



ADEDU

Accessible Digital EDUcation - ADEDU

D3.1 Training Activity Report

IASIS

Final version



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Project Acronym	ADEDU
Project Title	Accessible Digital EDUcation
Work Package	WP3 Capacity building & training (webinar + training for trainers)
Deliverable Title	Training Activity Report
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Abstract	This report summarises the training activities (Training of Trainers, ADEDU online course and webinars) of the ADEDU project. The training helped improve how educators teach, equipping them with practical skills to design inclusive digital courses and support learners with disabilities more effectively.
Author	IASIS

Executive Summary

The ADEDU project trained educators across Europe to better support learners with disabilities in digital learning environments. Over 30 months (February 2024 to July 2026), the project reached 250 educators across 14 European countries through four pilot training cycles. This report outlines the training activities that took place and their outcomes. The training focused on providing practical skills in designing inclusive courses and using assistive technologies when building curricula.

The project delivered a Training of Trainers workshop in Athens that prepared educators from all partner organisations to facilitate the training cycles. Each training cycle ran for 5 weeks through the All-Digital Academy (ADA) platform, combining self-paced modules with live webinars. Participants who completed the course received a Certificate of Completion recognising their participation and engagement. The training achieved high quality ratings, with participants rating language clarity 5/5 and accessibility features 4/5. However, the project revealed a key challenge in adult education: self-paced online courses struggle to retain participants who balance work and personal commitments, despite strong initial interest. Despite lower-than-expected enrolment (250 of 600 targeted), the project exceeded geographic targets and received strong quality ratings from participants. The training helped improve how educators teach, equipping them with practical skills to design inclusive digital courses and support learners with disabilities more effectively.

1. Introduction

The ADEDU project develops targeted training for educators to help bridge a critical gap in European adult education. Whilst the digital transition accelerates, many educators lack the specialised knowledge to make digital learning accessible to individuals with learning disabilities (LD), dyslexia, and cognitive impairments. Specialised training helps educators gain the pedagogical tools and technical knowledge needed to adapt their teaching for learners with disabilities.

The ADEDU training course provides adult educators with practical methodologies and assistive technologies. Through this training, educators learn to transform their teaching practices and build inherently inclusive digital learning environments. The training helps prevent the digital and social exclusion of learners with cognitive impairments by equipping educators with the skills they need.

This report documents the implementation of the ADEDU training cycles, which officially commenced in December 2024 following foundational groundwork completed from February 2024. The training aimed to reach at least 600 educators across at least 10 European countries and engage over 200 organisations in capacity-building activities. The report outlines what the training delivered, what participants learned, and how the training helped contribute towards building more inclusive digital education across Europe.

What the report covers

This report provides a comprehensive overview of the training activities:

- Training delivery and implementation across four pilot cycles
- The Training of Trainers workshop and preparation activities
- Participant engagement and recruitment across Europe
- Quality evaluation and participant feedback
- Key outcomes and impact on educator practice
- Lessons learned about delivering training in adult education

2. Strategic Quantitative Targets & Achievement

Training Outputs and Resources

The project's implementation was driven by a robust set of training outputs designed to bridge the gap between digital innovation and educational inclusion. The training resources are structured into three core areas:

Strategic Guidelines for Institutional Change

- **Inclusive Communication Framework:** The project developed D2.5 Guidelines for inclusive digital education platforms ([ADEDU D2.5 FV.pdf](#)). This practical handbook offers usable, day-to-day guidance to support educators in making digital courses inclusive during the design, delivery, and review phases.
- **Digital Learning Environment Standards:** The project delivered the D2.4 Evaluation report of ADA digital environment ([\[ADEDU\] D2.4 Evaluation report of ADA digital environment Final.pdf](#)). This report highlights comprehensive usability and user experience evaluations that identify navigation barriers and optimise user engagement through a user-centred design approach.

Technological Tools and Digital Infrastructure

- **ADA Platform Enhancement:** The project introduced the D2.1 Training course ([\[ADEDU\] D2.1 Training course final.pdf](#)) along with a dedicated user manual. This manual provides clear navigation and access steps, transforming the digital learning space into an accessible environment for teachers, adult educators, and pedagogy specialists.

Training Methodology and Curriculum

- **Trainer Digital Competence:** A cornerstone of the project's success is the curriculum structured under the D2.2 Handbook for trainers ([\[ADEDU\] D2.2 Handbook for trainers final.pdf](#)). This document outlines the methodology for the 4-module ADEDU course, equipping adult educators with practical strategies derived from real classroom experience to support learners with learning disabilities.

3. Work Package 3: Capacity Building and Training

Lead Beneficiary and Coordination

Work Package 3 (WP3), titled "Capacity Building & Training", is led by IASIS. As the Lead Beneficiary, IASIS coordinates the strategic implementation of training activities from January 2025 to July 2026. The primary focus is providing high-quality, accessible training for participants with learning disabilities and upskilling educators.

