



Quality Assurance Report I

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Hellenic Open University



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Abstract

This report is the first part of the deliverable *D1.3 Quality Assurance Reports* of the European co-funded project *Accessible Digital Education* (ADEDU). It contains information and findings from the evaluations carried out by the consortium and external participants (i.e. trainers) during and regarding the first 16 months of the project's implementation under the guidance of the responsible partner, the Hellenic Open University (HOU). The results of this report are based on a series of surveys that used online questionnaires to measure the views of the partners and participants on various aspects and the progress of the project. The procedures and standards used are based and described in detail in the *ADEDU Quality Assurance Plan* that was defined in the initial stages of the project. The target of the overall evaluation process has been set to serve as an ongoing strategy to check for tasks and deliverable completion over quality and time management. The purpose of this report is to inform both the overall management progress, i.e. the project coordinator, and the entire consortium, with the aim of enhancing collaboration to ensure that the project progress and deliverables are met in good quality and within the required framework as defined in the technical Annex.

1 Introduction

1.1 Context

Quality evaluation and project assessment as seen in the framework of the Accessible Digital Education (ADEDU) project and described in detail in the *ADEDU Quality Assurance Plan* is a continuous process that is conducted and documented periodically, covering all aspects, and informing on an ongoing basis the consortium during the online monthly meetings. This *Quality Assurance Report* provides a comprehensive review of the project's progress during the implementation's initial sixteen (16) months. Specifically, it encompasses the evaluation of the first and second face-to-face project meetings, the first two semi-annual internal project's progress assessments, the assessment of the first five project deliverables, and the evaluation of the Train of Trainers (ToT) activity. All these evaluations have been prepared in alignment with the *ADEDU Quality Assurance Plan*.

1.2 Purpose

The target of the overall quality assurance process has been set to serve as an ongoing strategy to check for tasks and deliverable completion over quality and time management. The purpose of this report is to inform both the overall management progress, i.e. the project coordinator, and the entire consortium, with the aim of enhancing collaboration to ensure that the project progress and deliverables are met in good quality and within the required framework as defined in the technical Annex.

1.3 Methodology

Overall, the target, the methodology, the processes and all the templates used are described in detail in the *ADEDU Quality Assurance Plan*.

a. Partners' meetings

In order to gather feedback and effectively evaluate the two in-person project meetings, partners were asked to complete two online questionnaires consisting of three parts. The purpose of these questionnaires was to evaluate various aspects related to the project and the meetings. The parts of the questionnaires are as follows:

- 1. Assessment of the preparation and support of the meeting:** This part aimed to evaluate various aspects such as venue arrangements, accommodation, meeting room suitability, and equipment availability.
- 2. Assessment of the meeting components and meeting attendance:** This part aimed to evaluate the different components of the face-to-face meetings, such as the organization, agenda, presentations, discussions, and overall experience.
- 3. Open-ended questions about strengths, weaknesses, opportunities, improvements, and suggestions:** This section allowed participants to provide qualitative feedback on various aspects of the meeting. They were encouraged to highlight the meeting's strengths, identify weaknesses or challenges, propose opportunities for enhancement, suggest improvements, and share general suggestions.

b. Overall project progress

To collect feedback and effectively evaluate the overall status of the project, partners were asked to complete two online questionnaires, one for the first six months of the project and one for the months 7 to 12, with the first also

including the evaluation of the first two project deliverables, i.e. the “Project Management Handbook” and the “Quality Assurance Plan”. The main objective was to identify any areas that need corrective actions or adjustments to ensure the project's successful continuation. The questionnaires included the following sections:

- 1. Assessment of project objectives and work produced:** By evaluating project objectives and accomplished work, partners can measure project effectiveness, identify any gaps or deviations, and make informed decisions about necessary corrective actions or adjustments.
- 2. Assessment of project management and coordination (WP1):**
Assessing project management and coordination allows partners to ensure effective execution and address any issues or challenges that arise during implementation with appropriate corrective actions.
- 3. Assessment of learning disability mapping, guidelines and training development (WP2):** Partners can identify areas of improvement, ensure the development of the training process, and make necessary adjustments to improve the learning process and support educators in the field. This assessment also guarantees that the guidelines and training are of high quality and aligned with the best practices.
- 4. Communication, Dissemination and Exploitation Assessment (WP4):**
Partners can enhance the impact of project results by ensuring that the results are effectively communicated and used by the intended audience.
- 5. Open-ended questions about concerns, strengths, weaknesses, opportunities, and suggestions for improvements:** This section invites partners to provide qualitative feedback on various aspects of the project. They can highlight project strengths, identify weaknesses or challenges, suggest opportunities for improvement, and share general suggestions.

c. Deliverables

The purpose of the Deliverables' questionnaires was to assess various aspects related to these, with specific parts of the questionnaires as follows:

- 1. Assessment of general quality criteria:** This section aimed to assess various quality criteria such as understandability, accessibility, structure, grammar and syntax, formatting, completeness, methods used and quality of results.
- 2. Assessment of specific quality criteria for project results:** This part aimed to evaluate the quality of specific aspects of the deliverables, including correctness, productivity, usability, accessibility, expandability, portability and interoperability.
- 3. Assessment of specific quality criteria for process:** This section evaluated the quality of the process for the production and use of the deliverables, focusing on the current and future business potential.
- 4. Open-ended questions:** This section allowed partners to provide explanations for criteria where they rated low, offer specific suggestions for changes prior to submission of deliverables, and suggest improvements to deliverable quality and exploitability.
- 5. Overall Assessment:** In this section, partners indicated whether they accepted the deliverable as is, accepted it with minor revisions, accepted it with major revisions, or rejected the deliverable.

d. Train of Trainers (ToT)

The questionnaire for evaluating the Train of Trainers (ToT) program was addressed to all participants and covered several key areas. It started by assessing satisfaction with the clarity of training objectives, the All Digital Academy (ADA) platform evaluation, and the explanation of training needs. It then evaluated the helpfulness of sessions on differentiated instruction,

adapting teaching methods, and designing lesson plans. Trainers also rated their satisfaction with content on learning disabilities and assistive technologies, as well as techniques for creating inclusive classrooms and conflict resolution. The survey also gathered feedback on administrative aspects like information distribution and certificates. Finally, participants were asked to rate the overall effectiveness, relevance to their role, preparedness to participate in the training, and suggestions for improvement.

1.4 Identity of the evaluations

Using the tools developed and described in the *ADEDU Quality Assurance Plan*, eight (8) internal evaluation surveys were conducted to capture partners' and participants (when applicable) views on the project meetings, the overall project progress, the project deliverables and the Train of Trainers (ToT) program. The details of these assessments are summarized below in the Tables 1-8.

First project meeting:

Date of assessment:	February 2024
Number of participants:	5 (1 representative per partner)
Questionnaire: (Google Forms)	ADEDU First Project Meeting Evaluation Form

Table 1. Evaluation of the first project meeting

Second project meeting:

Date of assessment:	January 2025
Number of participants:	5 (1 representative per partner)
Questionnaire: (Google Forms)	ADEDU Second Project Meeting Evaluation Form

Table 2. Evaluation of the second project meeting

First Internal Project Evaluation:

Date of assessment:	July 2024
Number of participants:	5 (1 representative per partner)
Questionnaire: (Google Forms)	ADEDU First Internal Project Evaluation Form

Table 3. First internal evaluation of the project

Second Internal Project Evaluation:

Date of assessment:	January 2025
Number of participants:	5 (1 representative per partner)
Questionnaire: (Google Forms)	ADEDU Second Internal Project Evaluation Form

Table 4. Second internal evaluation of the project

Guidelines for inclusive communication and dissemination:

Date of assessment:	June 2024
Number of participants:	2
Questionnaire: (Google Forms)	Guidelines for inclusive communication and dissemination

Table 5. Evaluation of the guidelines for inclusive communication and dissemination

Evaluation report of ADA digital environment:

Date of assessment:	June 2024
Number of participants:	2
Questionnaire: (Google Forms)	Evaluation report of ADA digital environment

Table 6. Evaluation of the report of ADA digital environment

Communication, Dissemination and Exploitation Plan

Date of assessment:	June 2024
Number of participants:	2
Questionnaire: (Google Forms)	Communication, Dissemination and Exploitation Plan

Table 7. Evaluation of the Communication, Dissemination and Exploitation Plan

Train of Trainers (ToT)

Date of assessment:	January 2025
Number of participants:	9
Questionnaire: (Google Forms)	ADEDU Train of Trainers Evaluation Form

Table 8. Evaluation of the Train of Trainers (ToT)

2 First project meeting assessment results

One representative from each partner was requested to evaluate the overall implementation of the first face-to-face meeting, organized by the Coordinator in Brussels, by completing an online questionnaire that focused on specific areas.

Initially, partners were asked to assess the quality of preparations and support for the meeting. Figure 1 showcases the results. The opinions expressed by participants were overwhelmingly positive. All partners (100%) expressed full satisfaction with the organization and preparation of the meeting, indicating that these aspects were properly addressed. Remarkably, there were no neutral or negative reviews, suggesting that the meeting management processes were adequate.

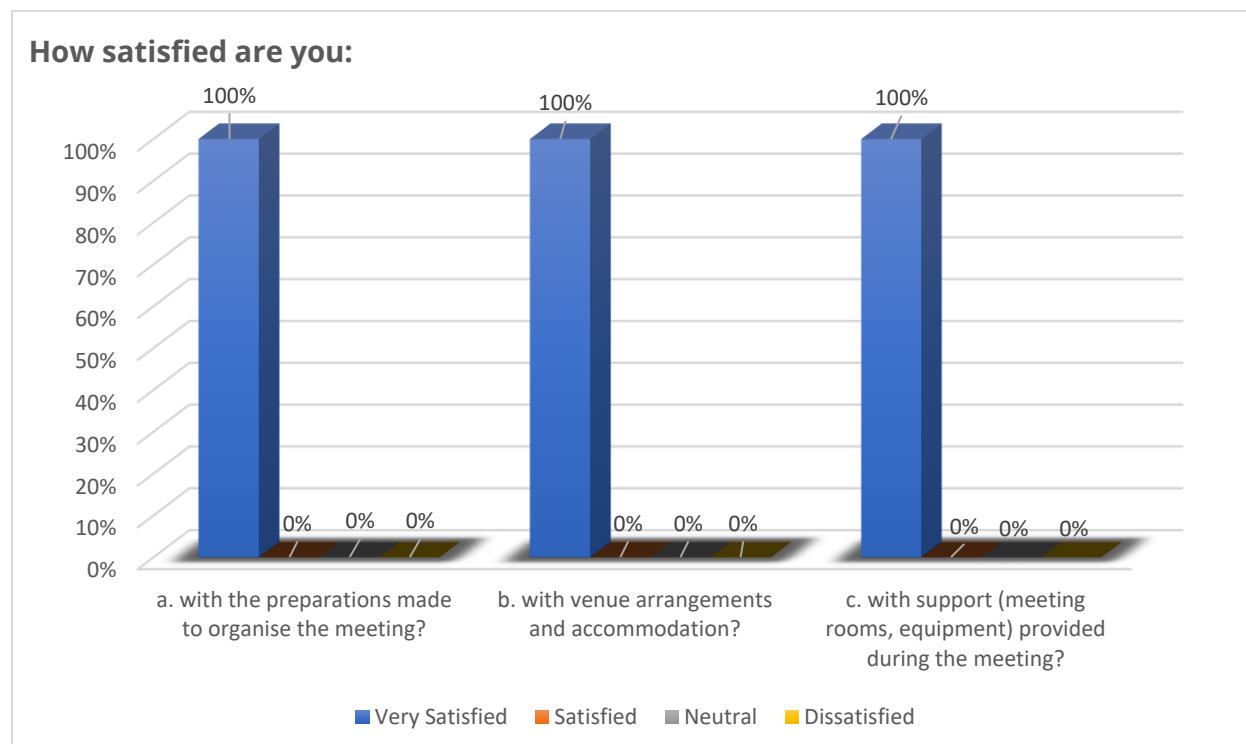


Figure 1. Assessment of the quality of preparations/ support for the first meeting

Partners were then given the opportunity to make proposals to improve the preparations and support of future meetings. However, partners did not indicate any specific improvements to be made. This lack of suggestions confirms that these aspects of the meeting were already satisfactory and met the partners' expectations.

In the next question, partners were asked to evaluate their level of satisfaction with the work done during the meeting. Figure 2 shows the results. The partners also expressed high levels of satisfaction (100%) with all aspects of the meeting processes. The positive reviews received on various aspects indicate that partners were sufficiently satisfied with the meeting agenda, discussions, decision-making progress, the participation of project partners, the cooperation between partners during the meeting, as well as the scope and quality of the presentations. This feedback is a testament to the successful management processes used in the meeting. The absence of neutral or negative reviews further underlines the effectiveness and adequacy of the management processes.

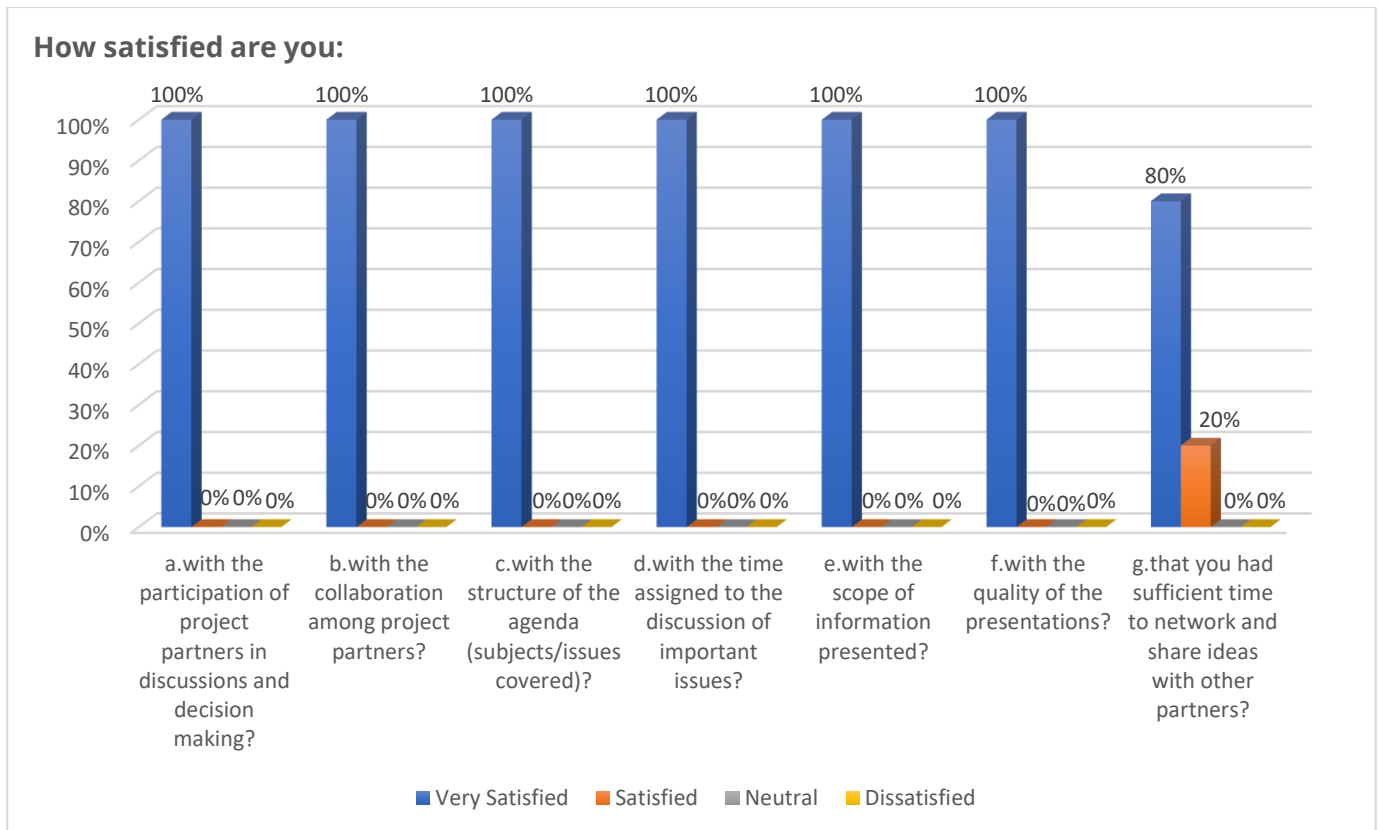


Figure 2. Assessment of the work done during the first meeting

When partners were asked to provide improvements in work output for future meetings, they did not provide any specific improvement, indicating that they were fully satisfied with the overall work carried out during this meeting.

