents the broader development and application of profiling tools, the Personas Guide offers a deep dive into how data from these tools can be transformed into representative learner profiles and practically applied in training design.

Methodology Used to Collect Information

The process began with a collective effort to identify and describe good practices related to profiling (activity A2.1 in the Diverse Courses project). Each partner selected at least three good practices used in their national or institutional context to understand learners' or educators' needs, attitudes, skills and backgrounds. In order to ensure consistency and make the data comparable, the partnership developed a shared structure for documentation: the *Diverse Courses – Checklist* (attachment 1). This checklist allowed each organization to describe the origin, field of application, objectives, and methods of the selected practices, along with the types of information gathered. The result of this work is documented in WP2.1 – *The Collection of Good Practices* (attachment 2*)*.

This phase laid the foundation for the subsequent development of profiling tools within three selected courses (WP2.3 attachment 3), as it provided not only a repertoire of examples, but also highlighted key dimensions of diversity that needed to be addressed. Later phases involved testing and evaluating the tools developed using a standardised framework, allowing for a shared evaluation process across all countries in specific courses. Each partner institution implemented three specific courses in which these tools were implemented and tested (activities A2.4-A2.9).Data was collected through classroom implementation, tutor observations, learner feedback, and follow-up interviews or focus groups. Throughout the process, qualitative insights and

practical adjustments were documented, contributing to the co-creation of a comprehensive and versatile toolkit. Feedback on this piloting phase was systematically collected using the framework document *WP2_A2.4-9 Framework for Piloting Data Collection and Evaluation* (attachment 4), enabling consistent comparison of results.

This entire process enabled the partnership to assess their real-world applicability and to document any adaptations required. The refined tools and methods were subsequently used to develop Personas—semi-fictional profiles of learners and educators—which offered coordinators and teachers from the participating institutions valuable insights to more effectively adapt their teaching materials to the specific needs of students, as uncovered through the Personas.

All the work carried out by the partners within WP2 ultimately led to the development of a tutorial *WP2. A2.12 Personas Tutorial: A Step-by-Step Guide* (attachment 5) a practical guide on how to create Personas.

As will be further elaborated in Part 4 of this Manual, a simplified comparative mapping illustrates how each good practice inspired specific profiling tools during the piloting phase. This matrix, presented in a visual and user-friendly format, offers a practical synthesis of the links between the theoretical references and their classroom applications.

The ultimate goal of this manual is not only to document the process and results achieved, but to serve as a practical and flexible resource for other educational organisations aiming to integrate diversity-sensitive profiling methods in their courses.

PART 2: Overview of Good Practices

Definition and Selection Criteria

The initial phase of WP2 focused on identifying and collecting good practices related to profiling learners and educators in diverse adult education contexts. The definition of a "good practice" in this context referred to any tool, method or procedure that enabled education providers to gain a deeper understanding of the backgrounds, needs, competences or learning goals of their course participants. The central criterion for selection was the capacity of each practice to reveal useful and actionable information that could support the design of more tailored and inclusive learning environments.

In order to make the selection process coherent, each partner relied on the shared checklist framework. This structure helped clarify not only the technical elements of the practices, but also their educational objectives and the types of diversity they addressed. For example, some good practices focused on barriers linked to disabilities or socio-economic disadvantage, while others addressed issues such as cultural background, language skills or digital competence. The practices were thus selected not just for their effectiveness in profiling, but for their relevance to the broader inclusion aims of the project.

The Collection of Good Practices (WP2.1)

The result of this phase was a collection of in total twenty-three good practices, collected in five partner countries, each documented in a standardized format and including details such as target groups, methods of data collection, and categories of information obtained. This material, compiled in the document *WP2.1 – Collection of Good Practices*, represents the foundational knowledge base upon which the project's profiling tools were later developed. Some practices were based on structured questionnaires; others used informal interviews, workshops, reflection groups or participatory observation. The practices varied significantly in terms of their level of formalization, digital integration, and the type of user experience they promoted.

These good practices were not theoretical proposals but had been used in real educational contexts by the project partners or their networks. Their selection was guided by criteria of sustainability, transferability, usability and relevance. To facilitate their documentation, the *Checklist Final Version* included tables for learner-related and educator-related practices, helping partners articulate which dimensions of the learning experience were captured and how.

Overview of Good Practices – WP2.1

As part of WP2.1 the good practices collected aimed at showcasing methods, tools, and approaches that help educational institutions gain a deeper understanding of the backgrounds, needs, competences, and potential barriers encountered by both learners and educators in diverse learning environments. Each practice, contributed by a different partner institution, focuses on either learners or educators and addresses key aspects of diversity—such as disabilities, socio-economic disadvantage, cultural differences, and educational challenges. The good practices highlight practical strategies for more inclusive and responsive education.

The good practices are varied in terms of their formats, ranging from simple questionnaires and interviews to structured assessment frameworks, mentoring programs, and collaborative learning activities. They reflect a wide geographical and cultural diversity, being implemented in Greece, Italy, Austria, Portugal, and Spain.

Some practices, such as the Barrier-free ProfilPASS in Easy Language or the Adaptive Learning Methodologies for Diverse Student Groups, focused on the creation of tools that profile learners with specific needs, such as cognitive impairments, low literacy, or diverse socio-economic backgrounds. These tools are designed to be inclusive, flexible, and easily adaptable to different learning contexts.

Other practices, like the Assessment procedure to Master Curriculum Social Work or the Peer Mentoring for 1st generation students and students with migrant background, concentrated on understanding the previous experiences, motivations, and professional aspirations of students, with the objective of tailoring educational pathways and support services.

Several initiatives targeted gender equality and social inclusion, such as the Women in STEM | Engenheiras por 1 dia project, which encouraged young girls to pursue careers in science and technology, and the Class focus group on gender violence aimed at raising awareness about sensitive social issues among learners.

Additionally, some good practices centered on educators, such as the Continuing education programme “Gender – Diversity – Intersectionality” Workshops and the Inclusive Teacher Selection Process, aiming to equip teachers with the skills necessary to address diversity in the classroom.

Many practices included a strong participatory dimension, promoting learners’ active engagement through storytelling, peer-learning frameworks, reflective writing, or collaborative project-based activities. Others focused on facilitating access to education through recognition of prior learning, as seen in practices like the Processo RVCC – Recognition, Validation and Certification of Competences and the use of digital platforms such as the Passaporte Qualifica.

Overall, the good practices collected in WP2.1 provide a comprehensive overview of methods for profiling learners and educators, supporting inclusion, preventing dropout, promoting motivation, and fostering social and cultural integration. They form a foundational resource for the design and development of the profiling tools and Personas created in the later stages of the Diverse Courses project.

Here follows a list – in short – of the good Practices collected in WP2.1. A more comprehensive description of the collected good practices can be found in the WP2.1 Collection of Good Practices document of the Diverse Courses project.

Title	Proposing Partner	Target	Profiling Method	Information Collected
Barrier-free ProfilPASS in Easy Language	DAFNI KEK	People with cognitive impairments and learning difficulties	Document with easy to understand questionnaire	Competences and skills
Assessment procedure to Master Curriculum Social Work	FHJ	Bachelor graduates (18-25 y.o) in social work	Competitive assessment Procedure	Professional and scientific experience, needs
Questionnaire on identifying attitude of learners with regard to English as a foreign language	FHJ	Students of the BA program "Social Work" at FHJ	Questionnaire	Language skills, biographical info, professional experience, education
Adaptive Learning Methodologies for Diverse Student Groups	FDO	Students between 16 to 50+, with different cultural backgrounds, nationalities, and SEN	Flexible approach with various Active Learning Methodologies	Individual needs of each student, general composition of the group (age, cultural background, nationality, SEN)
Introductory (informal) assessment/identification of basic skills	DAFNI KEK	Students with special educational needs and disabilities	User-friendly questionnaire	Skills and competences, problems and obstacles
Continuing education programme "Gender – Diversity – Intersectionality" Workshops	FHJ	Educators	Reflection groups, discussion groups, practice-work, self-guided learning, consciousness-raising, presentations	Biographical information, education, work experience, training/educational skills and competences
Women in STEM | Engenheiras por 1 dia	EIA PT	Girls from secondary, vocational and primary schools aged between 10 and 20	Survey on age, activity preferences and tastes	Education information, biographical information
Class focus group on gender violence	CRAMARS	Women participating in Health Care assistance courses	Focus groups	Sensitive data, personal information about the domestic environment, problems and obstacles

Title	Proposing Partner	Target	Profiling Method	Information Collected
Femeco – Training breakfasts	CRAMARS	Women entrepreneurs in different fields	Training breakfast (meetings)	Expectations, objectives, desires, training needs, professional and personal skills, work experience
The near peer Learning framework (the learners' choice)	DAFNI KEK	Learners / educators	Workshop	Expectations, objectives, personal experiences and ideas, obstacles and issues, traumatic past experiences
Peer Mentoring for 1st generation students and students with migrant background	FHJ	Students who are the first of their family to pursue a university degree and/or have a migrant background	Personal interview and events (trial days)	Biographical information, education, past work experience, skills and competences, obstacles and issues
Mentoring Programme – MAIA	EIA PT	National and international mobility students; Educators as volunteer mentors	Application and selection process (online form, personal interview, focus groups)	Biographical information, education, past work experience, skills and competences, obstacles and issues, fears, needs
Letras Prá Vida (Letters for life)	EPATV	Mostly women, Roma people, immigrants, elderly people with early-stage dementia and SEN	Workshops	Biographical information, education information, professional experience, skills and competences, personal information
Passaporte Qualifica	EPA TV	People seeking professional qualification and early school leavers	Online questionnaire	Biographical information, needs, expectations, goals
Processo RVCC – Recognition, Validation and Certification of Competences	EPA TV	Learners aged 25+ seeking to reskill or upskill	Reflective learning and key competences framework	Personal and professional skills, biographical information, needs, expectations, goals

Title	Proposing Partner	Target	Profiling Method	Information Collected
TSEMY: Training for Sustainable Employment of Youth and Young Adults	EIA PT	Unemployed youth aged 20–29 with tertiary education	Online forms and interviews	Professional needs, personal information (academic background, name, age, interests)
Profiling and Support for Students with SEN in VET	FDO	Students with special educational needs in VET	Observation and one-on-one interviews	Cognitive, emotional, behavioural traits, communication and learning difficulties
Collaborative Learning and Social Integration Activities	FDO	Students from diverse social and cultural backgrounds	Group discussions, peer feedback, reflective practices	Social skills, cooperation abilities, integration barriers
Tailored Internship Matching and Support	FDO	VET students seeking internship	Personal interviews, CV analysis, matching software	Skills, preferences, goals, work habits, adaptation capabilities
Inclusive Teacher Selection Process	DAFNI KEK	Educators in adult education	Structured interviews and evaluation grids	Teaching skills, educational philosophy, intercultural awareness
Planning and profiling disadvantaged users	DAFNI KEK	Learners with disabilities and complex backgrounds	Needs assessment forms, follow-up sessions	Social needs, educational history, personal challenges
Academic Peer Counseling Programme	FHJ	University students with academic difficulties or minority background	Counseling sessions, structured interviews	Academic struggles, motivation, personal situation

Applicability and Context of Use

Once collected, the good practices were analysed in terms of their applicability across different institutional, cultural and logistical contexts. Some practices were highly specific to national education systems, while others proved to be more flexible and easier to adapt. For example, tools based on simple questionnaires or digital forms could be transferred with minimal adaptation, whereas methods requiring trained facilitators or significant time investment required a more tailored approach.