Training of Trainers

This task was a collective effort involving all partner organisations, with IASIS leading the preparation. Two trainers per partner were selected to participate in a dedicated Training of Trainers workshop. The trainers were trained to support and facilitate learners throughout the training cycles. During implementation, trainers acted as "sentinels" to identify additional educational needs and suggest effective resources to ensure learning effectiveness.

Pilots and Training Cycles

The implementation of the training cycles within the All-Digital Academy (ADA) was led by IASIS and MEC. Whilst three training cycles were originally planned to ensure widespread access across Europe; the consortium subsequently introduced a fourth pilot cycle. This additional cycle was implemented as a targeted recruitment and participation enhancement measure to maximise learner uptake and reach.

Each of the four implemented cycles involved a dedicated preparation phase, a tailored recruitment strategy, delivery, and a final assessment of each cohort. Participants were selected based on their profession, with priority given to educators and trainers working with digital competencies in rural or informal education settings. A summary of the key activities and outputs is provided in Table 1 below.

Table 1 Summary of Implementation Activities

WP3 Task	Activity implemented	Main output
T3.1 Training of Tutors	Two-day in-person training delivered in Athens by IASIS	Tutors prepared to support ADEDU training cycles
T3.2 Capacity Building Activities	Webinars delivered on inclusive digital education and learning disabilities	Increased awareness and stakeholder engagement
T3.3 First Pilot Cycle	First ADA training cycle implemented and evaluated	Feedback collected for improvement
T3.4 Training Pilots	Further training cycles rolled out through the ADA platform	Wider participation and validation of the training model

Deliverable

This Training Activity Report (Deliverable D3.1) is the primary output for this work package. It is delivered as a public report in PDF format in English at Month 30 of the project and documents the implementation and outcomes of all training activities.

4. Training Content, Structure, and Certification

Curriculum Design and Learning Objectives

The ADEDU training curriculum was specifically developed to provide a high-quality and accessible learning path for educators. The primary goal was to upskill educators in core digital competencies whilst ensuring the pedagogical approach remained inclusive and user-friendly.

This section is built upon Deliverable D2.1 (Training Course Manual) ([\[ADEDU\] D2.1 Training course_final.pdf](#)). This comprehensive manual was designed for teachers, adult educators, trainers, and specialists in special education, psychology and pedagogy. Through its structured 4-module layout, which spans from identifying learning disabilities in the classroom to integrating technology and classroom management, the manual provided the essential expertise and depth required to support the training's learning objectives.

Training Modules

The course is hosted on the All-Digital Academy (ADA) platform and is structured into thematic modules. Each module includes:

- **Accessible Content:** Training materials tailored to meet the needs of learning-disabled participants in education.
- **Interactive Activities:** Practical exercises and assessment activities designed to verify learning effectiveness.
- **Supportive Resources:** Additional resources suggested by trainers to enhance the overall learning experience.

Certificate of Completion

At the end of the training course, participants were eligible for a Certificate of Completion. This certificate served as a formal recognition of active participation

and engagement throughout the training cycles. To obtain the certificate (see Figure 1), educators had to engage with the assessment activities integrated into the modules. The certificate provided educators with a tangible record of their upskilling in digital education, which supports their professional development and broader social and educational inclusion.

Figure 1 Certificate of Participation in the "Accessible Digital Education" programme.



5. Training Of Trainers: Athens In-person Workshop

Coordination and Scope

The Training of Trainers was hosted and coordinated by IASIS in Athens as part of a 3-day programme. The programme commenced with the 2nd Transnational Project Meeting on January 22nd, 2025, which prepared the ground for the specific Training Activities for Tutors (Task 3.1). The Training of Trainers workshop took place on January 23rd to January 24th, 2025, bringing together all partners to align on project goals, research findings and pedagogical strategies for inclusive digital education.

Day 1: Foundations of Training and Research

The first day focused on establishing the theoretical and technical framework of the ADEDU project. Presentations covered the evaluation of the All-Digital Academy platform and the specific training needs identified during the research phase. Trainers received a detailed overview of the course structure and the platform's technical functionalities to ensure they could register and navigate effectively.

An afternoon workshop led by the partners focused on the principles of personalised learning, where trainers practised adapting teaching methods to meet diverse disability-related needs through lesson plan design. This activity supported understanding of Module 2 (Differentiated Instruction).

Day 2: Technology Integration and Material Optimisation

The second day shifted towards practical implementation and critical peer-review of the training modules. Trainers explored assistive technologies through hands-on activities, evaluating them both as functional tools and as "Assistive Trainers" for learners with disabilities. This activity supported understanding of Module 3 (Integrating Technology).