In Figure 3 partners' views regarding the meeting's overall contribution to project objectives are depicted. Partners agreed that the meeting successfully fulfilled the quality objectives set forth. This positive evaluation underlines the meeting's effectiveness in addressing the project's intended aims within the set timeframe. In addition, partners expressed a very positive assessment of the meeting's productivity, with all responses (100%) showing satisfaction with its contribution. The absence of neutral or negative feedback further reinforces the idea that the meeting successfully advanced the project goals.

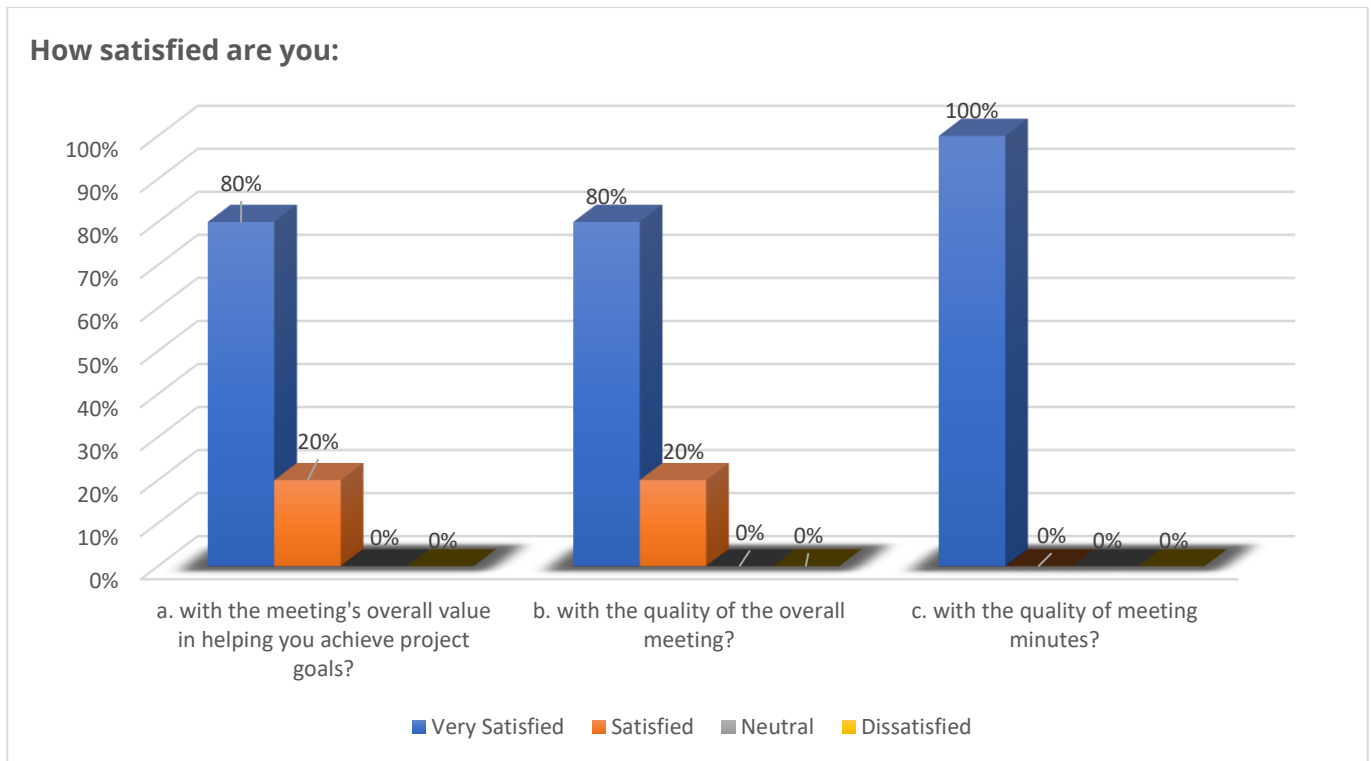


Figure 3. Assessment of the overall contribution of the first meeting to project objectives

At the evaluation open questions' part, when asked about the strong points of the meeting, partners provided the following responses related to the thematic area of partnership and transnational cooperation:

- “The partners' spirit and collaboration.”
- “All partners were prepared on the agenda's topic and tasks. Everything was clear (meeting venue, time, ppts etc.) before the meeting starts and the partners were very engaged on the project. The communication is great.”
- “The good atmosphere between the partners.”
- “Diverse knowledge and experience partners are bringing to this project, which helped us in framing the project activities and agreeing on the next steps.”
- “Great understanding of partners!”

Next, partners were asked to identify general points of improvement for the meeting, with four of them noting that there were no weak points and with one partner expressing the following suggestion: “It may have been good to spend longer defining the target groups.”

In response to the request for any additional comments on the meeting or possible improvements for future meetings, partners expressed their full satisfaction with the organizers and the project management. This feedback reflects again the high level of satisfaction and indicates that the partners found the organizers and the implementation, including the participation of all partners, as highly effective.

3 Second project meeting assessment results

A representative from each partner was asked to assess the overall execution of the second in-person meeting that took place in Athens, hosted by IASIS, by filling out an online questionnaire that addressed specific aspects of it.

Initially, partners were asked to evaluate the quality of preparations, the venue arrangements and accommodation and the support provided for the second project meeting, with the results displayed in Figure 4. Partners once again expressed complete satisfaction with the organization and preparation of the meeting (100%). The absence of neutral or negative feedback underscores the overall positive perception of the meeting's management processes.

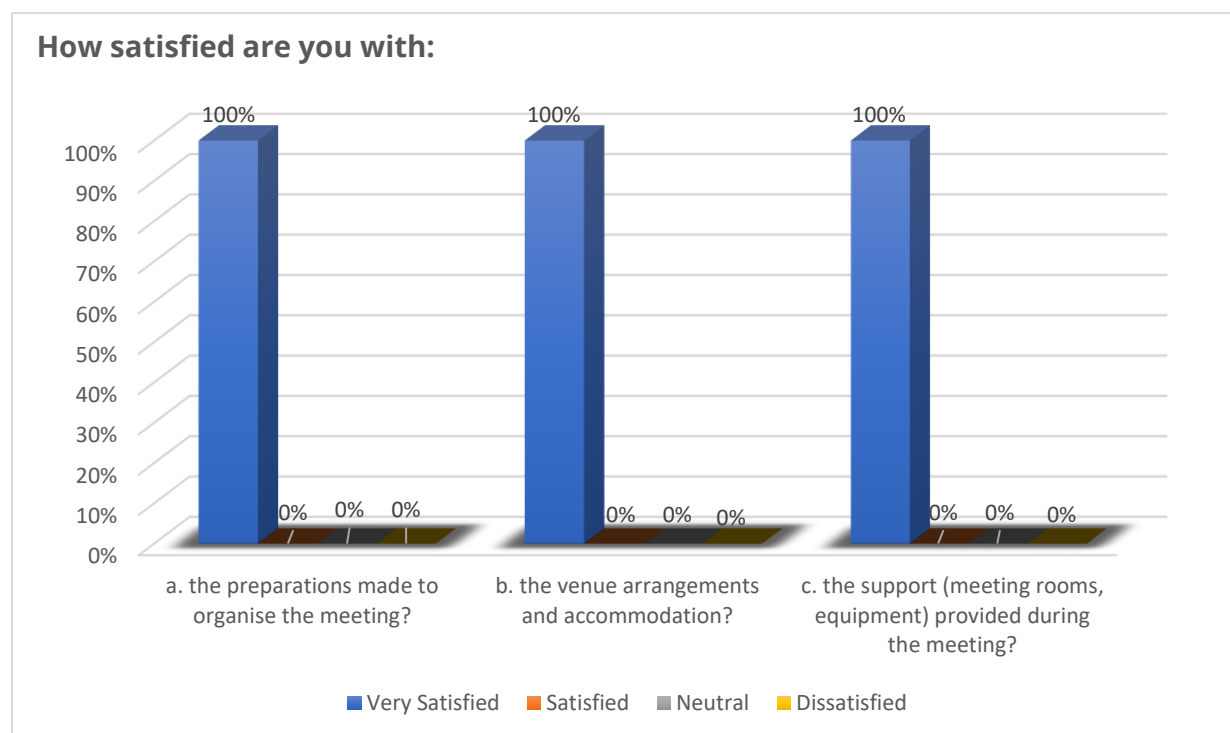


Figure 4. Assessment of the quality of preparations/support for the second meeting

When partners asked to share ideas for improving the preparation and support of future meetings, they had no comments to make, as they seem to have felt that everything was exceptionally well prepared.

Next, partners were asked to evaluate their satisfaction with the work done during the meeting. The feedback indicated a very positive assessment of the meeting procedures, with all partners (100%) expressing satisfaction with various aspects, including the structure of the agenda, the discussions and the decision-making progress, the participation of project partners, and cooperation between partners. The absence of neutral or negative reviews further underlines the effectiveness and adequacy of the management processes.

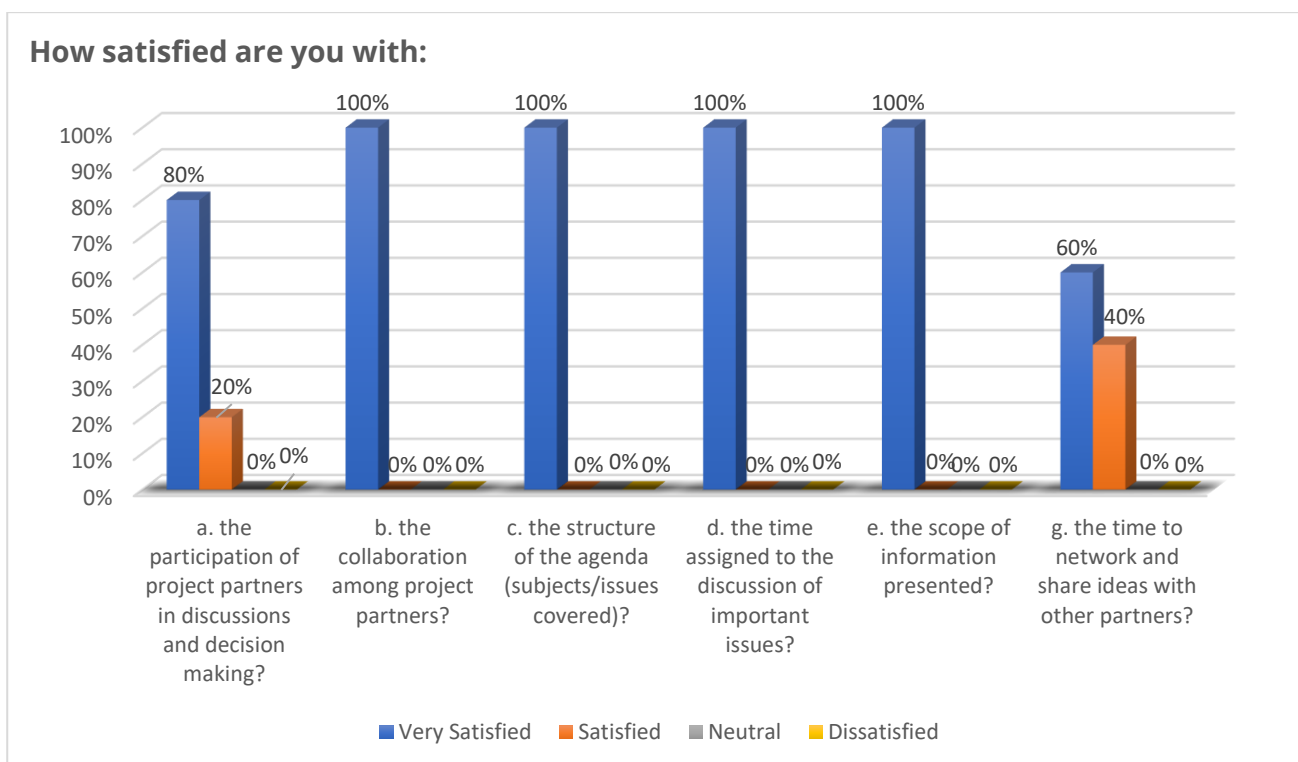
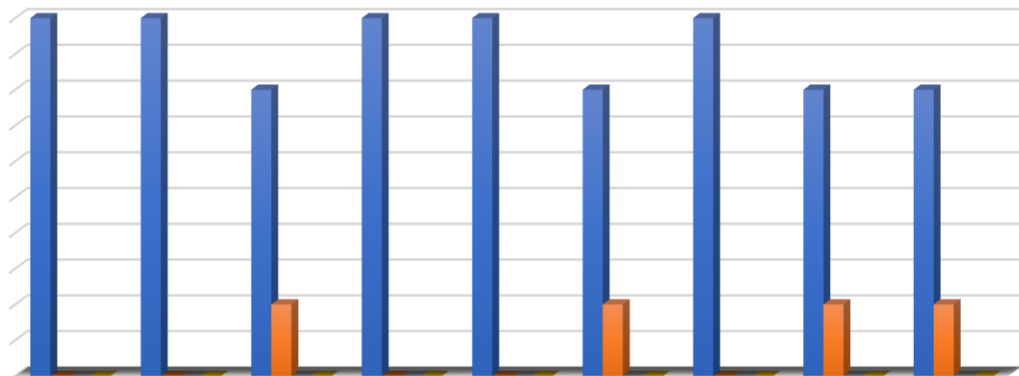


Figure 5. Assessment of the work done during the second meeting

Figure 6 displays the partners' responses to the presentations given during the meeting. All partners (100%) expressed sufficient satisfaction with the presentations.