In many cases, partners reported that adapting a good practice to their own context involved not just linguistic translation but also pedagogical and technical adjustments. These adaptations were necessary to meet the needs of different target groups, such as low-skilled adults, migrants, long-term unemployed, or educators with diverse levels of teaching experience. The collected practices therefore served both as inspiration and as a testing ground for innovation, with partners drawing on them to design profiling tools that would later be piloted and refined.

PART 3: Overview of Profiling Tools

Profiling Tools (WP2.3)

Building on the good practices collected, each partner developed a series of profiling tools to be applied in specific adult education courses. These tools aimed to support educators in understanding who their learners are, what challenges they face, and how they can be better supported throughout their learning journey. The profiling tools were inspired by the structure and content of the earlier practices but were adapted and customized for their specific course environments.

The focus was not only on the creation of tools, but also on their meaningful application in specific courses as part of the Diverse Courses project. Each tool was integrated into the real teaching context, allowing educators to collect relevant data about their learners or peers. These instruments enabled the collection of demographic data, learning preferences, digital skills, motivational aspects, obstacles to learning, and other psychosocial or behavioural information relevant to inclusive course design. The tools were applied and tested in 18 specific courses in total, while each of the partners applied these tools in at least one of three courses per institution.

Overview of Profiling Tools – WP2.3

As part of WP2.3, 19 profiling tools were developed, piloted, and evaluated by the project partners to collect meaningful information about both learners and educators. These tools were designed not only to support the construction of detailed Personas, but also to inform the design of inclusive, learner-centred, and adaptable training experiences. While inspired by the good practices gathered in WP2.1, each tool was adapted and refined to respond to the real-world needs of specific training courses and target groups. They reflect the socio-cultural and institutional contexts of the partner organisations and the diversity of participants involved.

The profiling activities covered a broad spectrum of objectives: from mapping digital skills and learning needs to uncovering emotional barriers and social dynamics. Their implementation was closely integrated with the courses in which they were applied, ensuring coherence between the profiling method and the training objectives. In

English language and digital literacy courses, for instance, tools such as *Profil Pass* and *Motivation and Need Analysis* focused on identifying learners' competences, digital readiness, and motivations in accessible and engaging ways. In contrast, courses addressing more sensitive or personal dimensions—such as those in the caregiving or social inclusion fields—used reflective, group-based formats like *Exploring Motives* and *Exchange Experiences in a Safe Space*, which encouraged participants to share their personal stories, values, and barriers in a supportive environment.

The tools varied significantly in terms of their structure and method. Some relied on individual questionnaires, delivered either on paper or online, while others were based on interviews, collaborative mapping workshops, or focus groups. Several tools combined structured data collection with reflective or participatory elements to promote both accuracy and engagement. For instance, the *Peer Learning Profiling Tool* used with trainers in vocational courses facilitated the alignment of teaching strategies through a shared curriculum mapping process, while the *Identifying Capacity to Change* tool targeted educators' openness to innovation and self-assessment of flexibility in workplace learning.

Many of the profiling tools were specifically developed to address the needs of vulnerable or underrepresented groups. These included older adults, long-term unemployed individuals, people with special educational needs, and women in caregiving or vocational training. Tools such as *SEN (Special Educational Needs) Learner Profiler* and *Adaptive Learner Profiler* were designed to gather inclusive and respectful information on learners with diverse backgrounds and challenges. In the case of Atlantica's *Inspiring Women in STEM*, the profiling activity focused on capturing the interests and motivations of young girls aged 10 to 20, in order to support gender-balanced participation in scientific and technical disciplines. Similarly, *Addressing Gender Violence in Health Care Training* was structured to sensitively explore the experiences and needs of women involved in caregiving courses, contributing to empowerment-oriented learning strategies.

Each tool was tested within the context of actual courses, allowing partners to evaluate their usability, adaptability, and sustainability. The results confirmed that profiling works best when integrated into the learning process in a participatory and dynamic way, combining structured methods with opportunities for reflection and discussion. Effective implementation was shown to rely on the creation of safe and trust-based environments, the simplicity and clarity of the tools, and their ability to accommodate both individual and group dynamics.

At the same time, the piloting revealed common challenges, including participants' reluctance to disclose personal information, risks of superficial responses, and difficulties linked to digital access or literacy. Despite these limitations, the profiling tools developed in WP2.3 offer concrete and flexible methodologies for understanding the complexity of educational contexts. They operationalise the principles of inclusiveness and diversity explored in WP2.1 and serve as a bridge between data collection and educational design.

Overall, these tools contribute to creating more engaging, responsive, and equitable learning environments, supporting both learners and educators in reaching their full potential within the framework of lifelong learning.

The development of these profiling tools was not an isolated process but served as the basis for the later creation of Personas. The connection between these tools and Personas is further elaborated in the dedicated tutorial (WP2.A2.12), which explains how the qualitative and quantitative data gathered through tools such as surveys, focus groups, and interviews were clustered and interpreted to build realistic learner and educator archetypes.

Here follows a list – in short – of the tools experimented by partners. A more detailed account of each of these tools can be found in the WP2.3 document "Development of Tools" of the Diverse Courses project.

Title of the tool	Proposing partner	The good practice is inspired by	Audience target	Audience target description	The course in which the tool will be implemented
Profil Pass in 'Digital citizenship' course for un-employed people	Cramars	Barrier-free ProfilPASS in Easy Language – GP 1	Learners	7 learners aged 60–67, plus two 35; all unemployed and from local area	Digital Citizenship; 24h; hybrid mode
Motivation and need analysis for English courses	Cramars	Questionnaire on identifying attitudes of learners with regard to English – GP 3	Learners	10 adults aged 40–60	English A1 level; 40h; fully online
Peer Learning Profiling Tool: 'Collaborative Curriculum Mapping'	Cramars	Der Near-Peer-Learning-Rahmen (die Wahl der Lernenden) – GP 10	Educators	4–5 adult trainers with varied methodologies and experience	Paper/Cardboard Processing Techniques; 100h; offline
Basic life skills	DAFNI KEK	The near peer Learning framework (the learners' choice)	Learners	10–15 adults; migrants, low qualifications, A2–B2 language level	Life Skills modules; 120h; hybrid
Identifying capacity to change (in developing learning pills)	DAFNI KEK	Tailored Internship Matching and Support	Educators	Workplace trainers, mentors, HR personnel	Not applicable
Exploring motives	DAFNI KEK	Introductory (informal) assessment/identification of basic skills (reading, writing, understanding) + profilpass	Learners	Participants of the Silver Caregivers Training	Silver Caregivers; duration not specified; hybrid
Understanding the environment knowledge of learners	DAFNI KEK	Introductory (informal) assessment/identification of basic skills (reading, writing, understanding) + profilpass	Learners	Learners participating in Silver Caregivers Training	Silver Caregivers; durantion not specified; collaborative learning project
How is your English?	CRAMARS	Questionnaire on identifying attitudes – GP3	Learners	Learners in English language course	English course; 20h; offline

Title of the tool	Proposing partner	The good practice is inspired by	Audience target	Audience target description	The course in which the tool will be implemented
Exchange experiences in a safe space	CRAMARS	Class focus group on gender violence – GP8	Learners	Women participating in vocational training	Health and care course; 40h; offline
Adaptive Learner Profiler	FDO	Adaptive Learning Methodologies – GP4	Learners	Students with different backgrounds, ages, and SEN	Digital skills for employment; 60h; hybrid
Classroom Persona Profiler	FDO	Profiling learners – GP23	Learners	General adult learners in VET settings	ICT and employability skills; duration not specified; blended
SEN Learner Profiler	FDO	Profiling and Support for Students with SEN in VET – GP17	Learners	Students with special educational needs	Special support modules; 30h; in-person
English attitudes questionnaire	FHJ	Questionnaire on identifying attitudes – GP3	Learners	BA students in Social Work	BA English; 20h; classroom-based
Environmental attitudes questionnaire	FHJ	Environmental awareness practice – GP14	Learners	Students in environmental social work	Environmental Social Work; 30h; classroom
How to create Learner Personas from part-time-students of social work	FHJ	Peer Mentoring and Persona profiling – GP12	Learners	Part-time social work students	Social Work; part-time; classroom and online
Environmental attitude interview guideline	FHJ	Environmental attitudes – GP14	Learners	Students in environmental programmes	Environmental Social Work; guided interviews; offline
Transformative Training in Community Social Care	EIA P.T.	Not specified	Learners	Participants in social care fieldwork	Community Social Work; 60h; practical

Title of the tool	Proposing partner	The good practice is inspired by	Audience target	Audience target description	The course in which the tool will be implemented
Inspiring Women in STEM	EIA P.T.	Women in STEM – GP7	Learners	Girls aged 10–20 in STEM pathway	STEM orientation workshops; variable hours; classroom
Addressing Gender Violence in Health Care Training	EIA P.T.	Class focus group on gender violence – GP8	Learners	Women in healthcare assistant training	Health Care Training; 40h; classroom-based

Types of Tools Developed and Their Application in Courses

The tools varied widely in terms of format and function. Some were implemented through online questionnaires or apps such as Mentimeter; others took the form of paper-based surveys, group activities, or structured interviews. For example, Cramars developed tools for a digital citizenship course targeting older unemployed adults, as well as an English language course delivered entirely online. Other partners focused on vocational training, life skills, or environmental awareness courses, each adapting the tool to the specific audience and subject matter.

In some cases, as required by the project proposal, tools were designed for profiling educators rather than learners, especially when the goal was to align teaching strategies within multi-trainer courses. Tools such as the "Collaborative Curriculum Mapping" workshop were used to help educators identify their own strengths and teaching approaches, in order to better coordinate their work and avoid overlaps.

All tools included a practical implementation plan, specifying who would administer them, when they would be used in the course, and what resources were needed for successful application.