A significant portion of the day was dedicated to refining the modules based on trainer observations. Trainers recommended clarifying "Case Study" tasks by including differentiated plans that factor in age and engagement possibilities.

Trainers were also trained on the System Usability Scale and the Attrakdiff Questionnaire to measure both the pragmatic (task-oriented) and hedonic (appealing) aspects of the MOOC platform.

Closing and Quality Certification

The workshop concluded with a structured closing session to ensure project sustainability. Trainers were finalised in their role as "sentinels," tasked with identifying learning barriers and providing adaptive solutions during the upcoming pilot cycles. Formal Certificates of Attendance were distributed to all participants, followed by the submission of online evaluation forms to ensure the quality of the training provided by IASIS.

Image 1 Training of Trainers in Athens

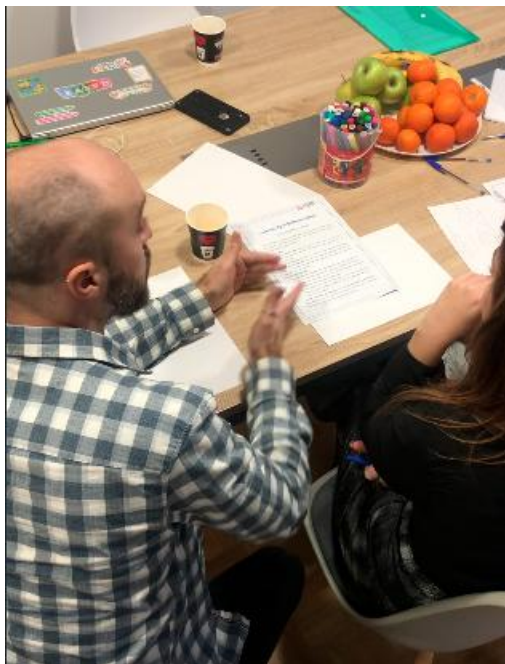


Image 2 Training of Trainers in Athens

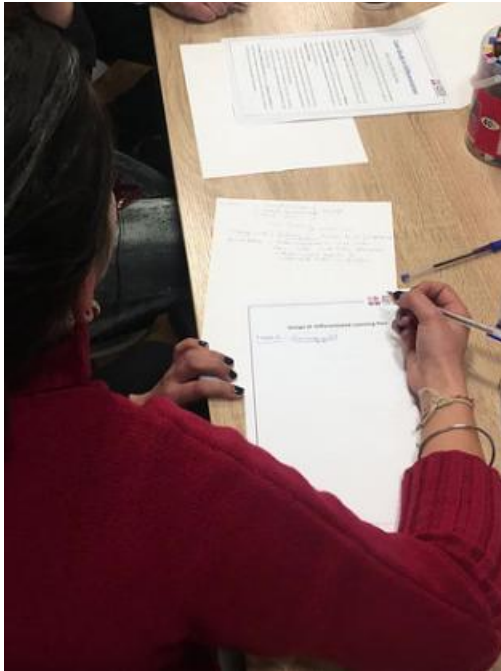


Image 3 Training of Trainers in Athens



6. Implementation of Pilot Training Cycles & Methodology

Training of Trainers & Preparation

The success of the four pilot training cycles was fundamentally rooted in the specialised preparation of the tutors. Representatives from all partner organisations, including IASIS, MEC, AD and HOU, aligned their pedagogical goals during the two-day Training of Trainers workshop on January 23–24, 2025, as documented in the official attendance records. This preparation ensured that educators implementing the local training cycles across Greece and Serbia shared a unified methodological foundation and a deep understanding of the project's accessibility tools.

Training Format and Structural Methodology

The training model was designed as a comprehensive hybrid format, balancing learner flexibility with expert guidance. Each of the four cycles ran for 5 weeks, allowing participants sufficient time to engage deeply with the material. The structure consisted of asynchronous learning, where participants interacted with digital content on the ADA platform at their own pace supported by dedicated expert tutors, and synchronous webinars. The live "Capacity Building" webinars facilitated real-time knowledge exchange and professional collaboration with industry experts.

Recruitment, Target Audience & Registration Analytics

The recruitment strategy focused on maximising professional impact by targeting educators and learning centre staff involved in digital education for individuals with learning disabilities. Registration data and institutional metrics from the platform were systematically tracked to monitor campaign effectiveness.

A total of 250 educators enrolled in the ADEDU course. Recruitment actions successfully exceeded the original geographic targets, reaching educators across

14 different countries. Greece represented the largest cohort with 156 registrants, followed by Serbia (32) and Belgium (20), demonstrating strong transnational engagement. This extensive cross-border reach ensured that the pedagogical framework developed received diverse regional feedback, paving the way for wider European exploitation.