How satisfied are you with:



	a. the overall quality?	b. the management and coordination activities?	c. the training course?	d. the review of the ToT's agenda?	e. the planning of the capacity building webinars ?	f. the planning of the first pilot training cycle?	g. the planning and implementation of the awareness raising campaign on learning disabilities?	h. the planning and implementation of the communication, dissemination and exploitation activities?	i. the planning of the launch of the award category?
Very Satisfied	100%	100%	80%	100%	100%	80%	100%	80%	80%
Satisfied	0%	0%	20%	0%	0%	20%	0%	20%	20%
Neutral	0%	0%	0%	0%	0%	0%	0%	0%	0%
Dissatisfied	0%	0%	0%	0%	0%	0%	0%	0%	0%

Figure 6. Assessment of the presentations done during the second meeting

When partners asked to suggest improvements for future meetings, they did not offer any specific recommendations, suggesting that they were completely satisfied with the work completed during the meeting.

Figure 7 presents the responses regarding the overall contribution of the meeting to the project objectives. All partners (100%) agreed that the meeting successfully met all its stated quality objectives and viewed its productivity positively. Notably, once again, there were no neutral or negative responses recorded.

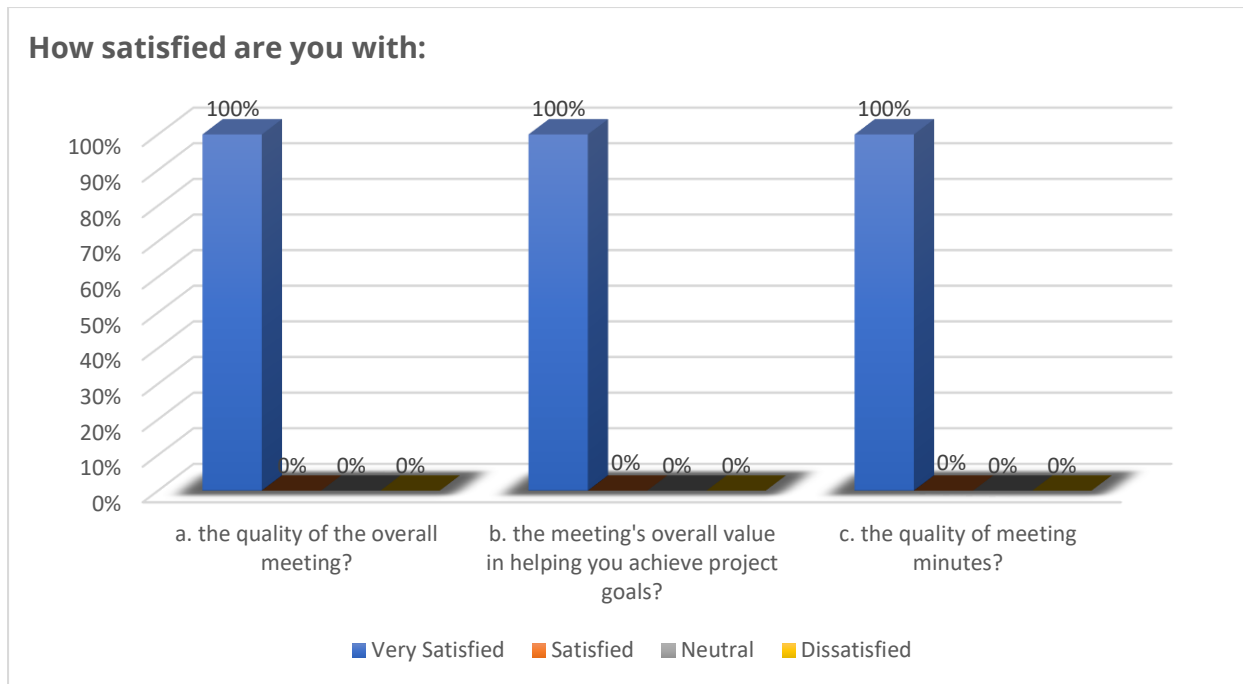


Figure 7. Assessment of the overall contribution of the second meeting to project objectives

Partners were then asked to express the strong points that contributed to the successful execution of the meeting. They highlighted a number of points, as follows:

- “Strengthened the cooperation among partners, great opportunity to solve any remaining questions and forming a most solid plan for the next implementation period, a most productive meeting and great organization and facilitation by the host, as well as presentations and participation from all the partners.”
- “We had the opportunity for a timely discussion on the launch of the training course on the ADA Platform, the role of tutors, final preparations for the ToT, the 1st evaluation cycle and the following cycles, the first series of webinars, and the upcoming progress report. There was a fruitful discussion on how to improve the website and enhance communication efforts. As some of us met each other for the first time, it was great to get to know each other in person.”

- “The consortiums' commitment to the project and its outcomes is admirable. It was a very productive meeting with many decisions taken and also kept on time.”
- “All was important!”
- “It was very easy to engage in discussion as partners are very open to questions. The training module was nice explained and the group work was really interesting.”

Next, partners were asked to identify points for improvement of the meeting, with two partners noting that there were no weak points and with three partners expressing the following comments:

- “The responsible partner wasn't quite ready to lead the discussion on the engagement of evaluation experts in the 1st cycle, however the meeting provided the opportunity for all partners to agree on the key action points.”
- “A better communication system for the online participants.”
- “It would have been nice to have a bit more interaction with the course online.”

Regarding the additional comments about improvements for future meetings, one partner expressed the following suggestion, “More time to be assigned on future TPMs as the agenda is extensive”.

The results of both meetings' evaluations have been presented in the consortium by the HOU expert in the two following corresponding monthly meetings.

4 First internal evaluation

Partners were asked to assess several key aspects of the project, including project objectives, project management and coordination, learning disability mapping, guidelines and training development, and overall project communication, dissemination, and exploitation. In addition, as part of the internal evaluation, partners evaluated the first two deliverables of the project, the "Project Management Handbook" and the "Quality Assurance Plan". The main goal of this evaluation has been to capture the current status of the project from the partners' perspective. Through this assessment, partners could identify areas needing corrective actions or adjustments to ensure the project's successful continuation.

4.1 Project objectives and work produced (months 1-6)

Figure 8 illustrates the partners' assessment of the achieved project objectives. All partners (100%) reported that the project successfully achieved all of its stated objectives as stated in the Technical Annex.

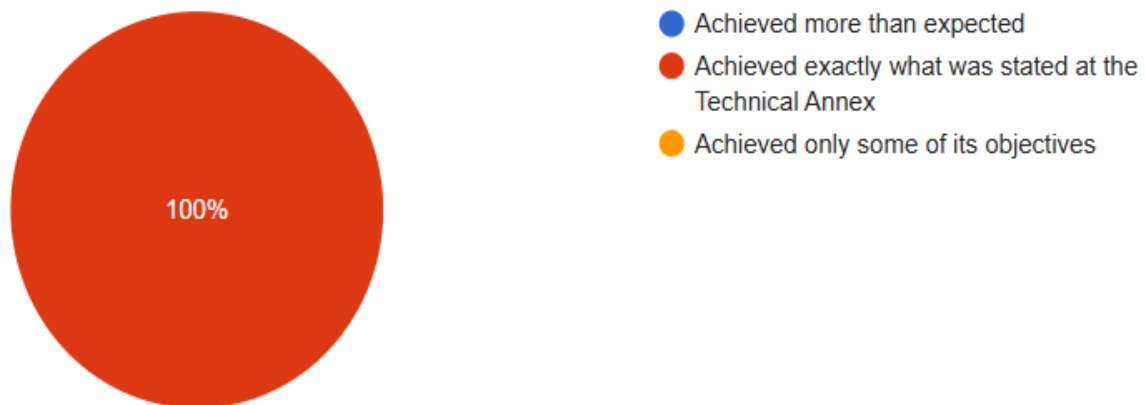


Figure 8. In your opinion, did the project achieved all of its stated objectives set for months 1 to 6 and in what degree were they achieved?

Respondents expressed unanimous agreement on the quality of the consortium (Figure 9). The vast majority (80%) noted that the consortium had performed admirably while 20% noted it had performed well. This indicates a high level of satisfaction and confidence in the capabilities, contributions, and expertise of the consortium members.

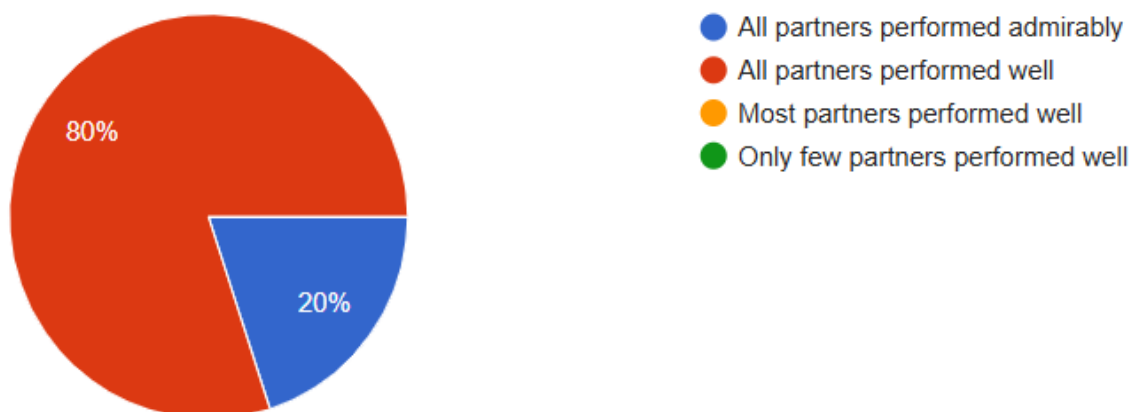


Figure 9. How do you rate the quality of the consortium for the first 6 months?

In response to the question on the common understanding between partners about the project goals and how they will be achieved, Figure 10 shows that 100% of partners confirmed that there is a common understanding of the project goals and the approach to their achievement.



Figure 10. In your opinion, is there a common understanding amongst the partners of what the project goals are and how they will be achieved(months 1-6)?

Partners were then asked about any concerns or objections regarding the interpretation of the project goals with no partner raising any concern.

In the next question, partners were asked about the work plan, the organization of the activities, how the project plans achieve the planned objectives and the cooperation between the team members. All partners (100%) expressed satisfaction with all project procedures.

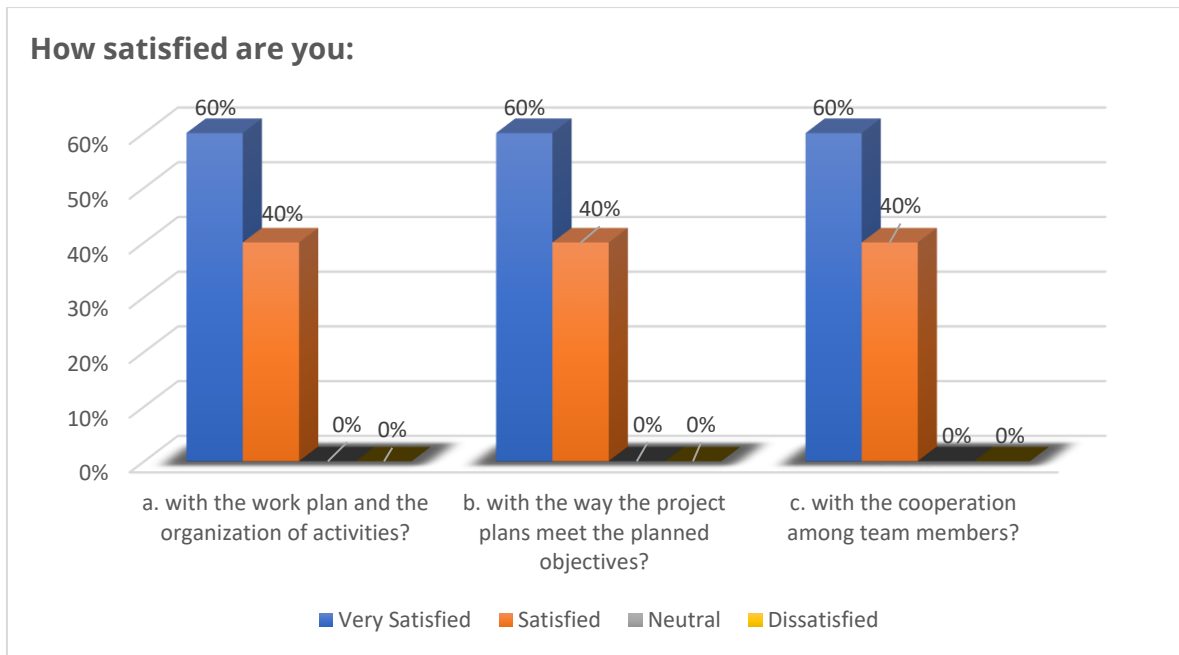


Figure 11. General assessment of project procedures (months 1-6)

In terms of improving the organization and effectiveness of the project, two partners offered specific suggestions regarding the review of project documents/deliverables:

- “More time should be allocated to review documents.”
- “It would be good if all partners would be equally involved in the review process of project deliverables.”

4.2 Assessment of WP1- Project management and coordination (months 1-6)

Figure 12 illustrates the level of partners' satisfaction with various aspects of project management and coordination. Based on the responses received, the evaluation of the mentioned aspects yielded mainly positive comments, indicating strong satisfaction among partners. The vast majority (80%-100%), with only two neutral reviews in two fields, expressed (high) satisfaction with the project, highlighting positive results in terms of project implementation, collaboration, use of resources, and organization of project meetings.