Modes of Use and Data Collection (Online Form)

To ensure consistency and facilitate data sharing among partners, a common evaluation framework was developed. This framework guided the piloting of the tools and allowed for structured feedback. The data collection took place both online and

offline, depending on the course and participant needs. The use of digital forms allowed for quick data aggregation and analysis, while in-person methods enabled more nuanced feedback and support.

Some tools, such as anonymous online questionnaires, were particularly effective in capturing honest feedback on sensitive topics, while others relied on group discussions to foster reflection and engagement. Across all methods, the emphasis was placed on usability, participant comfort, and the relevance of the data collected. The piloting phase confirmed that a well-designed tool is not only informative for educators but also empowering for learners, as it helps them articulate their own learning needs and goals.

PART 4: Comparing Good Practices with Profiling Tools

Comparative Overview of the Piloting Results of WP2.1 Good Practices

The piloting phase of WP2.3 within the *Diverse Courses* project was crucial to assess how the Good Practices (GPs) identified in WP2.1 could be operationalized into real-world tools for learner and educator profiling. This comparative process allowed each partner to select one or more practices from the WP2.1 collection and test their adaptability, usability, and effectiveness in the context of actual training activities. The resulting tools, grounded in inclusive pedagogical approaches, were then tested with real learners and staff, and evaluated through structured feedback on transferability, sustainability, and applicability.

Each profiling tool developed in WP2.3 started from a WP2.1 GP, adapting it to specific learner contexts, course content, or target needs. For instance, the **Barrier-free ProfilPASS in Easy Language**, originally aimed at learners with cognitive impairments, was re-used by Cramars in a digital identity training course for older adults aged 60–70. While the structure and intent of the original GP remained, the language was simplified further and several exercises were removed to suit the participants' educational level. The goal of this adaptation was to help unemployed seniors identify hidden digital competences and reflect on their learning potential. The pilot demonstrated high usability (5/5) and sustainability, especially when supported by educators.

Another clear example of successful adaptation comes from the use of the **Questionnaire on attitudes toward English** developed by FHJ. Cramars transformed it into a digital profiling tool—*Motivation and Need Analysis*—for adult learners in English language courses. It shifted from a paper-based format to an interactive online survey using Mentimeter, allowing trainers to instantly collect anonymous feedback about participants' learning goals and digital readiness. Usability

and adaptability were rated high (both 4/5), and the pilot proved effective in shaping modular and responsive course delivery.

The **Women in STEM** good practice was reinterpreted by Atlantica in the *Inspiring Women in STEM* profiling activity. Originally designed to promote STEM among girls, it was turned into a profiling moment within STEM-related workshops for 50 young women aged 10 to 20. Information about hobbies, aspirations and learning needs was collected prior to the activity, allowing facilitators to tailor sessions accordingly. Feedback confirmed that the tool helped align learners' interests with real STEM pathways, reinforcing motivation and gender-sensitive engagement.

In terms of profiling educators, the **Near Peer Learning Framework** inspired the development of the *Peer Learning Profiling Tool* at Cramars. The tool helped map trainers' pedagogical orientations, particularly in contexts where collaborative teaching and co-planning were central. The piloting highlighted strong adaptability (5/5) and a need for facilitated reflection to enhance its effectiveness. Similarly, the *Identifying Capacity to Change* tool used at FHJ—based on the **Gender-Diversity-Intersectionality Workshops**—assessed trainers' readiness to integrate inclusive strategies in adult education. Its strong reflective nature was particularly useful for building educator Personas.

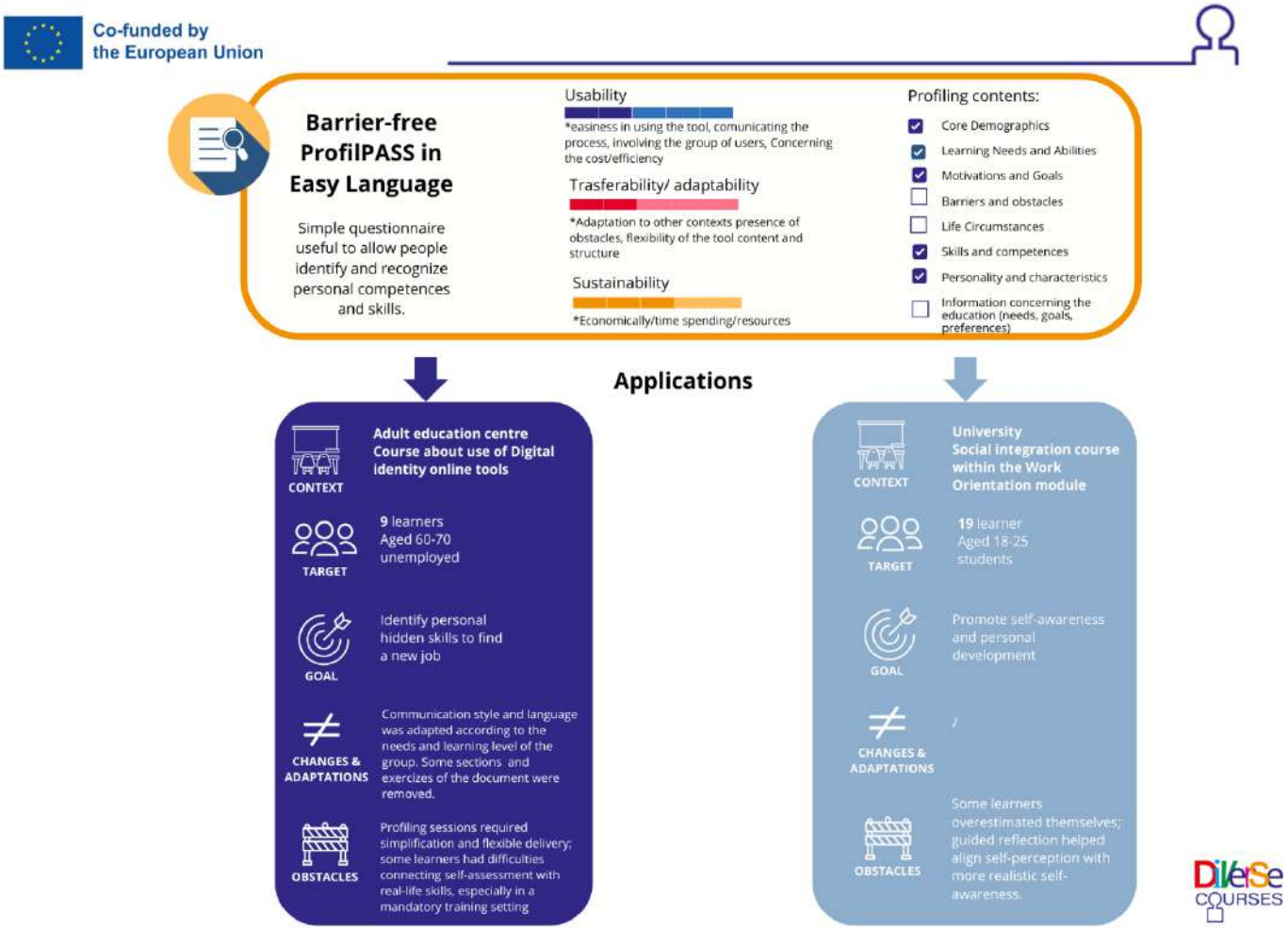
Profiling tools targeting vulnerable learners, such as FDO's *SEN Learner Profiler* and *Adaptive Learner Profiler*, were deeply informed by practices like **Profiling and Support for Students with SEN in VET** and **Adaptive Learning Methodologies**. These tools allowed trainers to assess functional abilities, emotional readiness, and potential learning obstacles among students with special educational needs. The feedback reported high transferability and usability, especially when combined with teacher-led interviews and specialist input. Their sustainability was noted as strong due to alignment with institutional support frameworks.

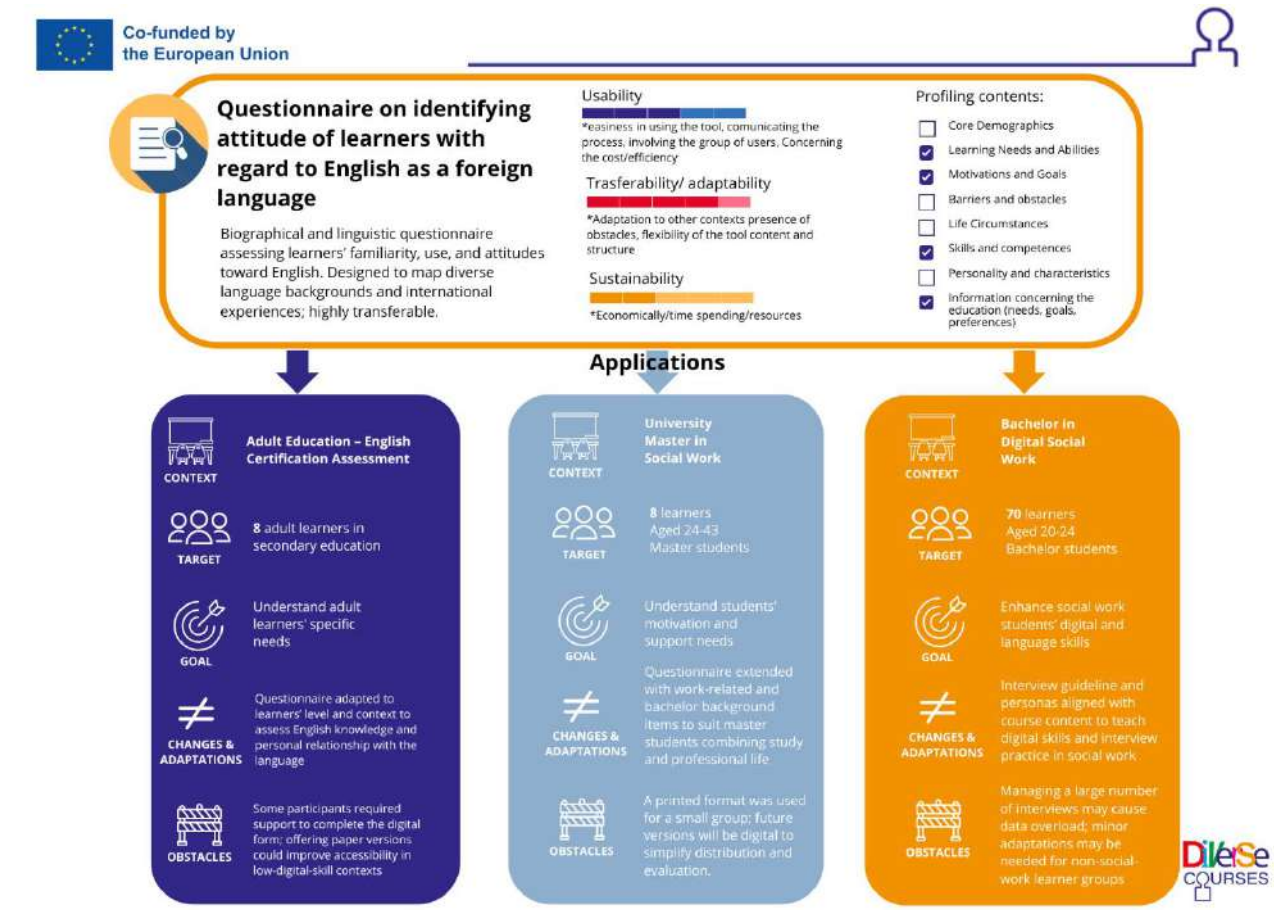
In all pilots, key profiling dimensions were explored consistently: core demographics, skills and competences, learning needs, goals, and personal characteristics. What differed were the modes of implementation, ranging from written tools and online forms to focus groups and one-on-one interviews. The evaluation results revealed high