At the institutional level, a total of 77 distinct organisations, ranging from schools and adult learning centres to specialised NGOs and educational authorities, were actively involved and reached throughout the process. Table 3 below shows the Key Performance Indicators for this phase.

Table 2 ADEDU Course Registration Tracking & Target Metrics

Indicator	Target	Achieved	Status
Registered educators	600	250	Partially achieved
Countries reached	10	14	Fully Achieved
Completed learners / certificates issued	150	76	Partially achieved
Organisations involved	100	77	Partially achieved

First Pilot Cycle: External Evaluation & Quality Metrics

The first pilot cycle underwent a rigorous external evaluation process to ensure that the project's technical and pedagogical outputs met the highest standards. This evaluation assessed the Quality Assurance Report (D1.3), focusing on project effectiveness and alignment with best practices.

The first pilot cycle achieved an overall satisfaction rating of 5/5. The assessment covered specific key metrics:

- **Learning Objectives & Pedagogical Impact:** Participants reported an achievement level of 3/4 regarding their understanding of the importance of inclusive learning practices. This validated the project's goal of upskilling educators and trainers in developing their educational offers for people affected by learning disabilities.
- **Organisational & Structural Excellence:** The internal structure, informativeness, and overall participant engagement during the training sessions received scores of 4/4. These scores reflected the successful management and coordination and the effective delivery of capacity-building activities, including webinars and training for trainers.
- **Technical Accessibility & Inclusion:** Language clarity was rated at 5/5, ensuring the content was easily digestible for a wide European audience. Assistive technology compatibility with the ADA platform was rated at 4/5, confirming the effectiveness of the Accessibility Toolbar and the inclusive digital learning environments developed.

The scores across all sections demonstrated that the project's knowledge transfer efforts were effective.

Feedback-Driven Optimisation & Identified Needs

The evaluation process provided a qualitative roadmap for project refinement. By analysing open-ended questions regarding concerns, strengths and weaknesses, the consortium identified critical areas for optimisation to ensure long-term sustainability and impact.

Participant feedback confirmed the relevance of the training content, particularly regarding inclusive teaching strategies, assistive technologies and the practical use of the ADA platform. The evaluation highlighted the need for more practical examples and case-based scenarios, which were incorporated into subsequent training cycles.

Strengths and Identified Gaps

The high degree of collaboration within the consortium and the innovative nature of the Accessibility Toolbar were recognised as major assets. However, some participants noted a need for more localised examples within the training modules to better reflect the diverse educational landscapes of participating European countries.

Corrective Actions

The Quality Assurance Report (D1.3) served as the basis for several corrective actions. Technical teams performed targeted updates to the ADA platform to improve screen reader synchronisation and keyboard navigation in response to the 4/5 rating in assistive technology compatibility. Pedagogical adjustments included enriching the modules with more interactive "real-life scenario" exercises and peer-to-peer discussion forums. Additional glossaries were integrated into the platform to support non-native English speakers in mastering technical terminology.

Partners also identified that whilst webinars were highly effective, providing recorded sessions and downloadable "Quick-Start Guides" would enhance knowledge absorption. Consequently, the consortium expanded the repository of Open Educational Resources available to educators.

Second and Third Pilot Cycles: Refinement and Specialised Features

Following the successful evaluation of the first cycle, the second and third pilot cycles transitioned from general capacity building to specialised, feedback-driven implementation. The training content underwent an extensive peer-review process amongst all consortium partners. Based on this collaborative evaluation, iterative refinements were integrated into the modules, fine-tuning the curriculum to address digital competency gaps whilst maintaining compliance with institutional standards.

The second pilot cycle prioritised refinement by introducing more complex case studies and practical exercises tailored to specific learning disabilities. Training

modules were enriched with localised examples reflecting diverse educational frameworks. The webinar series evolved from introductory sessions to specialised deep-dives focusing on the impact of learning disabilities on digital education.

The third pilot cycle introduced specialised features within the ADA platform. Technical adjustments were finalised to ensure the Accessibility Toolbar's compatibility with screen readers reached higher stability. New digital tools and reports were integrated to allow for real-time engagement monitoring, helping trainers identify educators who might require additional support.

Final Validation and Overall Impact

The final training cycles consolidated the pedagogical and technical refinements introduced during earlier phases. Evaluation feedback indicated high levels of satisfaction amongst participants, particularly regarding content relevance, accessibility features and the practical value of the training.

Whilst the consortium did not fully reach the target of 600 registered educators, substantial efforts were undertaken to increase participation throughout the implementation period. The experience highlighted that engagement in self-paced online learning programmes remains a persistent challenge across the adult education sector, despite strong initial interest. Adult learners frequently balance professional duties with personal commitments, making consistent time management difficult without the external pacing of a traditional classroom. The absence of real-time peer interaction and immediate instructional support can diminish motivation over time. To mitigate these challenges in future iterations, blending self-paced modules with periodic synchronous touchpoints, gamified milestones and structured tutor-led guidance is recommended to sustain engagement and increase completion rates.