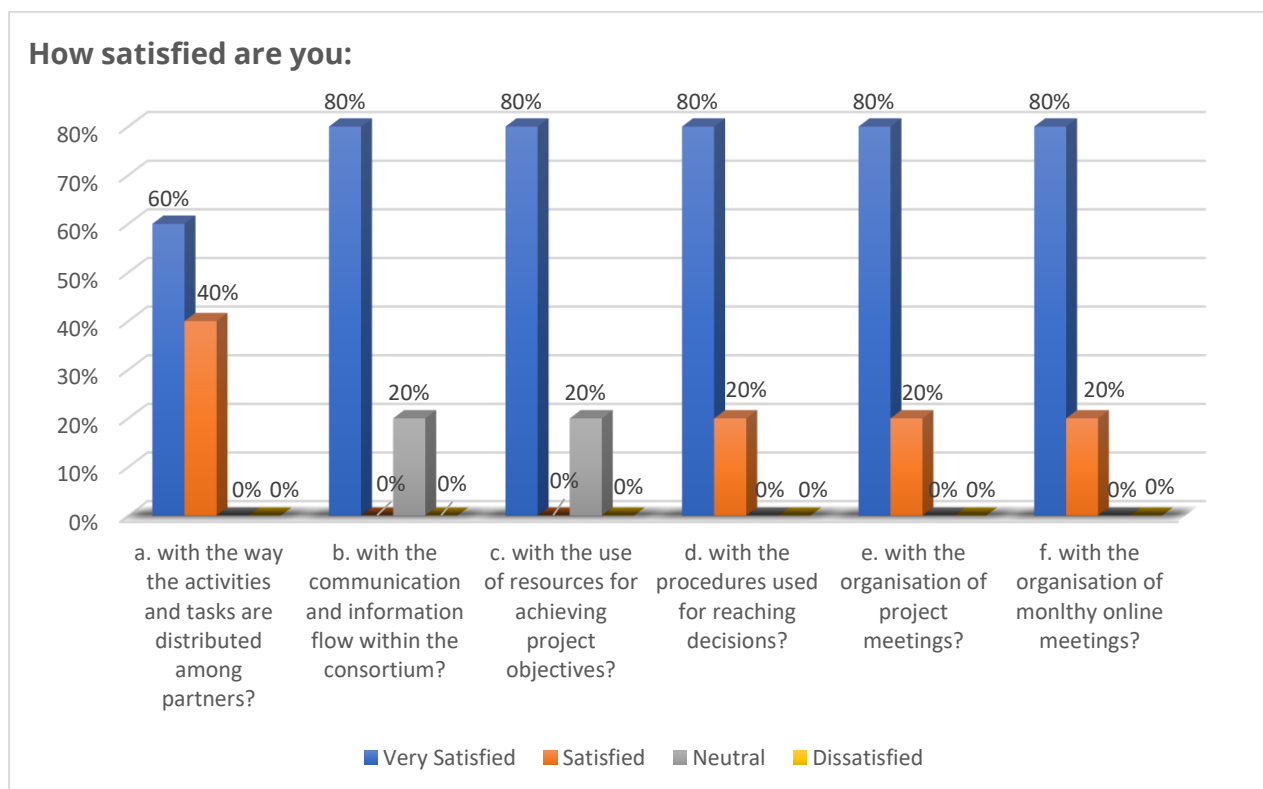


Figure 12. Assessment of WP1 - Project management and coordination (months 1-6)

Figure 13 presents responses to various project management procedures related to WP1. Partners expressed a high level of satisfaction with the aspects of quality assurance, risk management, project management, and quality control measures implemented within the project. All partners (100%) reported being

very satisfied or satisfied with the work done. The absence of neutral or negative reviews strongly indicates that the procedures and activities met their expectations and fulfilled the intended purposes.

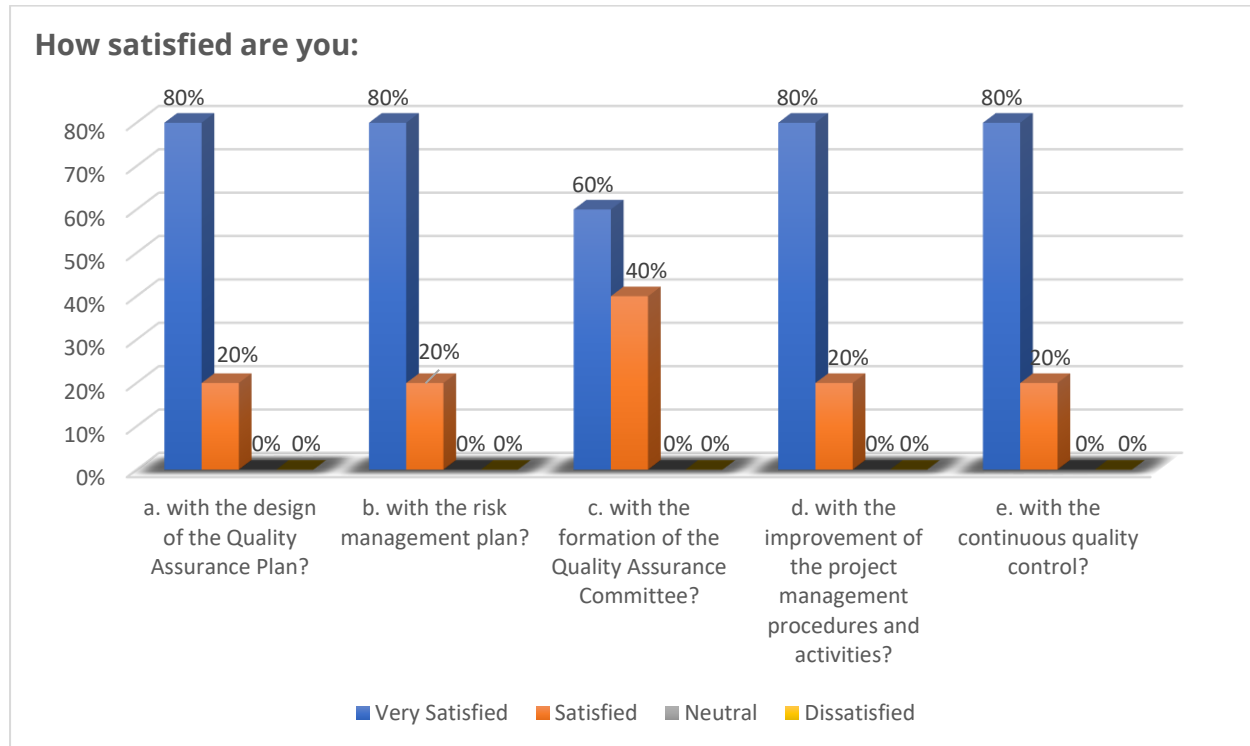


Figure 13. Assessment of WP1 - Project Management procedures (months 1-6)

The “Project Management Handbook” was also well received by partners (Figure 14). All partners (100%) agreed that the Handbook successfully covers all aspects of the project. Positive feedback suggests that it is comprehensive in addressing project management issues and it is user-friendly, indicating that it is well structured and accessible.

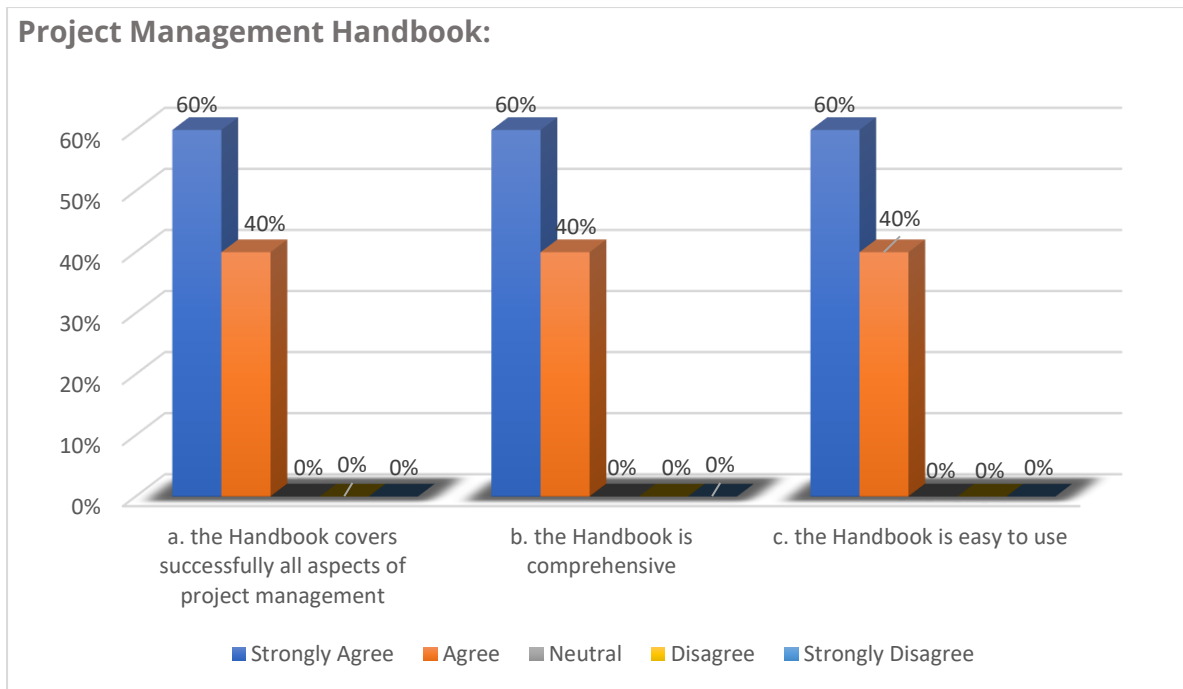


Figure 14. Assessment of WP1 - Project Management Handbook

In addition, all partners indicated that have been satisfied with the project's "Quality Assurance Plan". Specifically, the partners agreed that the Plan successfully covers all aspects of the project, it is comprehensive in covering project management issues and it is easy to use.

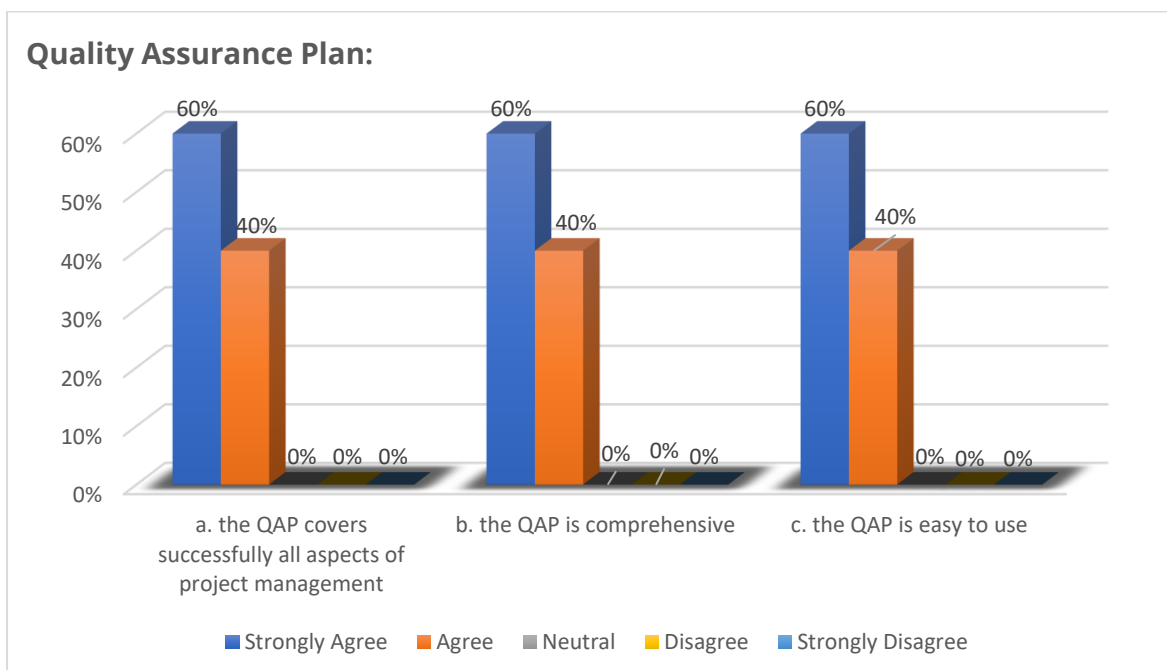


Figure 15. Assessment of WP1 - Quality Assurance Plan

Finally, one partner made the following suggestion in response to the question about ideas for improving cooperation and communication between partners:

- “The Basecamp platform is a good tool to organize. However, sometimes messages and deadlines get lost there. Each time we have to provide feedback we have to download the file and it can lead to confusion over the 'final version' of a document. For instance, I struggled with understanding which document was the final version of the inclusive communications guidelines.”

4.3 Assessment of WP2 - Learning disability mapping, guidelines and training development (months 1-6)

Partners expressed satisfaction with the work done and the overall results of this work package to date. Partners were asked about their satisfaction with several aspects: the distribution of activities and tasks between partners, the flow of communication and information within the consortium, the use of resources to achieve the objectives of WP2, the development of two deliverables and the overall results that have been achieved so far (Figure 16). All partners (100%) declared satisfaction with all mentioned aspects. This positive feedback demonstrates that the activities and tasks under WP2 have been effectively assigned and distributed among partners, resulting in a balanced and efficient workload.

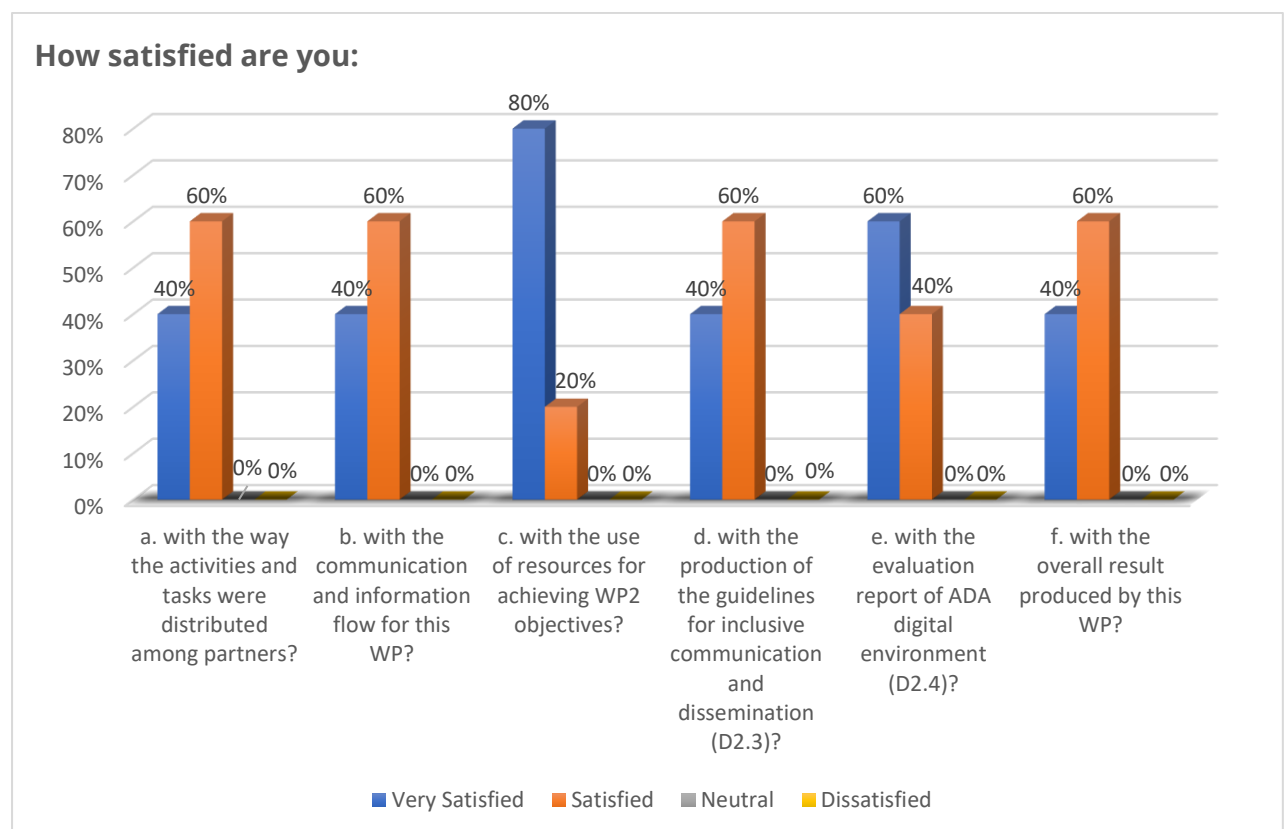


Figure 16. Assessment of WP2 - Learning disability mapping, guidelines and training development (months 1-6)

Then after, the partners provided their views on the advantages of the deliverables produced in this WP. The comments have been as follows:

- “D2.3 is a go-to document that can conceptualize the info required to follow ADEDU project.”
- “The scientific review was good and really well researched.”
- “The Evaluation report of ADA digital environment (D2.4) is a comprehensive, scientific document that can be further exploited as such (in Conferences, etc.).”
- “Evaluation of the ADA is detailed and comprehensive, very useful and applicable for other projects as well. D2.3 is also comprehensive document, with detailed literature review and can be used for the preparation of the training materials.”
- “The strongest point is that the deliverables of this work package will facilitate the successful implementation of the entire project’s activities!”