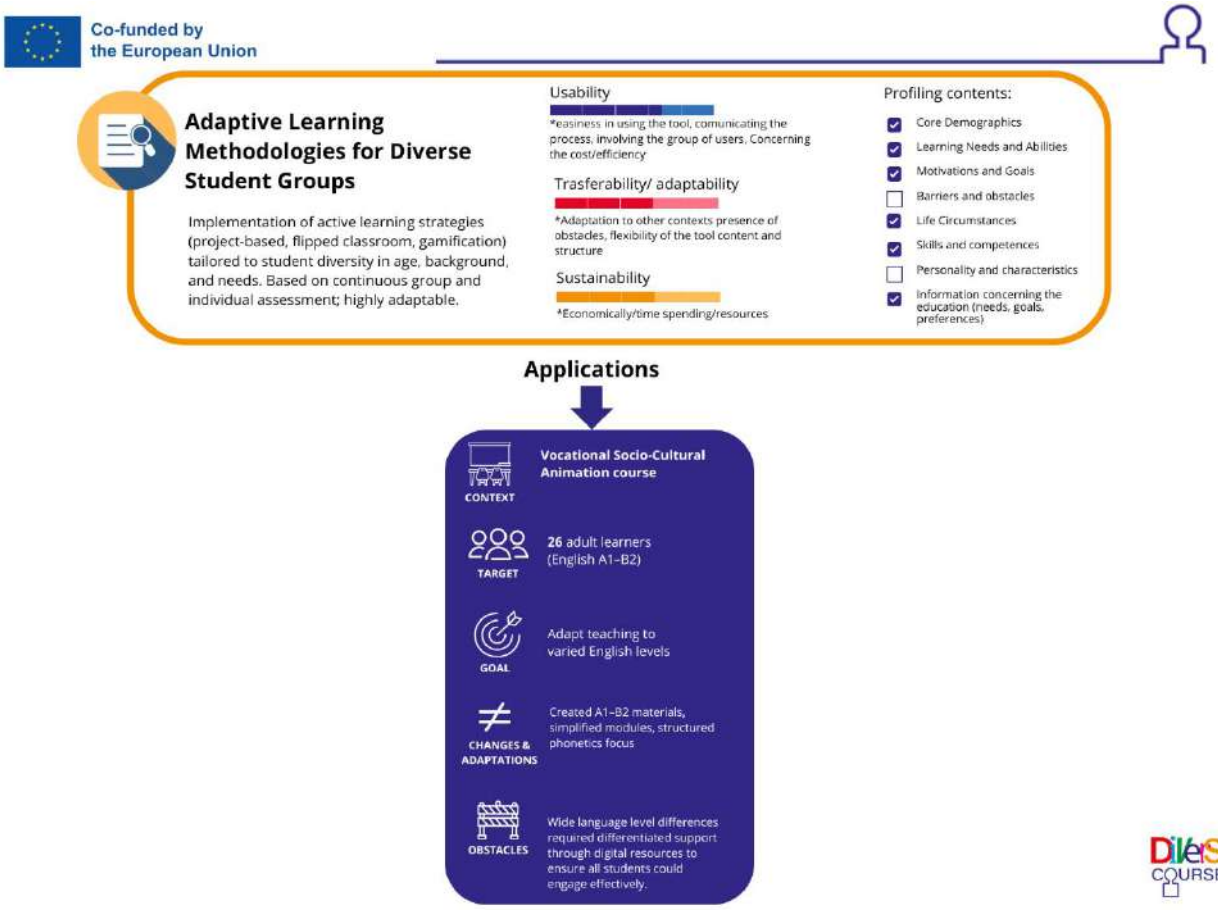
usability scores (mostly between 4 and 5), with adaptability often dependent on the target group's digital literacy or emotional sensitivity. Transferability was confirmed to be strongest where tools allowed for modular use and linguistic/cultural customisation. Sustainability appeared most robust in tools that were easy to manage within existing course formats, required minimal external resources, and could be updated over time. Ultimately, the comparison between WP2.1 and WP2.3 illustrates the productive tension between theory and practice. Good practices provided a conceptual base, while the piloted tools validated or modified them according to the evolving needs of learners and educators. The practical outcomes of this comparison are illustrated in the following section, through comparison sheets that detail for each of the in total 19 tools the originating good practice, context of use, profiling dimensions explored, target group, and implementation results.

The comparison between Good Practices and the developed tools laid the groundwork for clustering learner data into meaningful segments. This is the methodological bridge to the Personas methodology, as detailed in the A2.12 Personas Tutorial, which describes how clustering processes and narrative construction were used to humanize data into actionable learner profiles.

The visual schemas of Good Practice and profiling tools applications




Co-funded by the European Union
Questionnaire on identifying attitude of learners with regard to English as a foreign language
Biographical and linguistic questionnaire assessing learners' familiarity, use, and attitudes toward English. Designed to map diverse language backgrounds and international experiences; highly transferable.
Usability
*easiness in using the tool, comunicating the process, involving the group of users. Concerning the cost/efficiency
Trasferability/ adaptability
*Adaptation to other contexts presence of obstacles, flexibility of the tool content and structure
Sustainability
*Economically/time spending/resources
Profiling contents:
Core Demographics
Learning Needs and Abilities
Motivations and Goals
Barriers and obstacles
Life Circumstances
Skills and competences
Personality and characteristics
Information concerning the education (needs, goals, preferences)
Applications
CONTEXT
Adult Education – English Certification Assessment
TARGET
8 adult learners in secondary education
GOAL
Understand adult learners' specific needs
CHANGES & ADAPTATIONS
Questionnaire adapted to learners' level and context to assess English knowledge and personal relationship with the language
OBSTACLES
Some participants required support to complete the digital form; offering paper versions could improve accessibility in low-digital-skill contexts
CONTEXT
University Master in Social Work
TARGET
8 learners Aged 24-43 Master students
GOAL
Understand students' motivation and support needs
CHANGES & ADAPTATIONS
Questionnaire extended with work-related and bachelor background items to suit master students combining study and professional life
OBSTACLES
A printed format was used for a small group; future versions will be digital to simplify distribution and evaluation.
CONTEXT
Bachelor in Digital Social Work
TARGET
70 learners Aged 20-24 Bachelor students
GOAL
Enhance social work students' digital and language skills
CHANGES & ADAPTATIONS
Interview guideline and personas aligned with course content to teach digital skills and interview practice in social work
OBSTACLES
Managing a large number of interviews may cause data overload; minor adaptations may be needed for non-social-work learner groups
DiLeSe COURSES


Co-funded by the European Union
Adaptive Learning Methodologies for Diverse Student Groups
Implementation of active learning strategies (project-based, flipped classroom, gamification) tailored to student diversity in age, background, and needs. Based on continuous group and individual assessment; highly adaptable.
Usability
*easiness in using the tool, comunicating the process, involving the group of users. Concerning the cost/efficiency
Trasferability/ adaptability
*Adaptation to other contexts presence of obstacles, flexibility of the tool content and structure
Sustainability
*Economically/time spending/resources
Profiling contents:
Core Demographics
Learning Needs and Abilities
Motivations and Goals
Barriers and obstacles
Life Circumstances
Skills and competences
Personality and characteristics
Information concerning the education (needs, goals, preferences)
Applications
CONTEXT
Vocational Socio-Cultural Animation course
TARGET
26 adult learners (English A1–B2)
GOAL
Adapt teaching to varied English levels
CHANGES & ADAPTATIONS
Created A1–B2 materials, simplified modules, structured phonetics focus
OBSTACLES
Wide language level differences required differentiated support through digital resources to ensure all students could engage effectively.

Co-funded by the European Union

Femeco – Training Breakfasts

Peer-learning format supporting women in sharing experiences and co-designing training paths in the creative field. Empowers participants and fosters safe learning environments.

Usability

*easiness in using the tool, communicating the process, involving the group of users. Concerning the cost/efficiency

Trasferability/ adaptability

*Adaptation to other contexts presence of obstacles, flexibility of the tool content and structure

Sustainability

*Economically/time spending/resources

Profiling contents:

- [x] Core Demographics
- [x] Learning Needs and Abilities
- [x] Motivations and Goals
- [x] Barriers and obstacles
- [x] Life Circumstances
- [x] Skills and competences
- [x] Personality and characteristics
- [x] Information concerning the education (needs, goals, preferences)

Applications

CONTEXT — **Informal writing workshop**

TARGET — **25** women refugees

GOAL — Foster expression and group cohesion

CHANGES & ADAPTATIONS — Interviews replaced by storytelling cards and creative prompts

OBSTACLES — Initial hesitation in sharing personal experiences was overcome through fictional prompts and careful facilitation. Trust-building and emotional safety were key to success.

DiVerSe COURSES

Co-funded by the European Union

Passaporte Qualifica

Digital platform for mapping qualifications and guiding adult learners through upskilling pathways. Based on user profile data; adaptable if adjusted to different national contexts.