Nevertheless, the project succeeded in reaching a diverse audience of educators, trainers and stakeholders across Europe, generating valuable feedback and validating the relevance of the ADEDU approach.

Consortium Assessment and Internal Quality

The internal quality assurance for months 13 to 18 was based on a holistic evaluation of both project management procedures and technical implementation. This dual approach ensured the consortium maintained high standards of collaboration whilst delivering the specialised outputs of Work Package 3.

General Assessment and Internal Quality

Internal feedback reflected a high level of institutional satisfaction and a robust collaborative framework. 100% of partners expressed full satisfaction with the overall project procedures, organisation of activities and cooperation between team members. The majority of partners (60%) rated the consortium's performance as "Well," with others describing it as "Admirable." 80% of respondents confirmed a strong shared understanding of the project goals and the methodology for achieving them, with 20% expressing some uncertainty. However, no partner raised specific objections regarding the interpretation of the project's objectives.

Work Package 3: Quality and Capacity Building

Between 80% and 100% of partners reported high satisfaction with the capacity-building webinars and the ADA pilot training results. The format and choice of topics addressed in the webinars were highlighted as core strengths, facilitating high audience engagement.

Figure 2 In your opinion, did the project achieve all of its stated objectives set for months 13 to 18 and in what degree were they achieved?



Figure 3 How do you rate the quality of the consortium for these months?

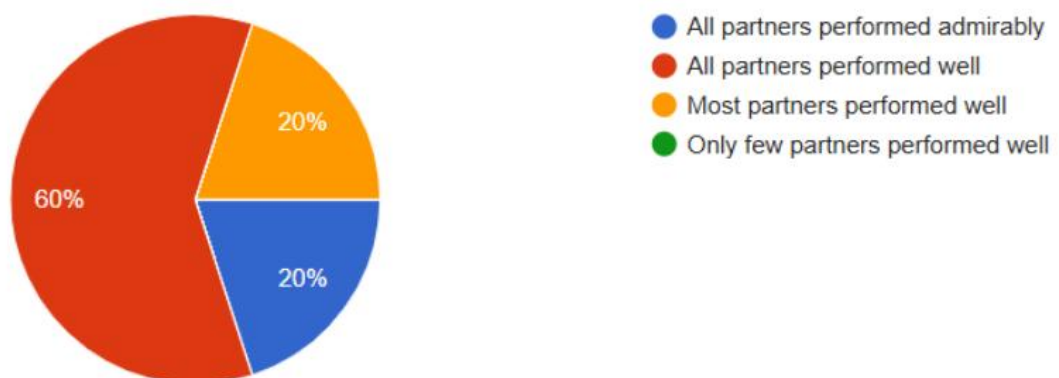


Figure 4 In your opinion, is there a common understanding amongst the partners of what the project goals are and how they will be achieved (months 13-18)?

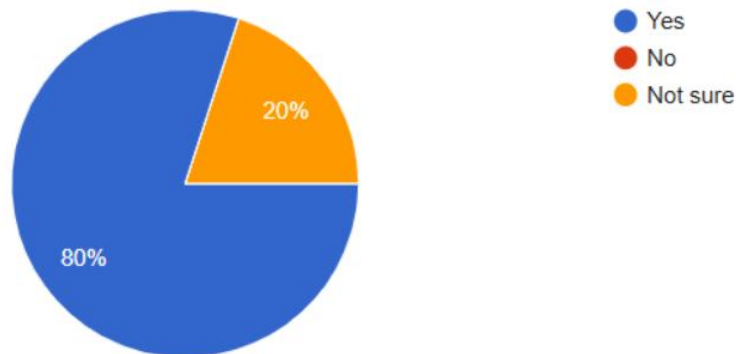


Figure 5 General assessment of project procedures (months 13-18)

How satisfied are you with:

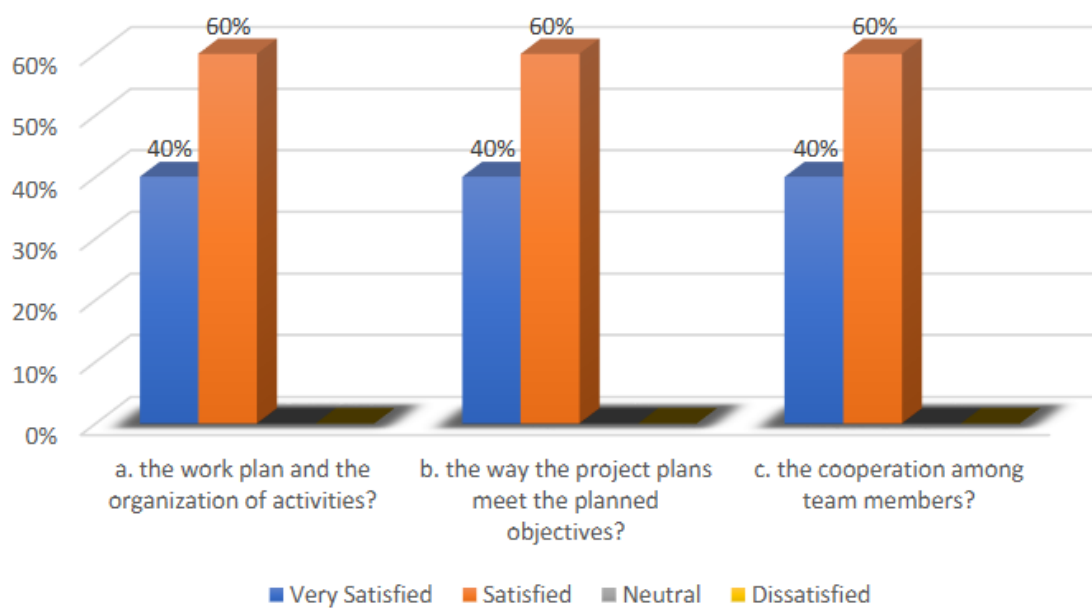
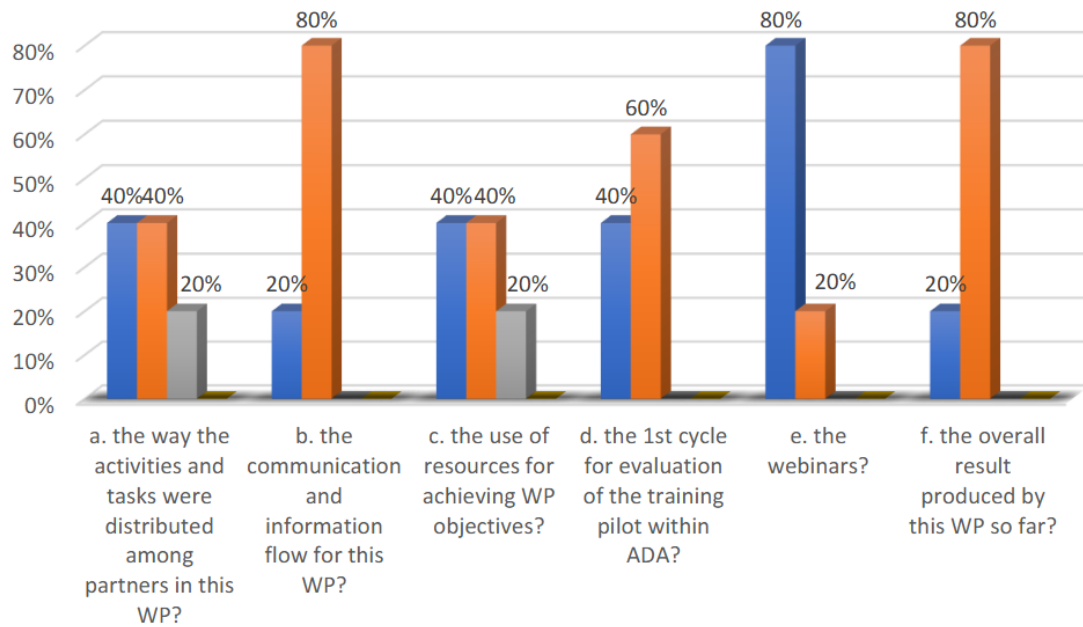


Figure 6 Assessment of WP3 - Capacity building & training (webinar + training for trainers) (months 13-18)

How satisfied are you with:



7. Key Performance Indicators (KPIs) & Project Monitoring

Project Timeline and Strategic Planning

The ADEDU project follows a 30-month work plan (February 2024 to July 2026), monitored through the official Gantt chart. In response to lower-than-expected registration rates, the consortium implemented additional mitigation measures. These included extending recruitment activities, launching an additional pilot cycle, and increasing dissemination efforts during the final implementation period. These promotional actions included the creation of dedicated course posters, website articles, and targeted social media campaigns, documented in detail within [Deliverable D4.2 \(Raising Awareness Campaign Report\)](#). These measures aimed to maximise participation and ensure the broadest possible uptake of the project results.

Analysis of Strategic Milestones (Work Package 3)

As documented in the project work plan, the project achieved three strategic milestones:

- **Milestone 1: First Evaluation Cycle (May 2025):** Completion of the initial Training Pilot (Cycle 1).
- **Milestone 2: Mid-term Pilot Implementation (September 2025):** Validation of the roll-out process and advertising strategy.
- **Milestone 3: Final Pilot Validation (January 2026):** Final verification of the training curriculum and digital accessibility features.