Regarding any feedback on the deliverables produced in this WP, the partners made the following comments for improvement:

- “The references for the D2.3 were mostly children-based and this generated some concerns however is a valid gap in research that we are addressing.”
- “Not a very weak point, more like a suggestion for the future. To just receive more time to review the documents and fill in the evaluation form.”
- “Nothing. For the process, the time limitation. Flexibility on the time plan should be applied when the results can be improved.”
- “Delays in producing the deliverables which resulted in short amount of time for their review prior to the submission to EACEA.”
- “No weak points in deliverables. If I see something that could be better,

I will intervene before the deliverables are finished.”

Finally, regarding any suggestions on how this type of work could be better carried out, one partner recommended “Respecting the deadlines agreed among all partners”.

4.4 Assessment of WP4- Communication, Dissemination and Exploitation (months 1-6)

Figure 17 illustrates partners' responses regarding their satisfaction with the project's communication, dissemination and exploitation efforts, as well as the project's website and social media presence. All partners (100%) reported satisfaction with the communication and dissemination process within the project. They indicated a high level of satisfaction with all aspects included in this work package. This positive feedback suggests that partners felt that these elements were effective, well-coordinated and aligned with project goals. There were no neutral or negative reviews.

How satisfied are you with:

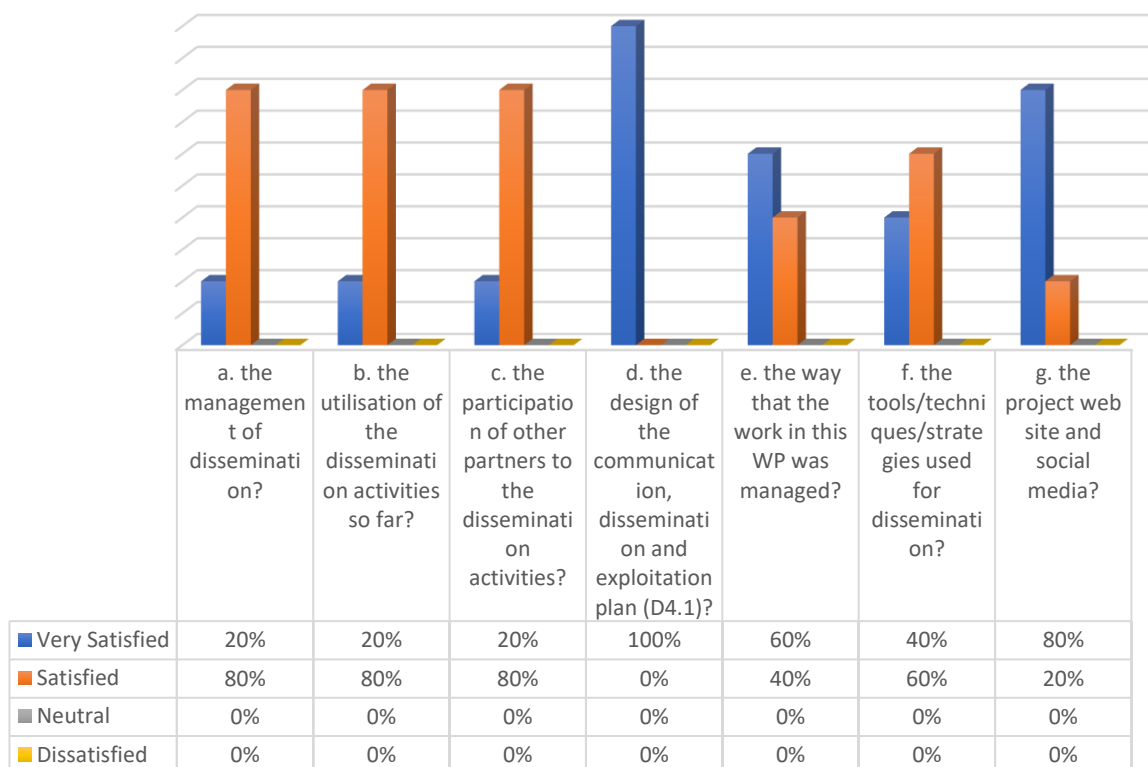


Figure 17. Assessment of WP4 – Communication, Dissemination and Exploitation (months 1-6)

Finally, partners were asked to comment on how the sustainability of produced and future outputs could be improved. Three partners made the following comments:

- “Continuous usage and promotion of the materials through the services and activities of partner organizations involved.”
- “EASPD can upload some learning materials on our Knowledge Hub. A space for e-learning materials and courses.”
- “Continuous dissemination actions.”

5 Second internal evaluation

Partners were asked to evaluate various critical elements of the project, such as its objectives, management and coordination, the learning disability mapping, guidelines and training development, and the overall communication, dissemination, and exploitation efforts. The primary aim of this evaluation was to gather insights into the project's current progress from the partners' perspective. This process allows partners to highlight areas that may require adjustments or corrective measures to ensure the project's ongoing success.

5.1 Project objectives and work produced (months 7-12)

Figure 18 illustrates the partners' assessment of the achieved project objectives. The significant majority of respondents, approximately 80%, reported that the project successfully achieved all of its stated objectives as stated in the Technical Annex and about 20% expressed that the project achieved its objectives more than expected.

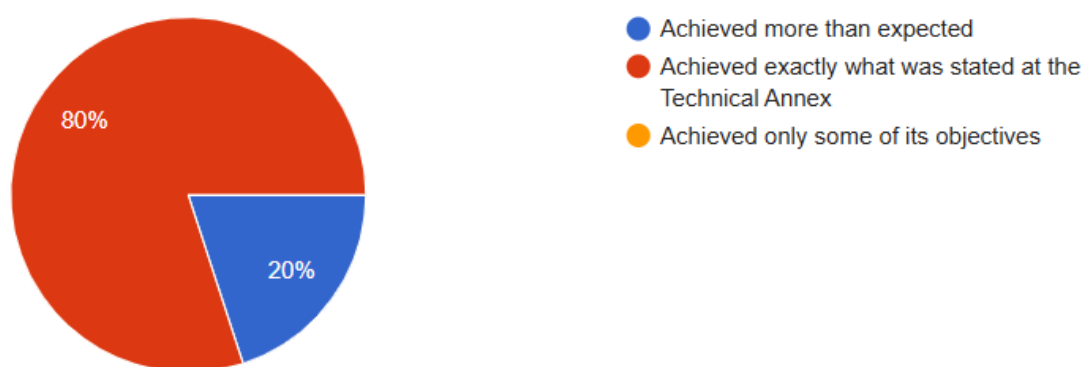


Figure 18. In your opinion, did the project achieved all of its stated objectives set for months 7 to 12 and in what degree were they achieved?

Respondents unanimously agreed on the high quality of the consortium (Figure 19). The majority (60%) indicated that the consortium had performed admirably, while 40% stated that its performance had been really well.

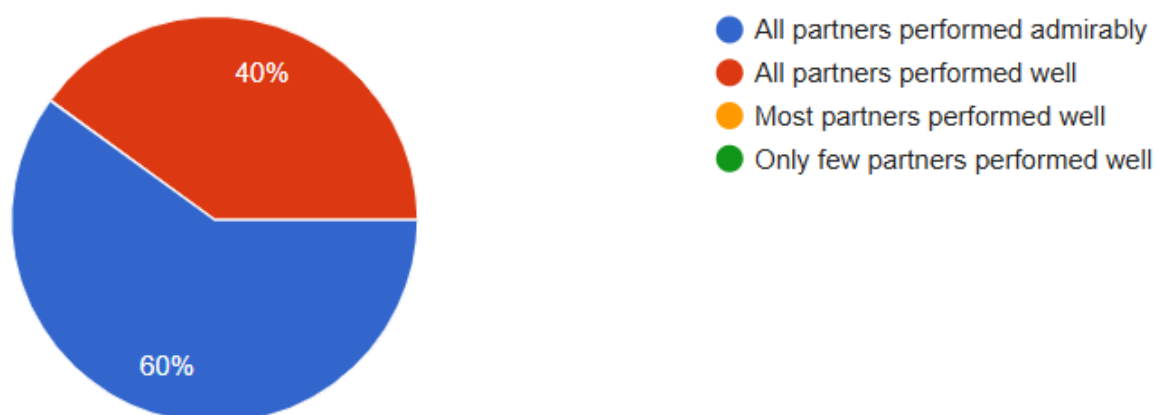


Figure 19. How do you rate the quality of the consortium for months 7 to 12?

In response to the question regarding the common understanding of project goals and how they will be achieved, Figure 20 illustrates that 100% of partners confirmed that there is a common understanding of the project goals and the approach to their achievement.

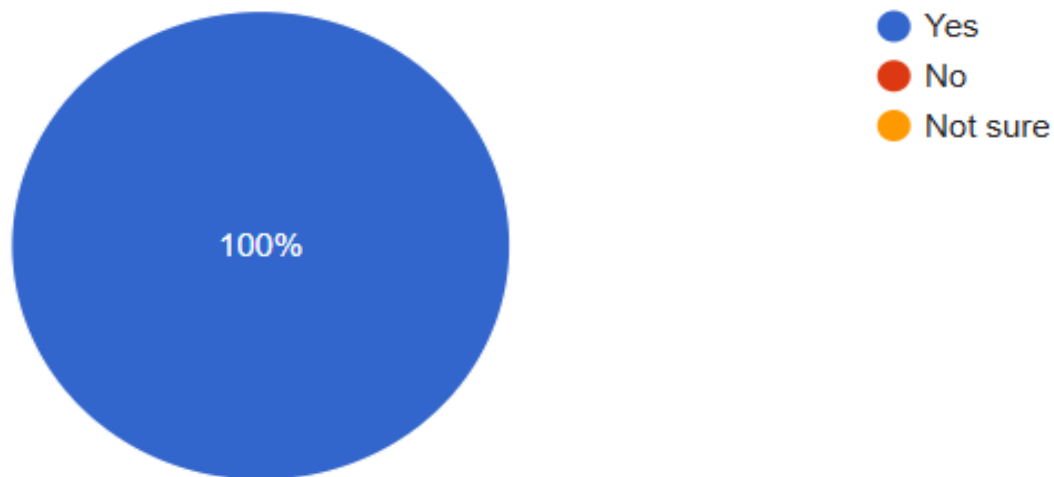


Figure 20. In your opinion, is there a common understanding amongst the partners of what the project goals are and how they will be achieved (months 7-12)?

Partners were then asked about any concerns or objections regarding the interpretation of the project goals with no partner raising any concern.

In the next question, partners were asked about the work plan, the organization of the activities, how the project plans achieve the planned objectives and the cooperation between the team members. All partners (100%) expressed high satisfaction with all project procedures.

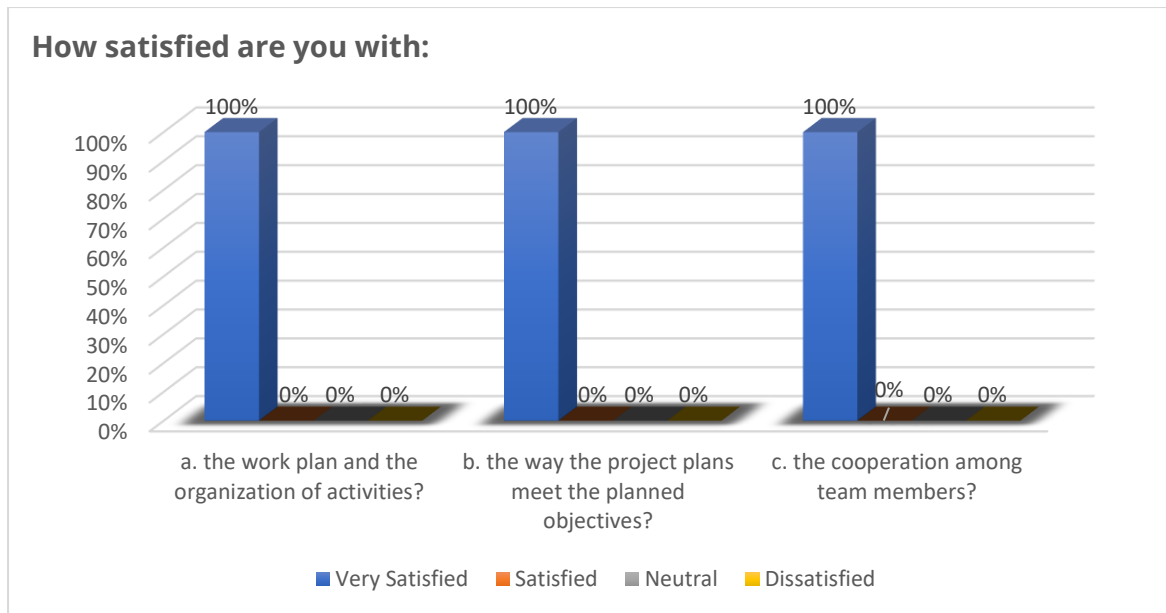


Figure 21. General assessment of project procedures (months 7-12)

Regarding the improvement of the organization and efficiency of the project, there was no proposal from any partner.

5.2 Assessment of WP1- Project management and coordination (months 7-12)

Figure 22 illustrates the partners' satisfaction levels concerning different aspects of project management and coordination. The feedback collected largely reflected positive evaluations, showing a high degree of partner satisfaction (100%). These responses underscored successful outcomes in project implementation, collaboration, use of resources, and organization of meetings.