Usability

*easiness in using the tool, communicating the process, involving the group of users. Concerning the cost/efficiency

Trasferability/ adaptability

*Adaptation to other contexts presence of obstacles, flexibility of the tool content and structure

Sustainability

*Economically/time spending/resources

Profiling contents:

- [x] Core Demographics
- [x] Learning Needs and Abilities
- [x] Motivations and Goals
- [x] Barriers and obstacles
- [ ] Life Circumstances
- [x] Skills and competences
- [x] Personality and characteristics
- [x] Information concerning the education (needs, goals, preferences)

Applications

CONTEXT — **First year of secondary school; formal re-entry education for early school leavers**

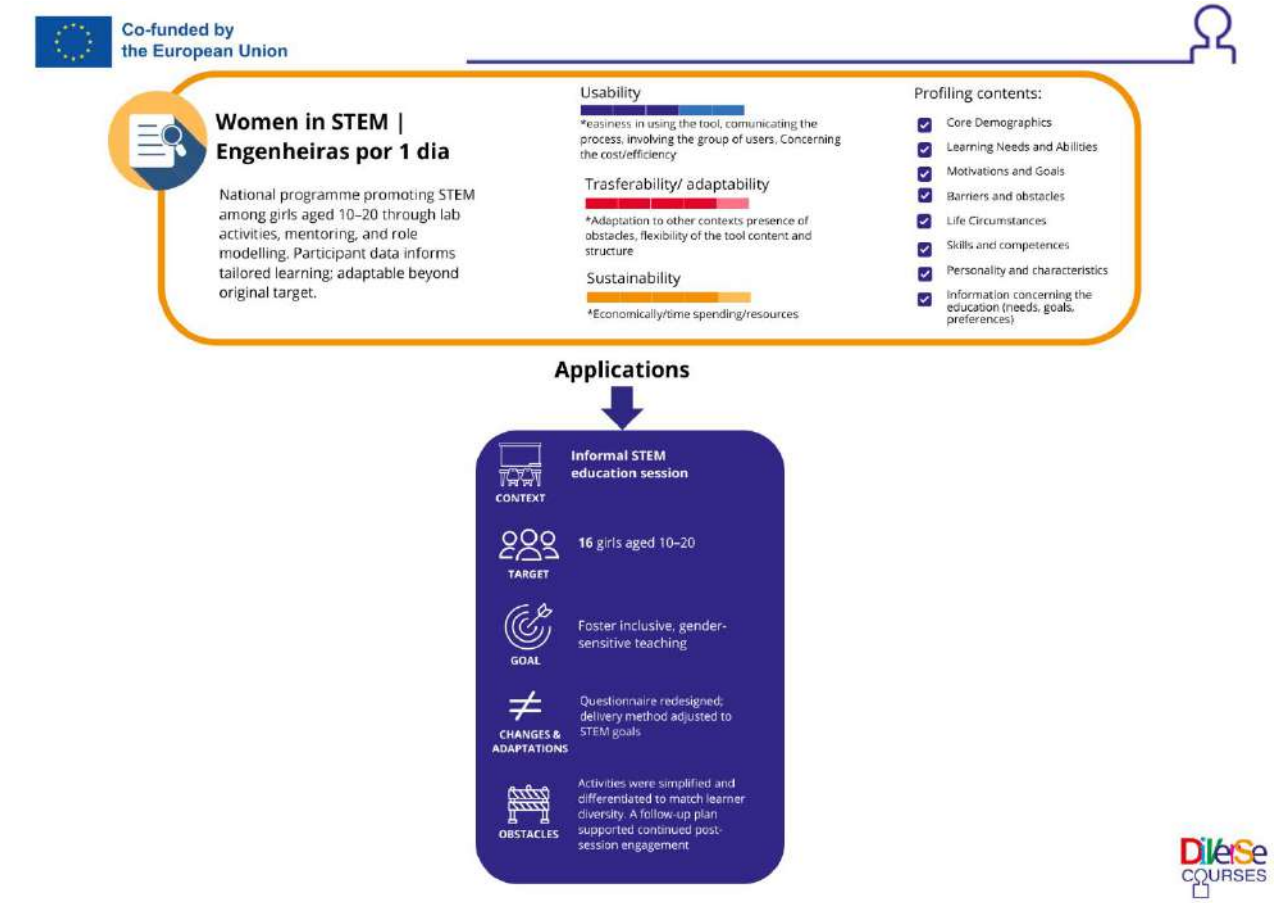
TARGET — **1 student** with intellectual disabilities who previously dropped out of primary school

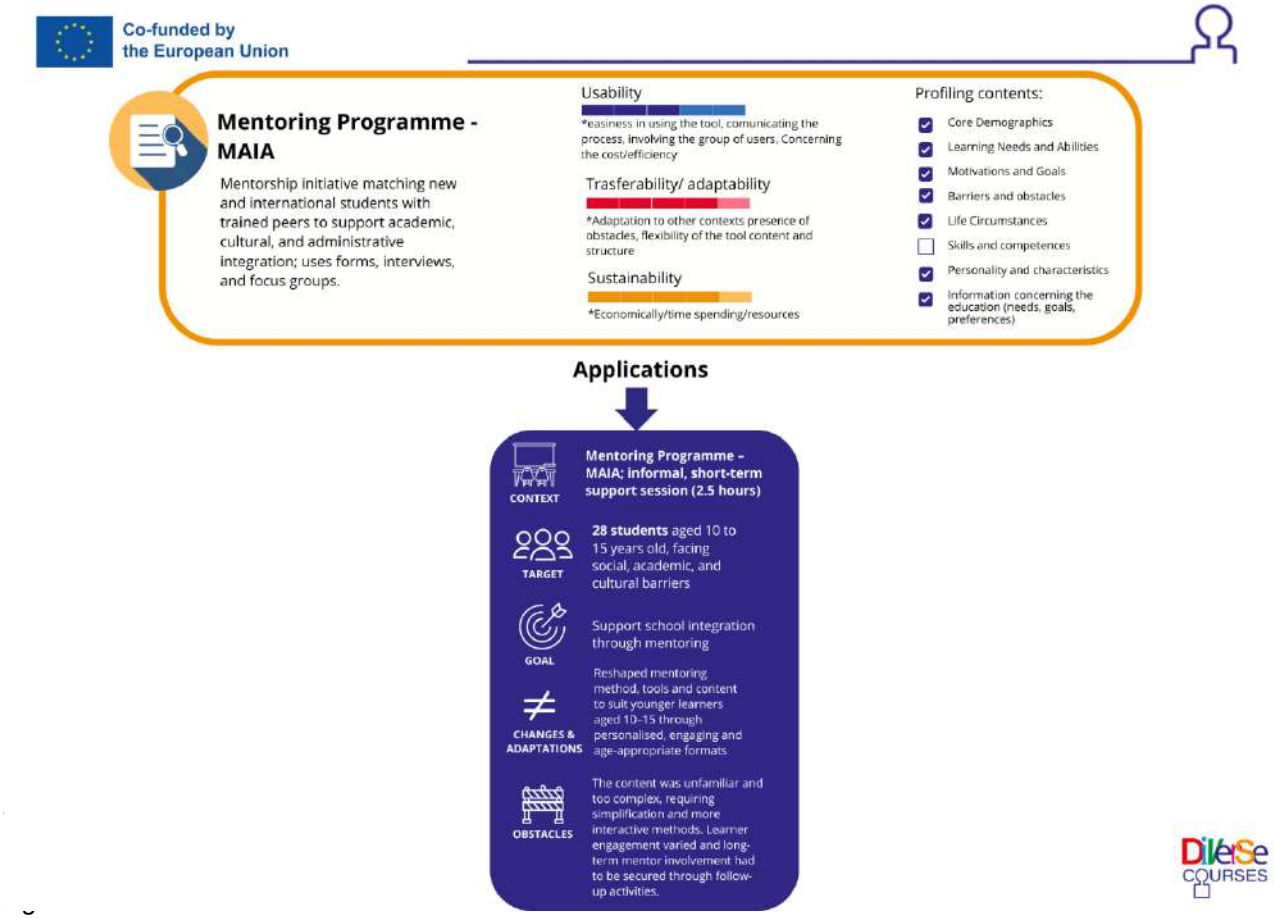
GOAL — Understand and prevent school failure

CHANGES & ADAPTATIONS — Adapted questionnaire to simulate residence and align curricula; interviews explored dropout causes and motivations for school return

OBSTACLES — The tool's national specificity limited direct use; translation helped, but adapting it to the Spanish training system remains essential.

DiVerSe COURSES


Co-funded by the European Union
Women in STEM | Engenheiras por 1 dia
National programme promoting STEM among girls aged 10–20 through lab activities, mentoring, and role modelling. Participant data informs tailored learning; adaptable beyond original target.
Usability
*easiness in using the tool, comunicating the process, involving the group of users, Concerning the cost/efficiency
Trasferability/ adaptability
*Adaptation to other contexts presence of obstacles, flexibility of the tool content and structure
Sustainability
*Economically/time spending/resources
Profiling contents:
Core Demographics
Learning Needs and Abilities
Motivations and Goals
Barriers and obstacles
Life Circumstances
Skills and competences
Personality and characteristics
Information concerning the education (needs, goals, preferences)
Applications
CONTEXT
Informal STEM education session
TARGET
16 girls aged 10–20
GOAL
Foster inclusive, gender-sensitive teaching
CHANGES & ADAPTATIONS
Questionnaire redesigned; delivery method adjusted to STEM goals
OBSTACLES
Activities were simplified and differentiated to match learner diversity. A follow-up plan supported continued post-session engagement


Co-funded by the European Union
Mentoring Programme - MAIA
Mentorship initiative matching new and international students with trained peers to support academic, cultural, and administrative integration; uses forms, interviews, and focus groups.
Usability
*easiness in using the tool, comunicating the process, involving the group of users, Concerning the cost/efficiency
Trasferability/ adaptability
*Adaptation to other contexts presence of obstacles, flexibility of the tool content and structure
Sustainability
*Economically/time spending/resources
Profiling contents:
Core Demographics
Learning Needs and Abilities
Motivations and Goals
Barriers and obstacles
Life Circumstances
Skills and competences
Personality and characteristics
Information concerning the education (needs, goals, preferences)
Applications
CONTEXT
Mentoring Programme – MAIA; informal, short-term support session (2.5 hours)
TARGET
28 students aged 10 to 15 years old, facing social, academic, and cultural barriers
GOAL
Support school integration through mentoring
CHANGES & ADAPTATIONS
Reshaped mentoring method, tools and content to suit younger learners aged 10–15 through personalised, engaging and age-appropriate formats
OBSTACLES
The content was unfamiliar and too complex, requiring simplification and more interactive methods. Learner engagement varied and long-term mentor involvement had to be secured through follow-up activities.

Co-funded by the European Union

The near peer Learning framework (the learners' choice)

Peer-led learning approach encouraging equality, safety, and mutual support. Designed to connect learners' experiences and foster engagement.