Implementation Quality & Risk Management

Minor technical adjustments were required during the initial pilot phase to optimise the ADA platform's functionality. These adjustments were implemented to address emerging technical issues identified during the first training cycle.

The technical team responded promptly to ensure the platform continued to meet the project's accessibility and usability standards.

These adjustments did not result in significant delays to the implementation schedule. No major risks or unforeseen challenges impeded the implementation of Work Package 3 activities. The consortium's ability to respond to technical issues without disrupting the training timeline demonstrated the effectiveness of the project's risk management approach.

8. Comprehensive Impact Assessment, Conclusions & Future Perspectives

High-Level European Dissemination and Institutional Impact

Beyond internal training cycles, the strategic value and pedagogical assets of the ADEDU project were showcased at major European-level forums to maximise institutional visibility and long-term exploitation.

The project's outcomes and methodology were featured during the All Digital General Assembly, providing exposure to a broad transnational audience of digital education stakeholders, network members and policymakers. Targeted dissemination also took place at the EASPD Annual Conference, titled "Leading Change in Disability Services: Strengthening Capacity for Person-Centred Support", held in Porto, Portugal. This presentation extended the project's reach to cross-sectoral stakeholders, expanding awareness among European disability service providers, educators and policy-related actors.

Impact on Target Groups: Adult Educators & Learners

The primary impact of the ADEDU project is observed in the transformation of the educational experience for both trainers and trainees. By bridging the gap between digital potential and inclusive reality, the project created an environment where learning disabilities no longer dictate the limits of academic achievement. The following areas highlight the core impact on these key target groups:

- **Enhanced Pedagogical Competences:** Adult educators strengthened their understanding of inclusive digital education and applied more accessible and flexible teaching approaches. This allows them to design curriculum content that is accessible from its inception, rather than attempting to retrofit accessibility features as an afterthought.
- **Assistive Technology Mastery:** Through the specialised Training of Tutors, participants gained hands-on experience with a wide array of

assistive tools. This technical experience enables educators to customise learning environments using the ADEDU Accessibility Toolbar to meet the specific needs of individuals with learning disabilities and dyslexia.

- **Improved Learner Outcomes:** The most significant impact is reflected in the progress of the learners themselves. By systematically removing digital and cognitive barriers, the project improved retention rates and educational satisfaction. Learners who previously struggled with non-accessible platforms reported a more autonomous and engaging learning experience, leading to higher rates of course completion and knowledge acquisition.

Institutional Innovation and the ADA Platform

The development and improvement of the ADA platform represented a significant achievement for the ADEDU project. Institutional innovation was achieved through the strategic enhancement of the ADA platform, which was designed to move beyond the limitations of traditional Learning Management Systems. By prioritising the needs of educators and learners with disabilities, the consortium improved the digital environment to not merely host content but actively facilitate inclusive pedagogy.

- **Infrastructure Evolution:** The ADA platform was enhanced from a standard MOOC hosting site into a more inclusive learning environment that actively integrates key accessibility standards. It incorporates high-level technical standards that ensure a seamless user experience, setting a precedent for how digital learning infrastructures should be built.
- **Flexibility and Scalability:** The minor technical adjustments made during the initial pilot phase demonstrated the platform's agility. These iterative refinements, driven by direct user feedback, ensured that the system can handle diverse user needs and high traffic volumes without compromising performance or accessibility.

Participant Impact: Testimonials from educators participating in the training

Beyond the evaluation metrics and feedback surveys, the most compelling evidence of the ADEDU training's impact comes from educators themselves. The following testimonials from participants illustrate how the training modules, ADA platform, and professional development activities translated into concrete changes in classroom practice. These voices demonstrate how educators applied differentiated instruction techniques, integrated assistive technologies, and championed institutional change toward more inclusive digital learning environments.

"ADEDU helped me understand how small accessibility adjustments can completely change a learner's experience. The modules were clear, practical, and immediately applicable in my adult ICT classes."

Adult Educator

"The ADA platform surprised me with how intuitive it was. Even colleagues who struggle with digital tools managed easily. The accessibility toolbar made navigation simple and reduced frustration for learners with cognitive difficulties."

Trainer

"The webinars gave me exactly what I needed: real examples from classrooms across Europe. The sessions helped me connect theory with everyday practice, especially through the detailed case-study discussions on dyslexia and differentiated instruction. Hearing how other educators adapt digital materials for learners with cognitive difficulties gave me concrete ideas I could immediately apply in my teaching."

Vocational Education Teacher

"I applied the differentiated instruction techniques the same week. My learners responded immediately. The training showed me how to personalise tasks without overwhelming my lesson planning, and the examples provided in the modules were directly relevant to my adult literacy groups. The structured approach to adapting content for learners with different needs made my lessons more engaging and accessible from the very first attempt."