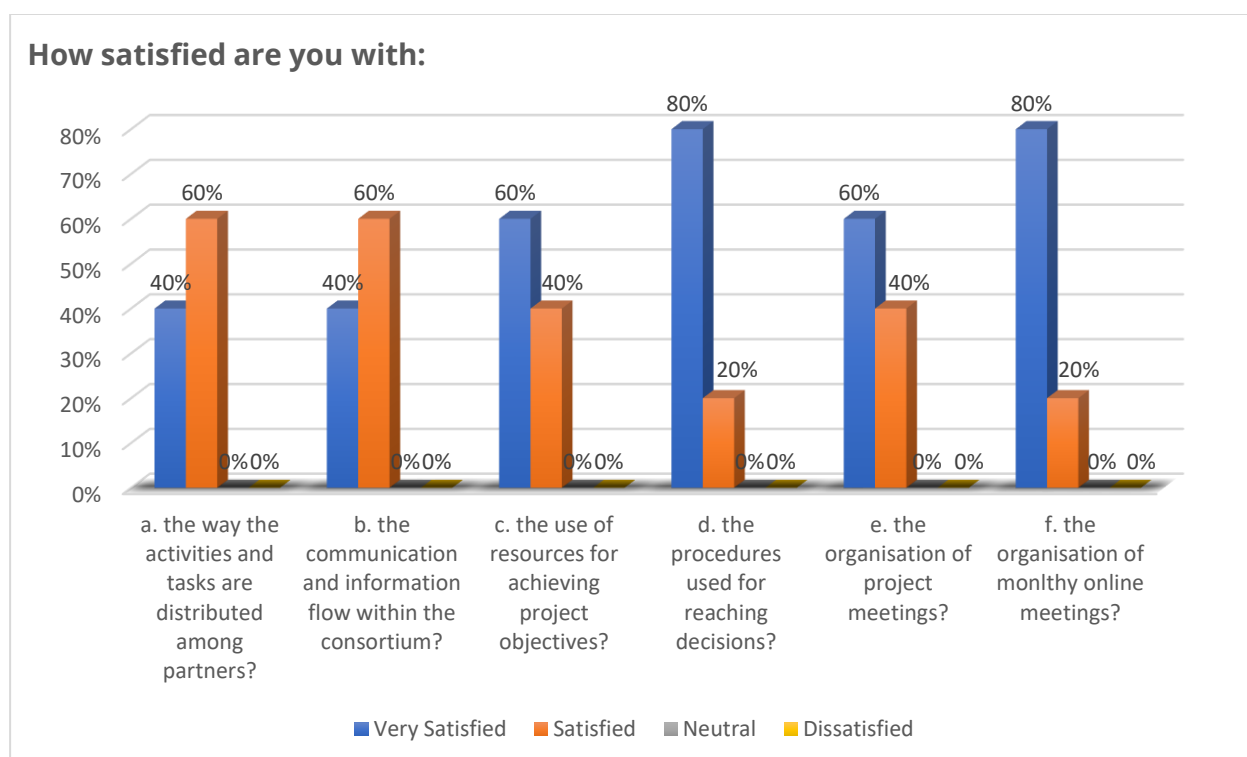


Figure 22. Assessment of WP1 - Project management and coordination (months 7-12)

Figure 23 displays the feedback regarding various project management procedures related to WP1. All partners (100%) expressed satisfaction with aspects such as quality assurance, control, and the enhancement of project management processes and activities.

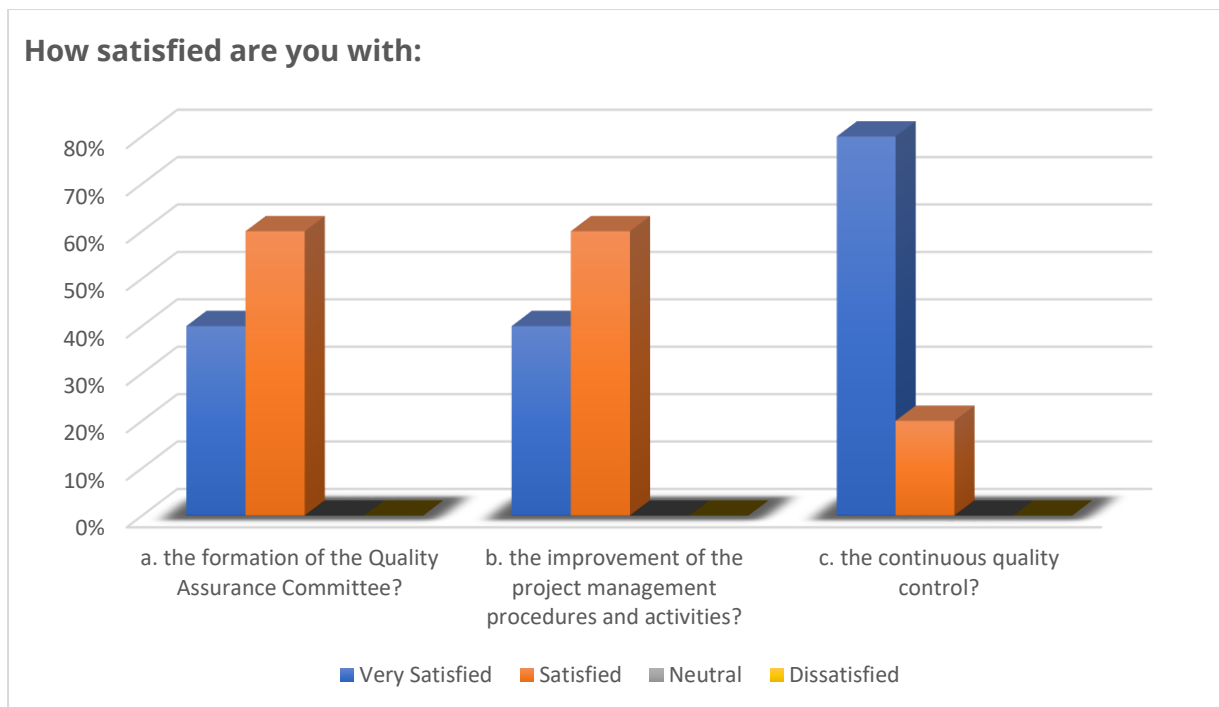


Figure 23. Assessment of WP1 - Project Management procedures (months 7-12)

Finally, none partner made any suggestions in response to the question about ideas for improving cooperation and communication between partners, fact confirming the positive procedures followed thus far.

5.3 Assessment of WP2 - Learning disability mapping, guidelines and training development (months 7-12)

Partners expressed satisfaction with the work done and the overall results of this work package to date. Partners were asked about their satisfaction with several aspects: the distribution of activities and tasks between partners, the flow of communication and information within the consortium, the use of resources to achieve the objectives of WP2, the design and development of the training course and the overall results that has been achieved so far (Figure 24). All partners (100%) declared satisfaction with all mentioned aspects.

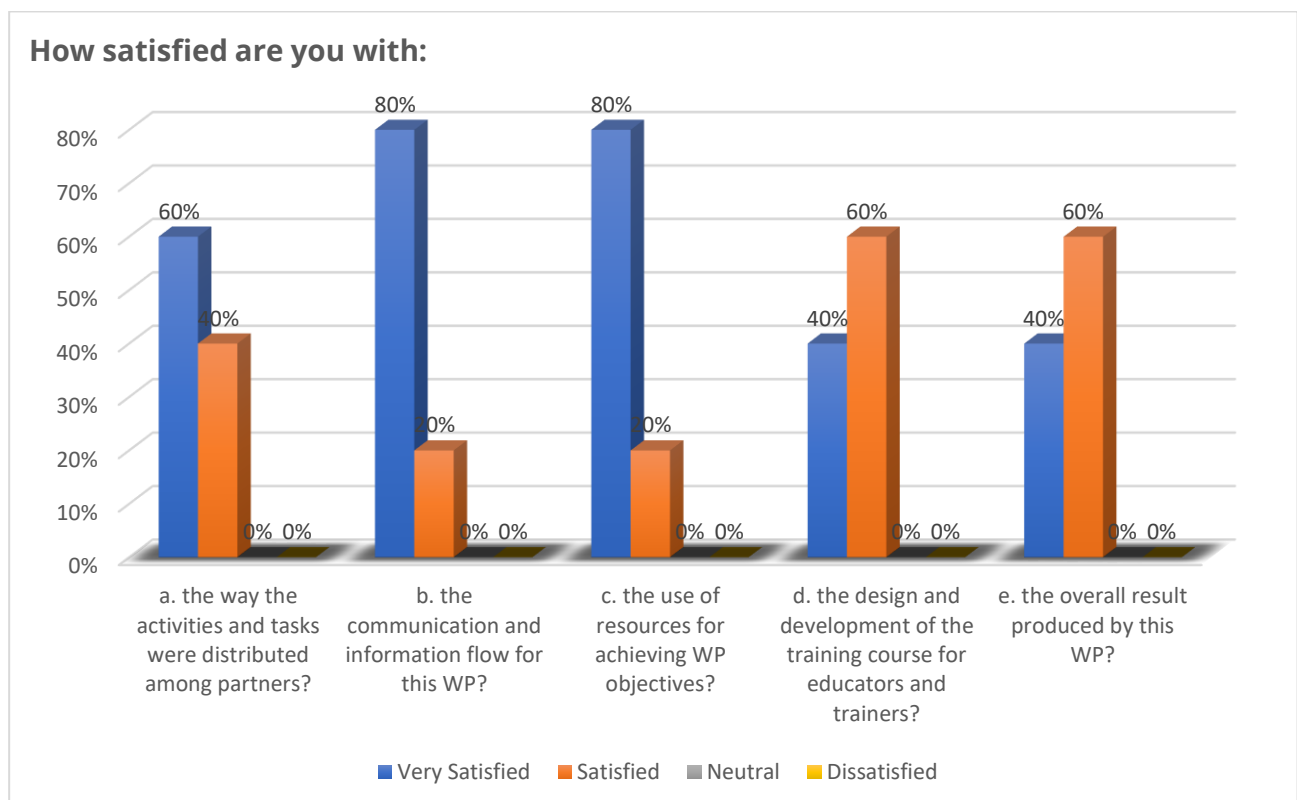


Figure 24. Assessment of WP2 - Learning disability mapping, guidelines and training development (months 7-12)

Following this, partners shared their perspectives on the advantages of the work produced in this work package (WP). Their comments were as follows:

- “Scientific review was good as we got to discuss definitions of inclusive

education, etc. It showed how it is differently defined across Europe.

The training course for educators is a good tool.”

- “High quality of results.”
- “Informative intro to the project with D2.3.”
- “D2.3 Guidelines for inclusive communication and dissemination provides a solid base for training content development. D2.4 Evaluation report of ADA digital environment helps to improve the accessibility features and proper functioning of the Platform.”
- “I think that procedure is OK in all points.”

Regarding the feedback on the weaknesses of the work produced in this work package (WP), the partners did not report any drawbacks of this work package.

Finally, regarding any suggestions on how this kind of work could be better carried out, one partner replied, “To continue in that way”.

5.4 Assessment of WP4- Communication, Dissemination and Exploitation (months 7-12)

Figure 25 illustrates partners' responses regarding their satisfaction with the project's communication, dissemination and exploitation efforts, as well as the project's website, social media and the design and roll-out raising awareness campaign. Almost all partners (80-100%) reported sufficient satisfaction with the communication and dissemination process within the project. They expressed a high level of satisfaction with all aspects included in this work package. However, there were also some neutral reviews (20%-40%).

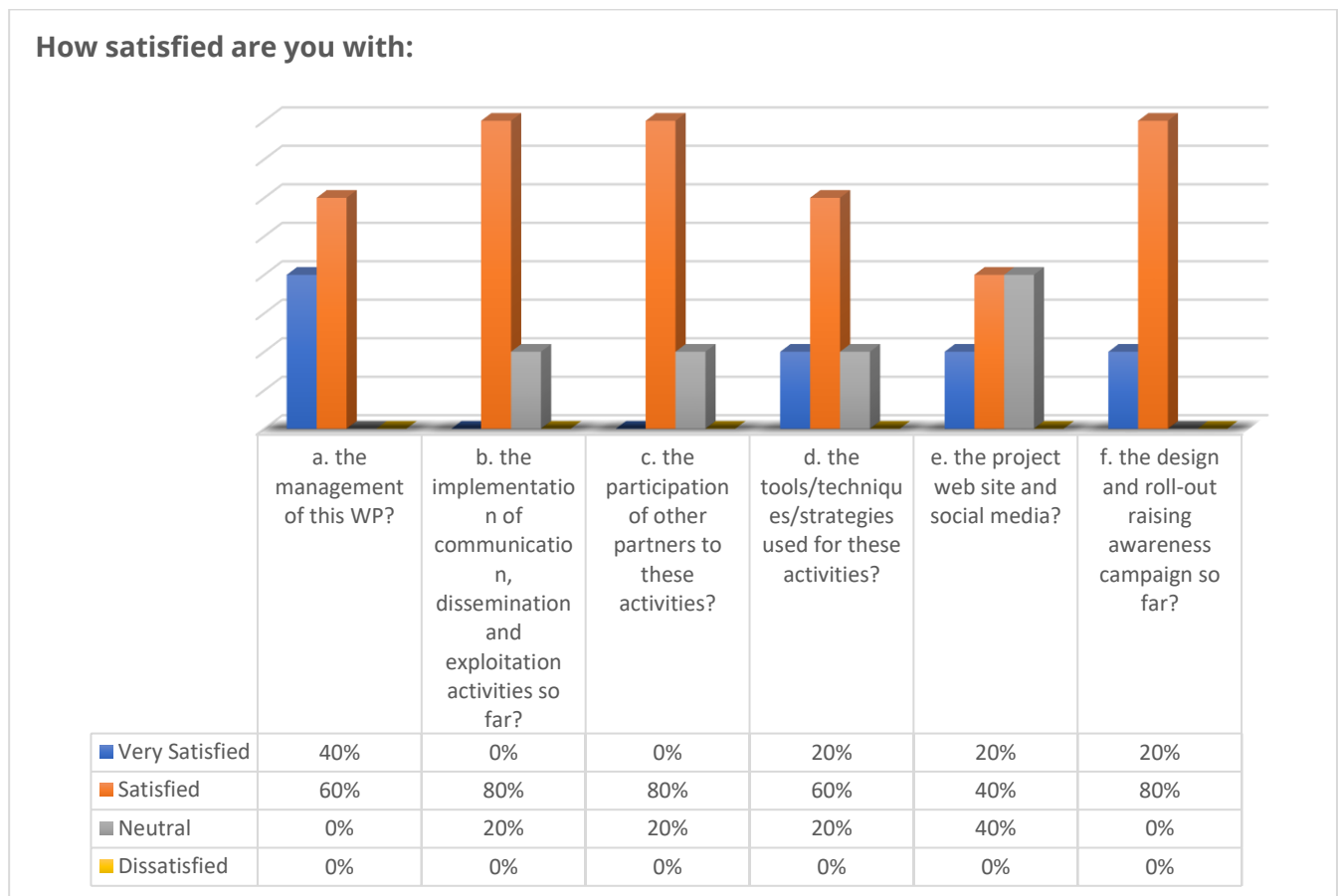


Figure 25. Assessment of WP4 – Communication, Dissemination and Exploitation (months 7-12)

Finally, partners were asked to provide comments on how the sustainability of the produced and future outputs could be enhanced. Four partners made the following comments:

- “Publishing the results on the individual websites of all partner organizations will be helpful for sustainability.”
- “Further, increased communication activities.”
- “The website must be populated with more content as discussed and agreed at the project meeting.”
- “To continue our work as best is possible.”

6 Project deliverables assessment results

In addition to the two initial project deliverables, which were evaluated as part of the internal evaluation, ongoing evaluation of the deliverables takes place throughout the duration of the project. In this context, two different partners were asked to evaluate each of the three deliverables, "Guidelines for inclusive communication and dissemination," "Evaluation report of ADA digital environment," and "Communication, Dissemination, and Exploitation Plan" by completing an online questionnaire focused on specific criteria.