Usability

*easiness in using the tool, comunicating the process, involving the group of users, Concerning the cost/efficiency

Trasferability/ adaptability

*Adaptation to other contexts presence of obstacles, flexibility of the tool content and structure

Sustainability

*Economically/time spending/resources

Profiling contents:

- [x] Core Demographics
- [x] Learning Needs and Abilities
- [x] Motivations and Goals
- [x] Barriers and obstacles
- [x] Life Circumstances
- [ ] Skills and competences
- [x] Personality and characteristics
- [x] Information concerning the education (needs, goals, preferences)

Applications

CONTEXT — RVCC (Recognition, Validation, and Certification of Competences) for adults

TARGET — 11 Roma adults

GOAL — Build empathy and understand needs

CHANGES & ADAPTATIONS — Used informal peer conversation with guided facilitation

OBSTACLES — The method was easy to apply, but participants' low motivation required skilled facilitation and strong trust-building to ensure effective engagement

CONTEXT — Vocational course about "care assistant"

TARGET — 5 educators

GOAL — Collect educator data for defining Persona

CHANGES & ADAPTATIONS — Used Problem Solving Canva to explore training needs and classroom issues

OBSTACLES — No learner participation occurred. Tool was tested exclusively with educators, highlighting its value in planning inclusive teaching strategies for diverse caregiving learners.

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Co-funded by the European Union

Basic life skills

Profiling tool for hybrid life skills course targeting adults 18+ with low qualifications; aims to personalize learning paths and prevent dropout through demographic and motivational mapping.

Usability

*easiness in using the tool, comunicating the process, involving the group of users, Concerning the cost/efficiency

Trasferability/ adaptability

*Adaptation to other contexts presence of obstacles, flexibility of the tool content and structure

Sustainability

*Economically/time spending/resources

Profiling contents:

- [x] Core Demographics
- [x] Learning Needs and Abilities
- [x] Motivations and Goals
- [ ] Barriers and obstacles
- [ ] Life Circumstances
- [x] Skills and competences
- [ ] Personality and characteristics
- [ ] Information concerning the education (needs, goals, preferences)

Applications

CONTEXT — Short-term, informal course; non-subsidised; voluntary participation

TARGET — 6 unemployed individuals, people from migration backgrounds, early school leavers

GOAL — Identify tools suitable for personalizing adult learning

CHANGES & ADAPTATIONS — Irrelevant questions removed; remaining used to adjust course content to learners' needs

OBSTACLES — Some participants struggled with literacy and self-assessment; rephrasing questions and improving analysis guidance would enhance clarity and usefulness.

DiVerSe COURSES

Co-funded by the European Union

Collaborative Learning and Social Integration Activities

Inclusive workshops, theater, and sports activities linking VET students and people with disabilities. Promotes social skills and integration; easily replicable in inclusive learning environments.

Usability

*easiness in using the tool, comunicating the process, involving the group of users. Concerning the cost/efficiency

Trasferability/ adaptability

*Adaptation to other contexts presence of obstacles, flexibility of the tool content and structure

Sustainability

*Economically/time spending/resources

Profiling contents:

- [x] Core Demographics
- [x] Learning Needs and Abilities
- [ ] Motivations and Goals
- [ ] Barriers and obstacles
- [ ] Life Circumstances
- [x] Skills and competences
- [x] Personality and characteristics
- [x] Information concerning the education (needs, goals, preferences)

Applications

CONTEXT — **adult education course for secondary level completion**

TARGET — **9 adults** who left school before completing secondary education; from diverse geographical, socio-economic, and educational backgrounds

GOAL — Promote inclusion and social integration

CHANGES & ADAPTATIONS — Transformed original activity into a town walk to assess environmental knowledge while promoting inclusion and collaborative learning

OBSTACLES — Scheduling during winter and limited accessibility for one participant with reduced mobility required careful planning of time and location.

DiVerSe COURSES

Co-funded by the European Union

TSEMY: Training for Sustainable Employment of Youth and Young Adults

Blended learning and mentoring model for unemployed graduates, combining employer-aligned content and digital tracking. Data collected via online forms and interviews; scalable and adaptable.

Usability

*easiness in using the tool, comunicating the process, involving the group of users. Concerning the cost/efficiency

Trasferability/ adaptability

*Adaptation to other contexts presence of obstacles, flexibility of the tool content and structure

Sustainability

*Economically/time spending/resources

Profiling contents:

- [x] Core Demographics
- [x] Learning Needs and Abilities
- [ ] Motivations and Goals
- [ ] Barriers and obstacles
- [ ] Life Circumstances
- [x] Skills and competences
- [x] Personality and characteristics
- [x] Information concerning the education (needs, goals, preferences)

Applications

CONTEXT — **short-term professional course about Sustainable Employment of Youth and Young Adults**

TARGET — **20** unemployed young adults aged 20–23 with higher education

GOAL — Improve employability of educated unemployed youth

CHANGES & ADAPTATIONS — Refined questionnaire and introduced workshops to address learners' professional goals, skills gaps, and increase online engagement

OBSTACLES — Content and methods were tailored to participants' diverse needs; support and follow-up ensured engagement and accessibility beyond the course.

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Co-funded by the European Union

Identifying capacity to change

Online profiling tool for workplace trainers and HR staff to assess readiness for change, foster cooperation, and update learning strategies.

Usability

*easiness in using the tool, comunicating the process, involving the group of users, Concerning the cost/efficiency

Trasferability/ adaptability

*Adaptation to other contexts presence of obstacles, flexibility of the tool content and structure

Sustainability

*Economically/time spending/resources

Profiling contents:

- [x] Core Demographics
- [x] Learning Needs and Abilities
- [x] Motivations and Goals
- [ ] Barriers and obstacles
- [ ] Life Circumstances
- [x] Skills and competences
- [ ] Personality and characteristics
- [ ] Information concerning the education (needs, goals, preferences)

Applications

CONTEXT — **Short-term qualification course (formal/informal) focused on digital skills, green capacities, and sector-specific training**

TARGET — **11** unemployed/employed individuals and university graduates

GOAL — Develop a tailored profiling tool to better understand educators' specific needs and adapt course content for greater inclusivity

CHANGES & ADAPTATIONS — None explicitly reported; implementation occurred with a supporting educator to handle participant diversity

OBSTACLES — The questionnaire was slightly repetitive and long, and the group's heterogeneity made full integration challenging despite smooth implementation

DiVerSe COURSES

Co-funded by the European Union

Exploring motives

Interview-based tool to assess personal motivations, soft skills, and humanistic traits of (future) caregivers in a blended care training.

Usability

*easiness in using the tool, comunicating the process, involving the group of users, Concerning the cost/efficiency

Trasferability/ adaptability

*Adaptation to other contexts presence of obstacles, flexibility of the tool content and structure

Sustainability

*Economically/time spending/resources

Profiling contents:

- [x] Core Demographics
- [x] Learning Needs and Abilities
- [x] Motivations and Goals
- [x] Barriers and obstacles
- [x] Life Circumstances
- [x] Skills and competences
- [x] Personality and characteristics
- [ ] Information concerning the education (needs, goals, preferences)

Applications

CONTEXT — **Short-term, qualification-oriented informal course (70 hours), free and voluntary, non-certifying**

TARGET — **8** unemployed individuals, informal caregivers, university graduates, and people with migration backgrounds, low literacy, or mild learning disabilities

GOAL — Identify barriers faced by diverse learners in a professional course

CHANGES & ADAPTATIONS — Implementation supported by video review due to group diversity

OBSTACLES — The tool required extra time for assessment and worked only thanks to video review; it may be inefficient for larger groups.

DiVerSe COURSES

Barriers Encountered in the Implementation of Profiling Tools

Across the pilot experiences, several recurring barriers emerged concerning the applicability, usability, adaptability, transferability, and sustainability of profiling tools.

A frequent obstacle in terms of *applicability* was the difficulty some learners had in expressing their own qualities, values, and attitudes. This was especially evident in learners who either overestimated their skills or lacked self-awareness, a challenge recognized in educational psychology as the "Dunning-Kruger effect"—where individuals with lower ability at a task overrate their own competence. In some cases, learners were not motivated or had a mandatory presence in the course (e.g., Roma adults in formal certification contexts), resulting in resistance or disengagement. To address these issues, educators and facilitators employed indirect methods such as creative storytelling, metaphorical prompts, and non-verbal expression, which aligned better with emotionally or cognitively vulnerable groups.

In terms of *usability*, challenges arose when digital tools were introduced to participants with low digital literacy. Some participants struggled with platforms like Mentimeter or Google Forms, particularly when accessing them via mobile devices. In response, educators offered support through alternative formats, such as paper-based questionnaires or chat responses in online meetings, ensuring accessibility across digital divides. In some courses, long or complex questionnaires overwhelmed learners, especially those with low literacy, prompting simplification of questions and rephrasing to suit different levels of comprehension.

Adaptability barriers were linked to the tools' alignment with diverse national curricula or participant profiles. In certain cases, tools developed for one country's educational system proved difficult to transfer directly into another (e.g., Portuguese tools used in Spain), necessitating substantial translation and contextual adaptation. Additionally, tools that assumed a homogeneous learner group required significant modification to suit mixed cohorts differing in age, education level, and professional background. Flexibility in content delivery and modular course design helped mitigate this.

Regarding *transferability*, profiling tools often lacked a structured framework that could be readily applied across various educational settings. Tools dependent on open-

ended questions or informal sharing were more effective in familiar, trust-based group environments (e.g., creative writing or peer mentorship workshops) but less so in large, diverse groups or formal educational contexts. This highlights the need for profiling practices that balance standardization with contextual sensitivity.

Lastly, *sustainability* depended heavily on facilitator competence and institutional support. Since many tools required emotional sensitivity, narrative facilitation, or creative mediation, their success was closely tied to the educator's ability to foster a psychologically safe learning environment. Long-term sustainability also demanded adequate follow-up mechanisms—such as mentor check-ins or digital platforms for continued engagement. Without structured post-intervention support or facilitator training, the risk of attrition and inconsistent application increased significantly.

These findings reinforce that while profiling is a valuable entry point for personalized learning pathways, it must be context-aware, inclusive, and supported by appropriate infrastructure and professional development to be truly effective.

PART 5: Rationale for Choosing Tools

Rationale Behind the Use of Profiling Tools: Goals and Strategic Alignment

Across the piloting phase, each selected good practice was not merely adopted for its technical structure or format, but rather for the strategic alignment between the tool's pedagogical potential and the local educational objectives of the respective institution implementing specific courses. Each profiling tool was matched with specific learning contexts to support broader aims of inclusion, personalization, engagement, and skill development. The following overview illustrates the rationale behind these choices.

In contexts focused on personal development and empowerment, tools were selected to promote self-awareness, especially among learners re-entering education after long absences or those facing personal and social barriers. In these cases, the profiling process functioned as a reflective space for learners to recognize and articulate their strengths, values, and aspirations - often a prerequisite for meaningful re-engagement with learning. Similarly, where courses were designed to help learners to identify hidden competences (e.g., in citizenship or reintegration courses), good practices with structured self-assessment and case-based methodology were used to facilitate replicable and clear identification of individual resources and areas for growth.