Adult Literacy Teacher

"Participating in the pilot cycles strengthened our institutional capacity for inclusive digital learning. The differentiated instruction methods and assistive technology demonstrations were immediately integrated into our internal training programmes. The ADA platform's accessibility features helped us rethink how we design digital materials, and the training encouraged our staff to adopt more inclusive communication practices across all courses."

Vocational Trainer

"Receiving the ADEDU certificate motivated my institution to start adapting our digital materials. It felt like a meaningful step toward making adult education in Serbia more inclusive."

Vulnerable People Educator

"ADEDU encouraged us to redesign our digital materials and adopt a more inclusive communication policy. The certificate motivated our educators, and the platform's accessibility features helped us improve our own LMS."

Trainer for Social Inclusion

Strategic Alignment with the European Agenda

The ADEDU project serves as a practical implementation of high-level European strategies, providing a "bottom-up" validation of "top-down" policies.

- **European Disability Strategy (2021-2030):** By ensuring that digital education is a right, not a privilege, ADEDU directly contributes to the strategy's goal of an inclusive society.
- **Digital Education Action Plan (2021-2027):** The project addresses the need for high-quality, inclusive, and accessible digital education, fostering the digital skills of both educators and marginalised learners.
- **Transnational Cooperation Value:** The project's success stems from the sharing of inclusive practices across European borders, creating a unified front against educational exclusion.

An analysis of participation data revealed that the highest levels of engagement were achieved through direct outreach activities implemented by partners in Greece and Serbia. This finding highlights the importance of local stakeholder relationships and targeted recruitment strategies when promoting participation in online learning environments. The experience generated valuable lessons for future European initiatives seeking to combine transnational dissemination with local engagement mechanisms.

Operational Success & Risk Mitigation Summary

Reflecting on the 30-month journey (February 2024 to July 2026), the ADEDU project demonstrated technical adaptability and effective risk management. These ensured the steady progression of its core objectives:

- **Milestone Achievement:** The main Work Package 3 milestones related to training preparation, pilot implementation, and final validation were completed. Although participation targets were only partially achieved, the consortium responded with additional recruitment and dissemination actions to increase uptake.

- **Proactive Problem Solving:** The ability to implement "minor technical adjustments" without affecting the established timeline highlights the technical proficiency of the consortium.
- **Risk Management:** No major unforeseen challenges disrupted the flow of activities, ensuring that the project remained cost-effective and result oriented.

The Path Forward: Sustainability & Exploitation

As the project reaches its official conclusion, the focus shifts to ensuring that the ADEDU outputs persist long after the funding period ends.

The ADEDU online course will remain available on the ADA platform after the end of the project as an Open Educational Resource (OER). The ADEDU User Guide will also remain available on the platform as a permanent resource. Partners will continue to promote the course through their networks, newsletters, websites and future training activities. The training materials, user guide and accessibility-related tools may be reused or adapted in future Erasmus+ projects, adult education programmes and internal staff training activities.

Recognised excellence in inclusive teaching will be acknowledged through the "Accessible Digital Education Awards", which will serve as a catalyst for ongoing engagement and encourage more educators to join the movement.

The dissemination activities carried out through the All Digital and EASPD networks have created opportunities for the continued promotion of the ADEDU course and resources beyond the project's lifetime. The visibility achieved through these European-level events is expected to support the long-term exploitation of the project's outputs and attract future users to the ADA platform.

Final Concluding Remarks

The ADEDU project has made substantial progress towards its initial objectives, creating a tangible impact on the professional development of adult educators and contributing to more inclusive digital learning environments. By building capacity, fostering innovation and aligning with the broader European agenda,

the project has advanced the development of a more accessible and equitable digital future for educators and learners with disabilities.

9. Glossary

Terms	Definition
ADA (All Digital Academy)	The overarching digital ecosystem and platform hosting the ADEDU training modules and community of practice.
ADEDU	Accessible Digital Education. The project's title focusing on inclusive digital transition for educators and learners.
Accessibility Toolbar	A specialized digital tool integrated into the ADA platform allowing users to customise fonts, contrast, and layout for better readability.
Assistive Technology	Any device, software, or equipment that helps people with disabilities bypass or overcome their specific learning or physical challenges.
LD (Learning Disabilities)	A range of neurological conditions that affect how individuals process, store, or produce information (e.g., dyslexia, dyscalculia)
MOOC (Massive Open Online Course)	An online course aimed at unlimited participation and open access via the web, used for the ADEDU training modules.
OER (Open Educational Resources)	Learning, teaching, and research materials in any format that reside in the public domain or have been released under an open license.
UDL (Universal Design for Learning)	An educational framework that guides the design of learning goals, materials, and methods to be accessible and effective for all individuals.



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