Regarding the evaluation of the **general quality criteria** for the three deliverables, the partners evaluating rated the general criteria as **good or excellent for all three deliverables**. There has been only one negative assessment concerning the criterion of understandability (clear and concise language) for the deliverable "Guidelines for inclusive communication and dissemination". The partner justified this with the following comment: "Understandability- the document uses longer, more complex language which could be simplified to increase its accessibility to people with learning disabilities or whose first language is not English. It would also be able to break up the longer paragraphs into shorter ones. Completeness- is there a plan to add further guidelines on how to communicate in a more inclusive or accessible manner?".

Next, the evaluation of **specific quality criteria** for the deliverables' results was conducted. All partners evaluating rated the specific criteria as either **good or excellent** with only one average response from a partner regarding the accessibility criterion for the deliverable "Guidelines for Inclusive Communication and Dissemination". Furthermore, an evaluation of specific quality criteria related to the production and use process of the deliverables took place. The evaluation of these criteria was rated as good or excellent for all

three deliverables with only one average response regarding the on-time delivery criterion for the deliverable "Evaluation Report of ADA Digital Environment." Figures 26 to 28 illustrate the evaluation of the above general and specific quality criteria for the three different project deliverables.

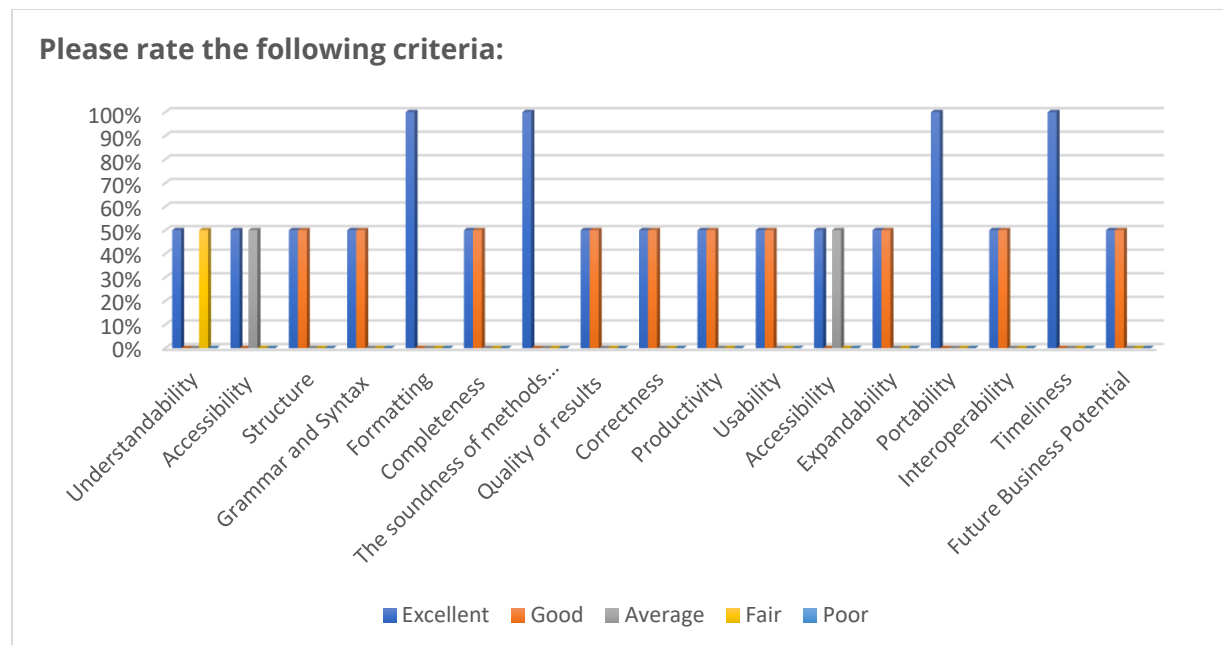


Figure 26. Evaluation of the Guidelines for inclusive communication and dissemination

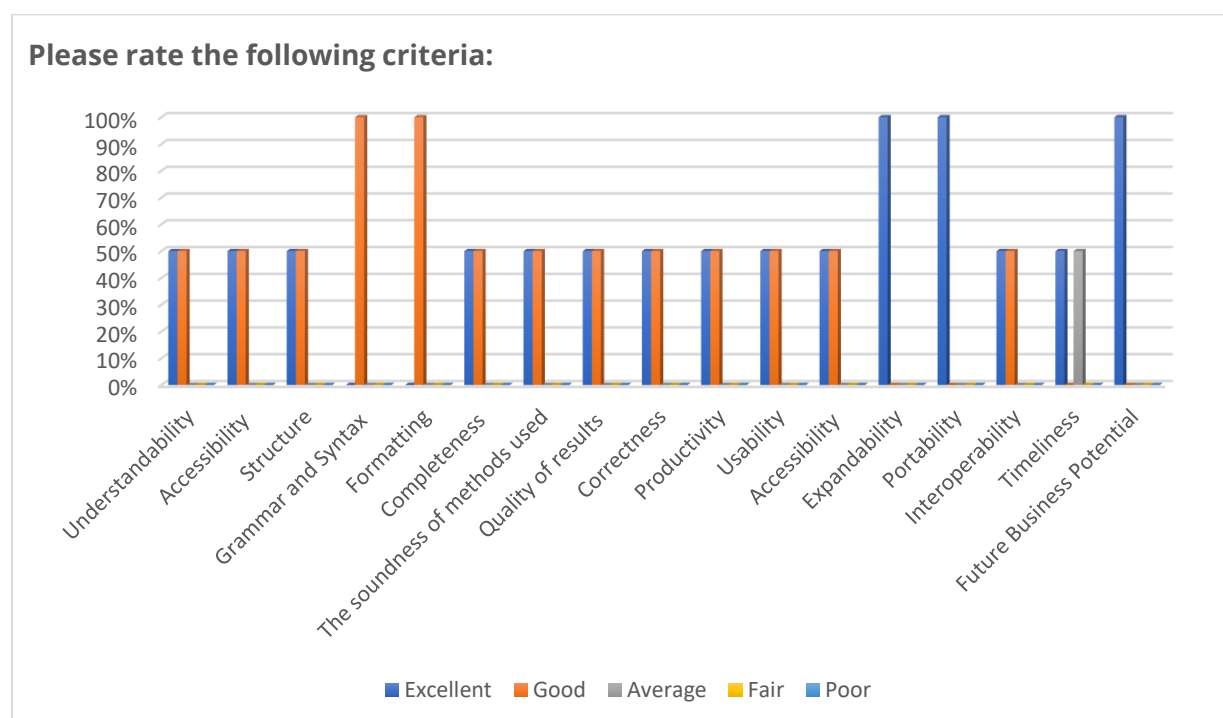


Figure 27. Evaluation of the report of ADA digital environment

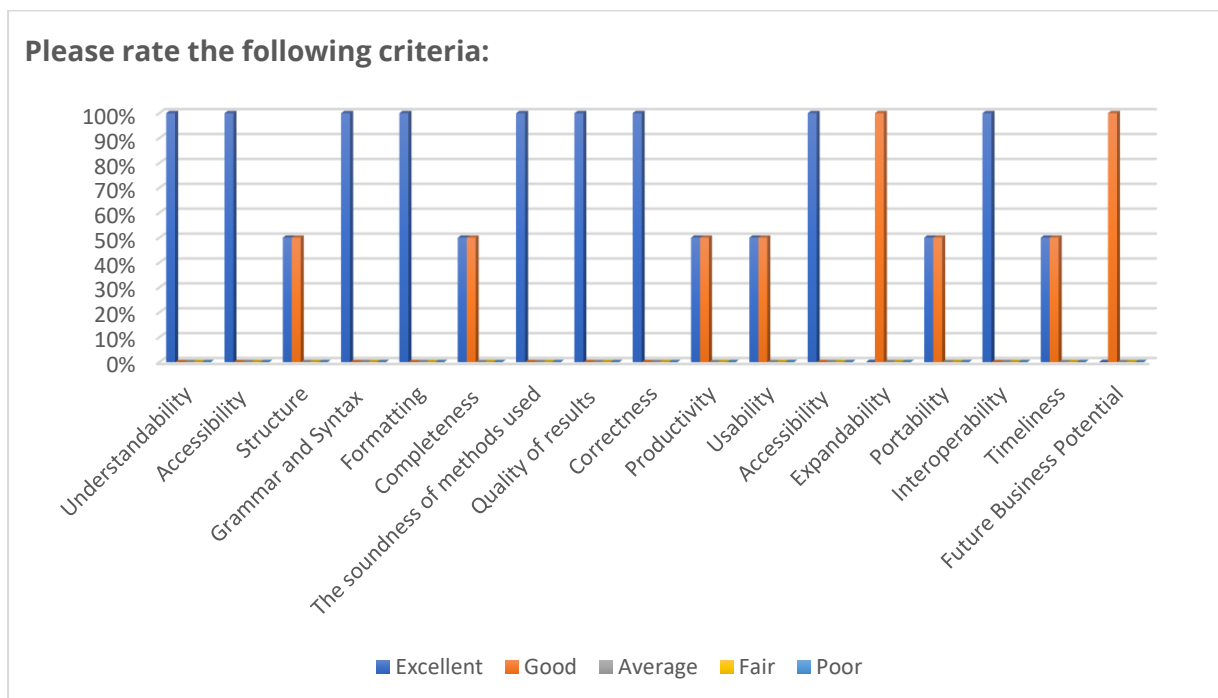


Figure 28. Evaluation of the Communication, Dissemination and Exploitation Plan

On the open-ended questions, partners suggested some specific changes to consider before the final submission of the deliverables, as well as some future notes:

Guidelines: “Reducing the complexity of sentence structure to make it easier to read for non-native English speakers”,

ADA platform: “Create a space for the participants of the training to be able to share and communicate with each another”,

“Apart from focusing only on ADA, it could provide general suggestions on how to make eLearning environments more accessible and inclusive. This is already done for ADA and the comments can be applicable to other platforms and settings, but perhaps it can be more highlighted”,

Communication Plan: “It can be used to disseminate the training till a few years later”.

Regarding the overall assessment of the deliverables, these were accepted as they were or accepted with minor revisions that took place before their submission.

7 Train of Trainers (ToT) assessment results

The purpose of the Train of Trainers (ToT) evaluation form has been to assess both the effectiveness of the training provided to the trainers and the quality and relevance of the training content itself. This assessment was critical on providing the project team with valuable information that enabled them to make any necessary adjustments and improvements.

Initially, trainers were asked to share their satisfaction with the training objectives, the presentation of the ADA platform evaluation and the explanation of the training needs. Around 70-90% of trainers reported high levels of satisfaction with all of the above aspects. However, there were four neutral responses: three on the presentation of the ADA platform evaluation and one on the training objectives and goals. Additionally, there was a below the average comment on the explanation of the training needs.

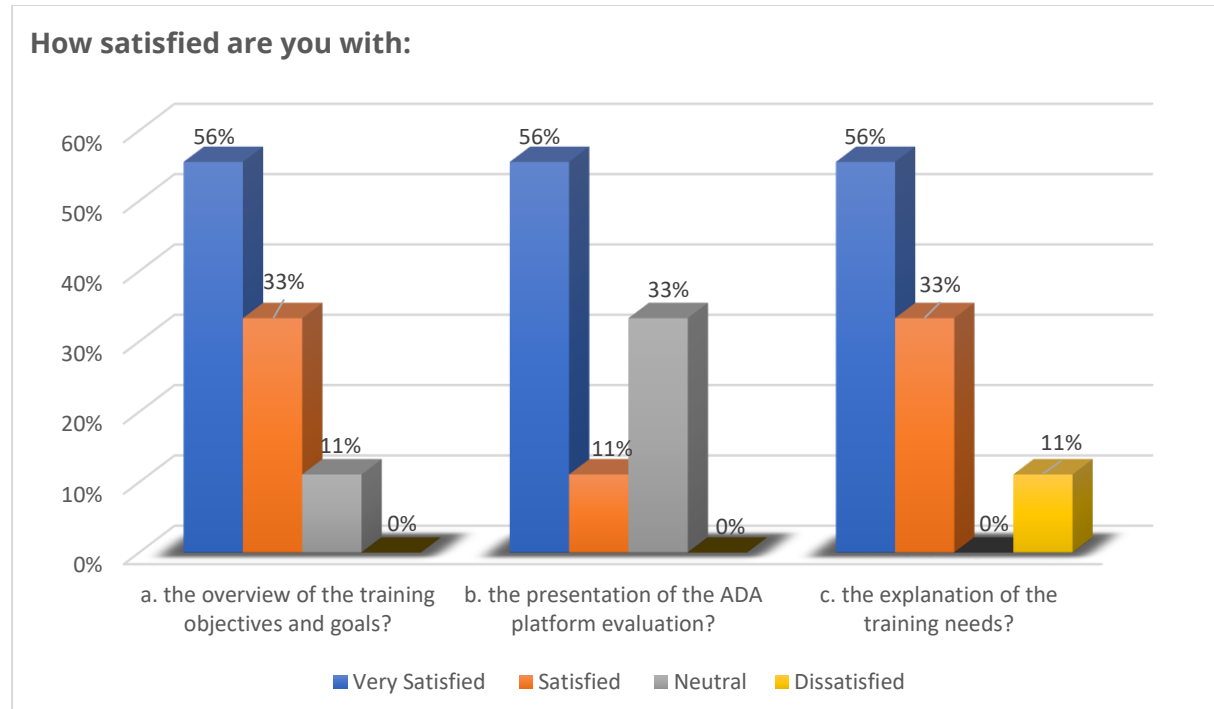


Figure 29. Evaluation of training objectives and needs and ADA platform presentation

Trainers then evaluated the four different Modules, along with the closing

session. Figure 30 presents the evaluation results for Module 2, titled “Differentiated Instruction and Personalized Learning”. According to the feedback, all trainers (100%) found the sessions on Module 2 to be (highly) beneficial and relevant to their practices.