In formal and vocational settings, particularly where adult learners or jobseekers were involved, tools were chosen for their ability to elicit specific learner needs and expectations. Profiling was deployed to understand motivations, track professional ambitions, and tailor course content accordingly. Here, the goal was twofold: to create relevance between the learner's background and the course offer, and to enhance the employability of educated but unemployed youth by ensuring alignment between personal goals and market-driven skills.

In higher education and social work programmes, the goal shifted toward understanding student motivation and support needs, particularly in relation to digital literacy and communication in a professional context. For example, some tools were customized to enhance students' digital and language skills, providing a structured entry point into reflective practice and real-world applications.

In linguistically diverse classrooms, including those with varied levels of language proficiency (from A1 to B2), profiling practices were adapted to support differentiated instruction. The tools helped educators assess and address differences in language readiness, which was essential to ensure full participation in courses such as English for social work or animation. In these settings, the goal of using the tool was not only diagnostic but also adaptive—informing material design, pacing, and scaffolding strategies.

Several partners focused their pilots on fostering inclusive and gender-sensitive teaching practices, particularly in STEM or informal learning contexts. These pilots aimed to use profiling to ensure underrepresented groups, especially girls and women, could see themselves in learning scenarios, overcome stereotypes, and build confidence in male-dominated fields.

In more vulnerable learner groups, such as migrants, Roma adults, or people with limited schooling, the tools were used to encourage group cohesion, expression, and trust-building. Profiling here had a dual function: collecting useful data and, equally importantly, building empathy and relational safety among participants and with educators. In one instance, the profiling process became a storytelling exercise, blurring the line between assessment and creative expression.

On the educator side, profiling was implemented to map teaching challenges and develop Personas - hypothetical learner types representing typical training needs. In some cases, this enabled more inclusive curriculum design; in others, it supported personalized and research-based learning strategies, particularly for university students or in professional requalification programmes.

In compulsory education or training for minors, the selected practices supported school integration and dropout prevention. For example, in a mentoring programme adapted for young learners aged 10–15, profiling tools were simplified and used to understand emotional readiness and social context—critical information for designing inclusive peer support.

Finally, some tools were tested specifically for their ability to personalize adult learning pathways, especially in non-formal education settings. The rationale was to gather

nuanced, learner-driven data to make learning more relevant, support retention, and ensure alignment with individual goals.

Across all these contexts, the adoption of profiling tools was driven by a consistent underlying principle: tools must serve learners, not the other way around. Whether the goal was inclusion, motivation, personalization, or employability, good practices were adapted to the real needs of real people in complex learning environments.

How to Choose the Right Profiling Tool According to the Needs of the Course, Tags, and Information Fields

Selecting the right profiling tool is a meaningful step in designing inclusive, responsive, and learner-centred training. Rather than being a linear or prescriptive process, it involves a thoughtful reflection on multiple dimensions: the educational goals of the course, the characteristics of its participants, and the practical conditions of implementation. Within the *Diverse Courses* project, this process was informed both by theory - particularly the principles of inclusive instructional design - and by concrete experimentation across diverse learning environments.

A visual schema was developed by the partners to document how each tool emerged from a specific good practice (WP2.1) and evolved through piloting into an effective profiling instrument (WP2.3). Although not designed as a decision-making matrix, this schema offered a valuable representation of the adaptability and contextual relevance of each tool. It helped partners reflect on the reasons behind their choices and fostered shared understanding of what worked, for whom, and under which conditions.

To guide educators in future profiling decisions, five key criteria emerged from the combined experience of the project:

1. Educational Objective

Understanding what the course is aiming to achieve helps clarify how profiling can contribute to those aims. For example, Cramars' digital citizenship training was centred on employability for older adults. The *Profil Pass* tool was selected to help participants identify previously unrecognised competences and experiences relevant to job-seeking.

2. Learner Profile

The diversity of the learners—age, educational background, language proficiency, digital access, and motivation—must shape the tool choice. In Atlantica's STEM workshop for girls profiling focused on aspirations and personal interests rather than prior subject knowledge. Tools involving storytelling and reflective prompts proved particularly effective in creating engagement and trust.

3. Information Needed

Educators must define which aspects of the learner's experience are essential to explore. The *Diverse Courses* project established key profiling content areas—demographics, learning needs, motivations, life circumstances, and competences. These tags, derived from both the original checklist and partner input, provide a shared vocabulary and structure for decision-making.

4. Delivery Mode and Facilitation Capacity

The technical feasibility of applying a tool within a course—its format, timing, and the staff available to guide it—is crucial. For instance, the *Motivation and Need Analysis* tool was effectively implemented online via Mentimeter in Cramars' English course, but similar tools in other contexts required adaptation to paper due to digital infrastructure limits or learner preferences.

5. Degree of Sensitivity and Learner Trust

When profiling involves personal, emotional, or vulnerable aspects—such as in courses dealing with care work or gender equality—tools must be selected with special attention to trust and facilitation. The *Exchange Experiences in a Safe Space* activity, for example, was only effective because it was framed within a secure and empathetic learning environment led by a skilled educator.

In practice, the tools selected were never applied in isolation, but often combined or layered for greater impact. An initial survey might be followed by a discussion, a group activity, or an individual interview. This multiplicity allowed partners to deepen their understanding of learners over time and adjust the course experience accordingly.

The visual schema, though not a tool selection matrix in itself, played a supporting role by documenting these choices and stimulating reflection. It fostered internal dialogue

among staff, encouraging them to see profiling not as a formality, but as a strategic opportunity to build trust, recognise diversity, and shape learning from the very first contact with the participants.

Ultimately, profiling in *Diverse Courses* was understood as more than just data collection. It was treated as a pedagogical act - dynamic, respectful, and generative. Choosing the right tool, then, becomes part of a broader commitment to seeing and valuing every learner as a complex, capable, and evolving person.

Possible Improvements and Adaptations of the Tools

The piloting of the profiling tools in the *Diverse Courses* project offered a valuable opportunity not only to validate their strengths, but also to reflect on how they could be further refined to enhance their impact, inclusiveness, and usability. What emerged was a rich landscape of adaptations - pedagogical, linguistic, technical, and cultural - that testify to the vitality and flexibility of these tools when placed in the hands of engaged educators.

One of the most consistent and constructive improvements concerned the simplification of language and structure. Many learners involved in the pilot activities had low educational backgrounds or limited language proficiency, which made some of the original tools difficult to access. Partners such as Cramars and DAFNI KEK responded by adapting instruments like *ProfilPASS* and *Basic Life Skills*. Texts were shortened, abstract questions were rephrased in concrete terms, and visual aids or guided explanations were added. These changes not only improved comprehension but also built confidence and encouraged participation.

Another widely adopted strategy was the modularisation of tools. Rather than administering a long profiling activity in one session, educators split tools into smaller, thematic blocks. This made it easier to integrate profiling across different stages of the course and to revisit responses as the learning progressed. The *Peer Learning Profiling Tool* used by Cramars, for instance, proved especially effective when applied over multiple planning meetings with educators. This incremental approach allowed for deeper reflection and more sustained engagement.

The project also recognised the potential and limits of digital formats. Tools like *Motivation and Need Analysis* benefited greatly from being digitalised and delivered through platforms such as Mentimeter, which enabled fast, anonymous data collection and immediate discussion. However, the shift to digital was not always straightforward. Some learners lacked internet access, appropriate devices, or the digital confidence to navigate the tools independently. In these cases, hybrid formats combining paper-based materials with group facilitation were used successfully.

Perhaps the most impactful adaptations were those that addressed the cultural and emotional context of the learners. Profiling tools were most effective when they resonated with the everyday lives, values, and concerns of participants. EPATV's profiling activity on gender violence, for example, was designed and delivered with particular attention to psychological safety, using anonymous collection methods and trauma-informed facilitation. Similarly, FHJ's tools on environmental attitudes were tailored to reflect local realities and encourage learners to connect personal behaviour with broader ecological responsibility.

A notable insight shared by several partners was that tools worked best when used in combination. Profiling sequences that began with a questionnaire were often enriched by follow-up interviews, group mapping exercises, or creative storytelling. This layered approach not only captured a fuller picture of learners and educators, but also created space for dialogue, co-construction, and mutual understanding. It proved particularly useful in the development of learner and educator Personas, as it allowed different types of information - factual, emotional, aspirational - to converge in meaningful ways.

To ensure long-term usability and institutional sustainability, partners recommended the creation of editable, open-source toolkits. These could be easily adapted across organisations, training contexts, and learner groups, without requiring educators to start from scratch. The idea of community-driven refinement also emerged, where profiling tools become shared pedagogical resources, continuously tested, improved, and enriched through collaborative practice.

In conclusion, the profiling tools developed in WP2.3 should be seen not as static instruments, but as dynamic frameworks. Their value lies in their ability to evolve

alongside learners, courses, and social realities. They are not just tools for gathering data, but tools that listen, adapt, and foster trust. When implemented thoughtfully and contextually, they contribute significantly to creating inclusive, responsive, and meaningful learning experiences - helping educators not only to know their learners better, but to grow with them.

Part 6: Connecting Tools to Personas

Why Personas Matter in Educational Design

One of the core aims of the profiling activities carried out in the Diverse Courses project was to support educators and course designers in making informed, empathetic, and strategic decisions about their learners. The project stemmed from a shared concern among partners: classrooms today are highly diverse, hosting learners with different educational backgrounds, life experiences, motivations, skill levels, and age groups. This diversity cannot be reduced to a series of stereotypes, nor is it realistic—within the constraints of time and resources—to design entirely individualized learning paths for each student. Instead, there is a need to develop teaching strategies and materials that are flexible, inclusive, and capable of addressing this complexity in an effective way.

The practical implementation of profiling tools described in previous sections feeds directly into the Personas creation process. For a step-by-step explanation of how raw data from the tools is analysed, clustered, and synthesized into Personas, readers are encouraged to refer to the Personas Tutorial. The Guide complements this Manual by detailing empirical data collection methods, validation procedures, and strategies to embed Personas in course design.

Rather than relying on generic assumptions, partners worked together to transform the data gathered through profiling tools into vivid and relatable Personas - semi-fictional representations of learner and educator types grounded in real observations and interviews. These Personas were not the final objective, but rather dynamic instruments that helped translate raw data into pedagogical insight. They enabled a more nuanced understanding of the learners, guiding the selection and design of content, methods, and support strategies that could speak to real needs and increase engagement, motivation, and inclusion.

The use of profiling tools thus had a dual function. On the one hand, they helped define learner Personas, making it possible to structure learning pathways, classroom environments, and support systems around shared learner traits and challenges. On the other hand, they allowed institutions to reflect on educator profiles as well -

understanding what types of teaching approaches and relational capacities different educators bring, and how these might best match the needs of particular groups of learners. This reflection was crucial in helping coordinators allocate teaching staff more effectively and in shaping team development efforts. Ultimately, this work laid the foundation for the activities in WP3, where the testing and refinement of teaching tools were aligned with specific Persona characteristics, ensuring that the solutions developed were grounded in the actual diversity of the classrooms we aim to serve.

Understanding the Persona Methodology

The creation of Personas is grounded in user-centered design theory, adapted to educational contexts. A Persona is not a real person, but an archetype synthesized from real data: it embodies the motivations, goals, barriers, and learning preferences of a specific learner type. By transforming anonymized data into emotionally compelling learner stories, Personas allow institutions to visualize and anticipate how different types of students interact with content, technology, peers, and teachers.

At the heart of this process lies the art of listening - to what learners say, how they behave, and what their contexts suggest. This begins with data collection: structured questionnaires, interviews, storytelling sessions, and observations. From these, partners extract qualitative and quantitative data. However, raw data alone is insufficient. The step from insight to impact comes when this data is clustered, interpreted, and shaped into a coherent, humanized narrative. A detailed account of how to build Personas that goes much beyond the following paragraphs is the WP2.12 document “Personas Tutorial and Comprehensive Step-by-Step Guide” based on Diverse Courses project experience.

From Profiling to Personas: The Clustering Process

Once the data collection phase was completed through a wide variety of profiling tools, the challenge became how to translate fragmented learner information into coherent, usable Personas. To achieve this, partners applied a multi-layered clustering process, combining both qualitative and quantitative methods. The aim was not only to group

learners and educators by superficial traits, but to reveal underlying patterns of need, motivation, and capacity that could inform inclusive pedagogical design.

The process began with a pre-analysis of raw data, where each partner identified the types of information most relevant for their educational context—such as age, professional background, digital literacy, learning goals, or socio-cultural experiences. In smaller pilot groups, where deep qualitative data was available, partners relied on manual methods such as thematic coding of interviews or mapping narrative elements to emerging learner profiles. These initial categorizations allowed partners to intuitively cluster learners who shared similar learning attitudes, motivations, or constraints.

In more complex or larger-scale contexts, automated and assisted tools played a central role. Several partners used Excel-based sorting systems and AI-assisted platforms to detect convergence across data points. In particular, clustering was guided by shared variables such as age brackets, employment status, self-declared confidence in learning, and level of digital access. Partners grouped learners into provisional clusters, later refined into Personas by comparing them with known learner behavior and facilitator feedback.

Some institutions developed matrices that crossed variables—like combining digital competence with motivational orientation, or educational level with preferred learning modality. Others introduced algorithms or decision-tree models to automatically suggest learner segments, which were then reviewed collaboratively by the project team. For example, tools such as online visual mapping and heatmap-style aggregations supported the interpretation of overlapping learner needs, making it easier to define recurring types such as "re-engagers", "resistant learners", or "self-directed performers".

Educator profiling followed a parallel path. Data gathered from teacher interviews, self-assessments, and reflective tools were analysed to identify patterns in teaching style, experience with diverse groups, and adaptability. This allowed the team to generate educator Personas aligned not with abstract qualifications, but with demonstrated ability to respond to particular learner types—thus closing the loop between learner and educator matching. To some extent, the divergent profiles of the partner institution

were responsible for different types of educators (such as faculty staff, freelancers, additional facilitators, etc.) employed.

The clustering process was not linear. Most partners applied iterative cycles, validating initial groupings through educator consultation or cross-country comparison. Feedback loops were essential: draft Personas were adjusted to avoid oversimplification and to preserve the nuance of learner experience. In the end, the result was a set of robust, multi-dimensional Personas - each grounded in real data, sensitive to educational diversity, and usable for curriculum design, staff training, and ultimately for tool development in WP3.

Types and Functions of Personas

In *Diverse Courses*, two main types of Personas were constructed: learner Personas and educator Personas.

Learner Personas captured profiles such as: a 38-year-old single mother seeking digital skills for reintegration into the job market, a recent migrant adjusting to a new language and schooling system, or a disengaged young adult returning to education with emotional barriers. These profiles included details on their motivations, life constraints, digital skills, learning preferences, and emotional outlooks. Some even included fictional names and narrative elements to foster empathy among educators.

Educator Personas, in contrast, helped institutions define the professional styles and developmental needs of their own staff. One partner, *DAFNIKEK*, for example, defined a profile of an “innovative but overwhelmed adult trainer” struggling to adapt to hybrid settings. These Personas supported managerial decisions on training needs and team composition, contributing to long-term institutional capacity building.

Crafting the Personas: Combining Rigor and Creativity

Turning structured clusters into relatable Personas required both evidence-based discipline and creative storytelling. A good Persona in this context included: a name and short profile, demographic details, educational and career background, learning goals, barriers, technological competence, and an illustrative personal story.

To develop these, partners drew on a range of tools—from empathy maps (capturing what a learner thinks, feels, says, and does) to visual templates and even learner-authored digital self-presentations. Some, like *FDO*, emphasized logistical constraints like commuting issues and device access; others, like *DAFNIKEK*, created short autobiographies to express personal motivations and frustrations. Through these processes, each Persona emerged not as a “type” but as a vivid lens for planning inclusive, personalized learning environments.

Lessons Learned and Future Use

Several insights emerged across the partnership. First, profiling must be contextual, respectful, and ethically grounded - it should never reinforce stereotypes. Second, even basic clustering by motivation or digital access can yield useful Personas if paired with creative reflection. Third, Personas are not static. As learners evolve during a course, so too must the way we understand them. Some partners updated their Personas mid-course, incorporating feedback from mentoring and classroom observation.

The real power of Personas lies in their use. In *WP3*, partners used these Personas to test and adapt educational tools - verifying if particular methods worked better for some types of learners than others. This confirmed the central role of Personas in adaptive learning design.

Part 7: Conclusions

Next Steps and Future Development

The achievements of Work Package 2 (WP2) have laid a rich and practical foundation for integrating profiling practices into diverse adult education settings. However, these outcomes are not the final destination of the project's work. Rather, they mark a pivotal transition toward further development, experimentation, and mainstreaming of profiling tools and strategies. The methods, tools, and Personas elaborated through WP2 were designed from the outset to be open, flexible, and context-sensitive, capable of evolving alongside educational realities and institutional needs.

Looking ahead, the next phases of the Diverse Courses project will focus on consolidating, systematising, and expanding the use of profiling as a pedagogical asset. One of the key outputs will be the finalisation and dissemination of the Personas Tutorial, a practical and accessible guide for course planners and educators. This tutorial will not only revisit the steps involved in data collection, clustering, and synthesis of learner and educator profiles but will also provide guidelines for integrating Personas into course design, team planning, and tool adaptation. This tutorial aims to serve as a replicable model that can be embedded across formal, non-formal, and vocational education systems.

At the same time, the tools themselves will continue to evolve. Based on feedback and piloting data collected, partners are already working on refining formats, shortening complex items, introducing visual aids, and rephrasing questions for inclusivity and clarity. Technological adaptations are also underway, exploring new digital formats such as interactive apps and e-learning plug-ins, and enabling translation into additional languages to increase accessibility.

Beyond technical refinement, the next development frontier lies in capacity-building for educators. As outlined in the Manual, profiling should not be seen as a one-time exercise but as an integral part of inclusive educational planning. The project therefore envisions embedding profiling strategies into professional development programmes, equipping educators not just to administer tools, but to understand, interpret, and act upon learner data with empathy and creativity. This long-term vision includes preparing

trainers to lead reflective discussions based on profiling outputs, to co-create Personas with learners, and to contribute actively to institutional efforts toward equity.

Another strategic axis for development is stakeholder engagement. The broader adoption of profiling tools will depend not only on educator readiness but also on institutional leadership and policy support. One of the ambitions emerging from WP2 is to advocate for the recognition of profiling practices as valid indicators of quality in adult education. The tools created in the project - along with the methodology for implementing them - could contribute to quality assurance frameworks at regional, national, or EU levels, offering concrete pathways to make diversity work in practice.

Finally, WP2 has paved the way for transversal application. Profiling tools and Personas were piloted across vastly different learner populations—from persons with basic educational needs to university students, from newly arrived migrants to long-term unemployed individuals. This versatility demonstrates that, with proper contextualisation, profiling can serve as a cornerstone of lifelong learning strategies. Future work may explore its utility in intergenerational education, community engagement programmes, or even corporate upskilling, further expanding its potential.

Conclusions

Work Package 2 of the Diverse Courses project has succeeded in showing that the developed Manual is not merely an administrative tool, but a key pedagogical strategy for equity and inclusion. By collecting, adapting, testing, and reflecting on diverse educational practices, the consortium moved beyond fragmented approaches to co-create a comprehensive, multi-level methodology that bridges the gap between data and pedagogy.

A major achievement of WP2 has been the construction of a shared conceptual and practical language for understanding learners and educators across institutional, national, and cultural boundaries. The project has made clear that inclusion requires not just goodwill, but tools - tools that are grounded in real data, that respect complexity, and that foster human connection.

Significantly, the project has also illustrated that profiling is not only beneficial for educators but empowering for learners. The process of being seen, heard, and understood can itself be a turning point in an adult learner's journey. As reported in this manual, many learners felt more engaged and motivated when invited to share their own stories, reflect on their aspirations, and contribute to the learning process from the very beginning.

The collaborative nature of WP2 has also been a strength. By integrating diverse cultural perspectives, institutional experiences, and target groups, the tools developed are not just technically robust, but socially resonant. This confirms the idea that educational innovation thrives on transnational exchange and that solutions for inclusion must be both local and globally informed.

As this phase of the project closes, one message stands out: Developing a Manual of tools is not an end, but a beginning. It is the first conversation in a much longer relationship between learner, educator, and institution. What the Diverse Courses project offers is not a fixed model, but a living framework - one that invites adaptation, experimentation, and continuous learning.

In this sense, the materials presented in this manual - including the tools, Personas, visual matrices, and accompanying tutorial - are seeds. Their growth depends on the

commitment of educators, institutions, and policymakers to keep listening, adjusting, and daring to see learners in all their diversity. Only then can adult education truly become what it aspires to be: inclusive, empowering, and transformative.

APPENDIX

Attachments mentioned in the document:

- Checklist for collecting good practices
- A2.1 Good Practices Collection of tools for understanding diverse backgrounds of learners
- A2.3 Development of tools for specific courses
- Framework for piloting data collection and evaluation
- A2.12 Personas Tutorial and step-by-step guide for creating Personas