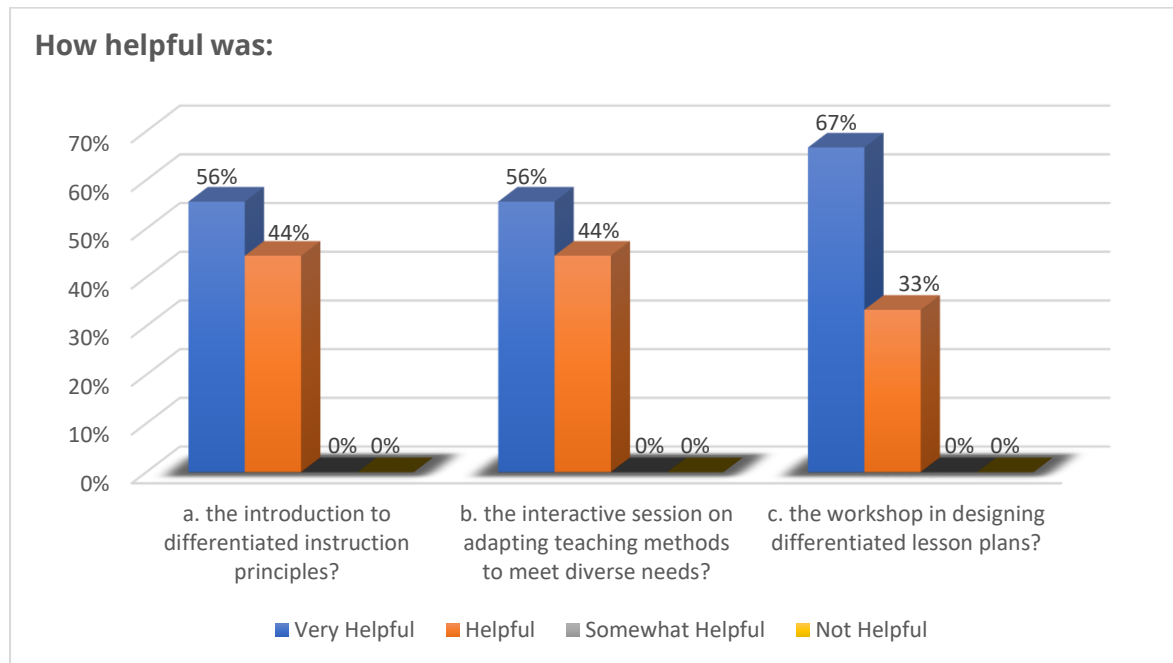


Figure 30. Evaluation of Module 2: Differentiated Instruction and Personalized Learning

Figure 31 displays the evaluation results for Module 1, titled “Identifying Learning Disabilities in the Classroom.” The feedback from trainers reveals that, overall, a significant majority (ranging from 90% to 100%) expressed a high degree of satisfaction with every component of the training.

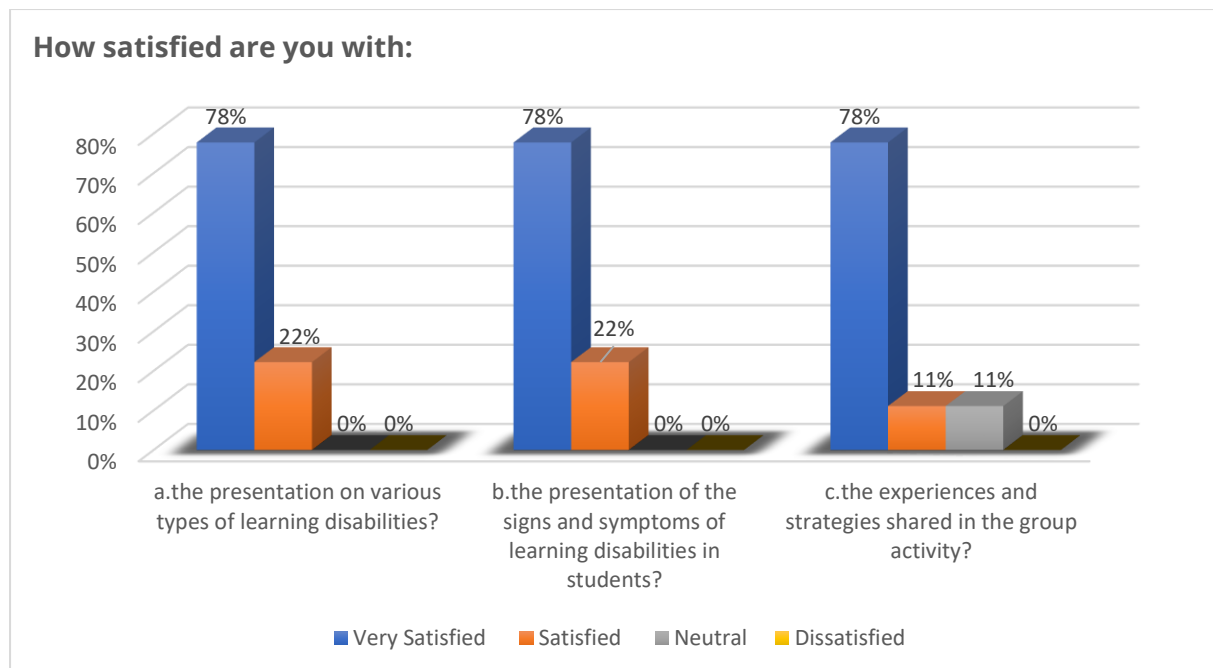


Figure 31. Evaluation of Module 1: Identifying Learning Disabilities in the Classroom

Regarding Module 3: “Integrating Technology in Inclusive Education”, Figure 32 presents the results of the evaluation. Overall, most trainers expressed high satisfaction, particularly with the overview of assistive technologies. The hands-on activity, however, received more varied feedback, with some trainers remaining neutral. Similarly, the discussion on evaluating technology resources was generally well-received, with the majority of trainers reporting satisfaction.

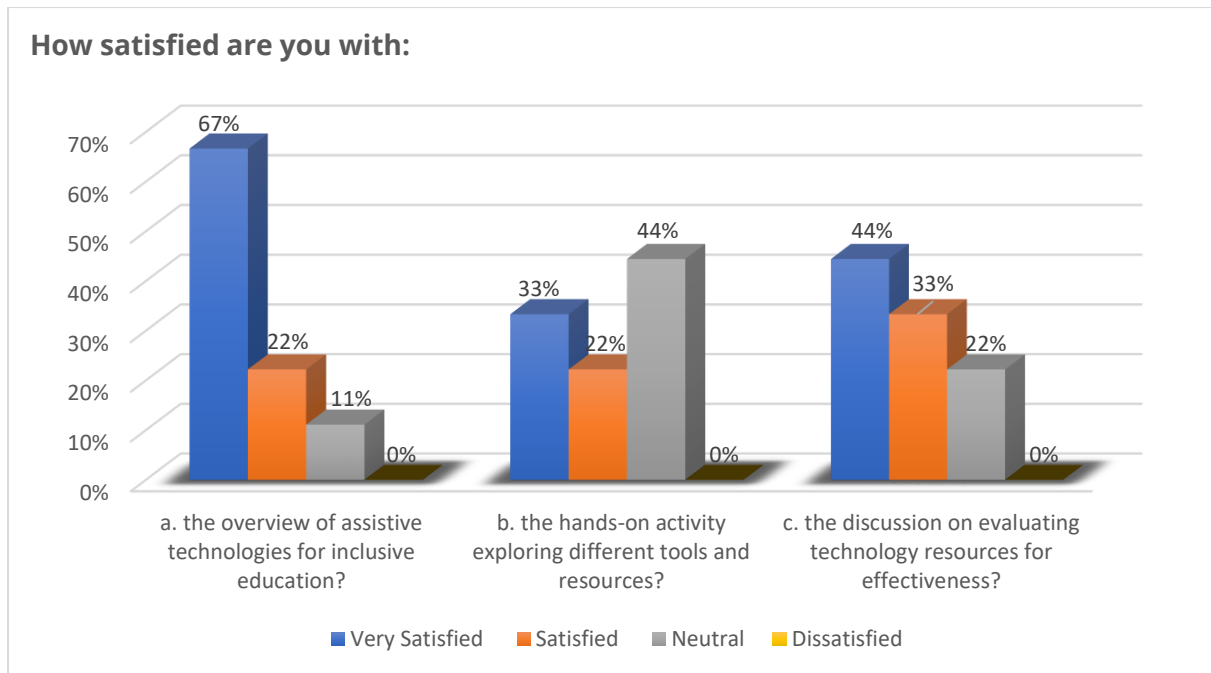


Figure 32. Evaluation of Module 3: Integrating Technology in Inclusive Education

Figure 33 illustrates the findings of the evaluation of Module 4: “Inclusive Classroom Management and Conflict Resolution”. In general, all trainers (100%) found the techniques for creating an inclusive classroom environment, the practical exercises on conflict resolution strategies and the workshop on managing diverse classrooms to be highly beneficial.

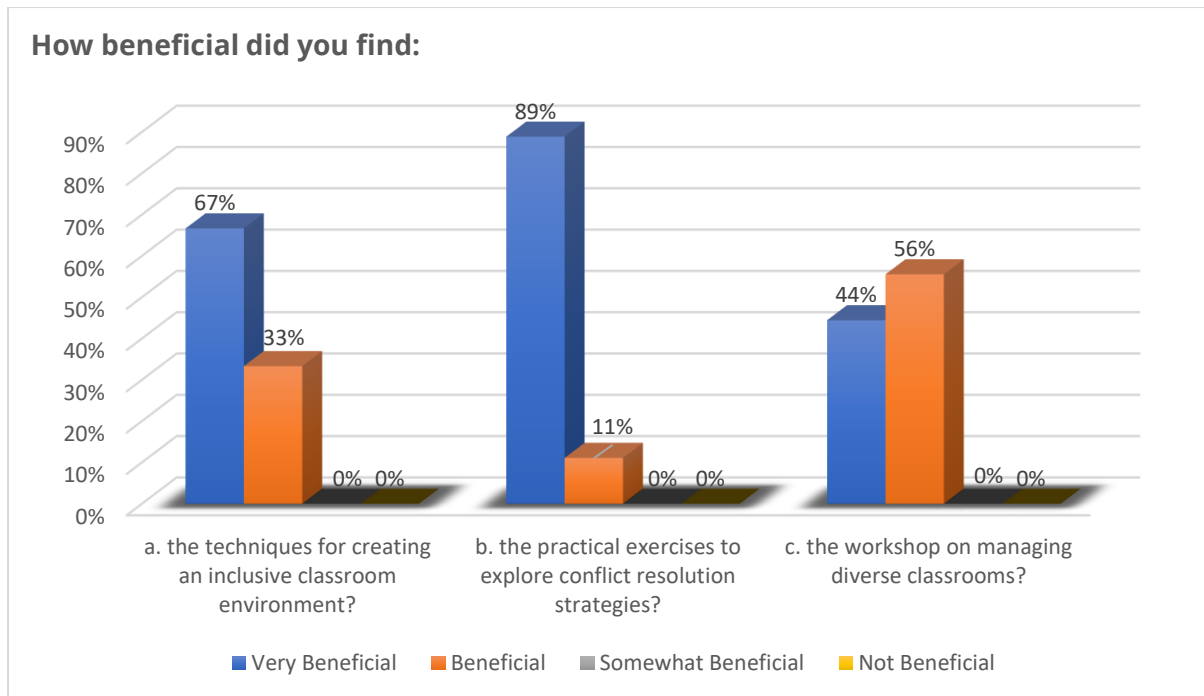


Figure 33. Evaluation of Module 4: Inclusive Classroom Management and Conflict Resolution

Finally, trainers assessed the closing session of the training. The results are shown in Figure 34. Overall, the majority of trainers (90%) were particularly satisfied with the summary of key takeaways from the event, with a strong majority expressing satisfaction. The administration and communication related to the platform, as well as the distribution of certificates and feedback forms, received more varied feedback, with some trainers expressing neutrality and one not satisfaction in two points.

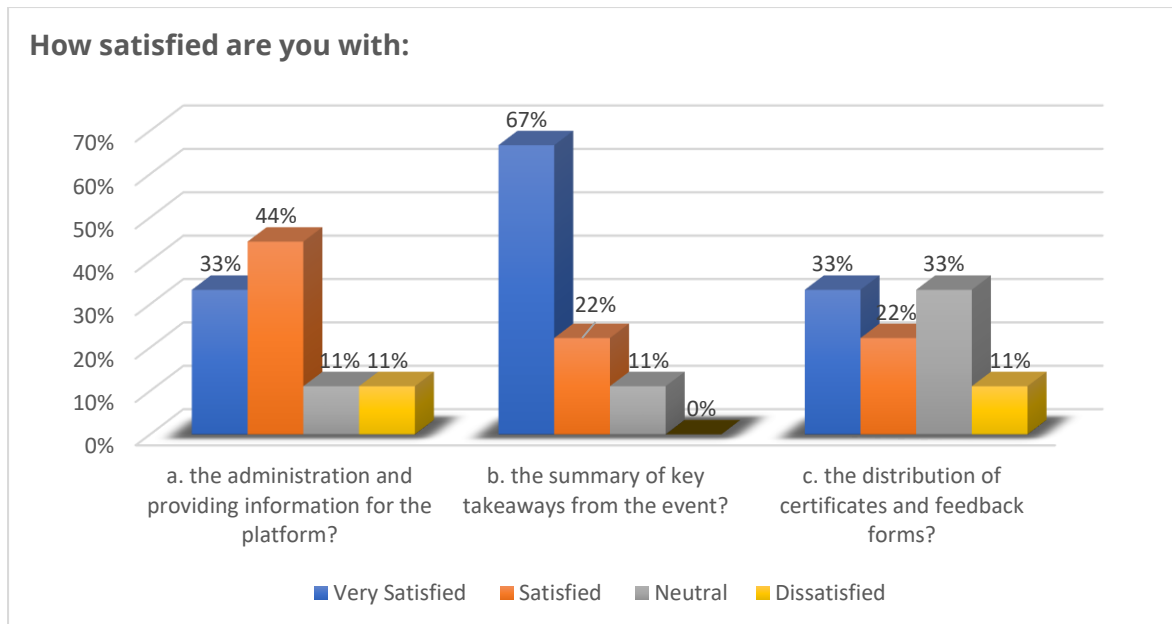


Figure 34. Evaluation of the closing session

The last part of the Train of Trainers (ToT) evaluation contained the overall evaluation of the training. The majority of trainers rated the effectiveness of the training program positively, with most selecting "Good" and several rating it as "Excellent." Only one trainer gave an "Average" rating.

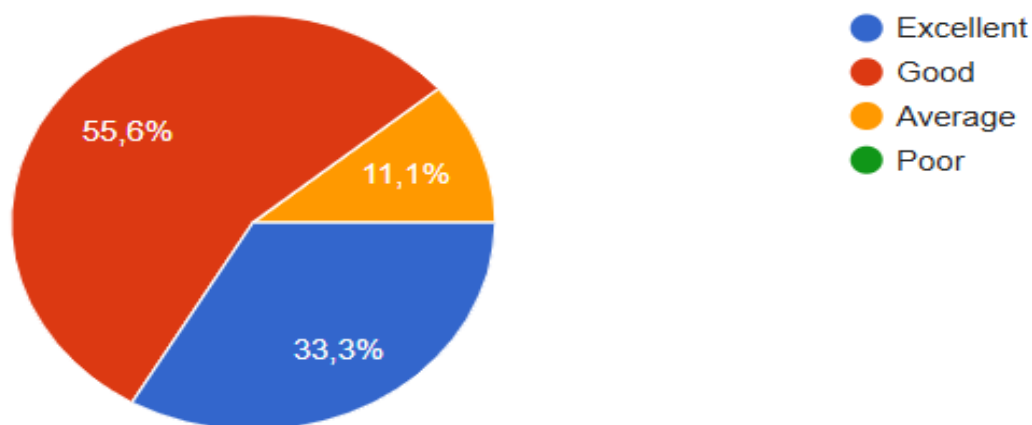


Figure 35. Overall, how would you rate the effectiveness of this training program?

Next, most trainers (57%) considered the training content to be relevant to their role as a trainer, while a few (33%) felt it was "Somewhat Relevant." Additionally, one trainer rated the content as "Very Relevant."

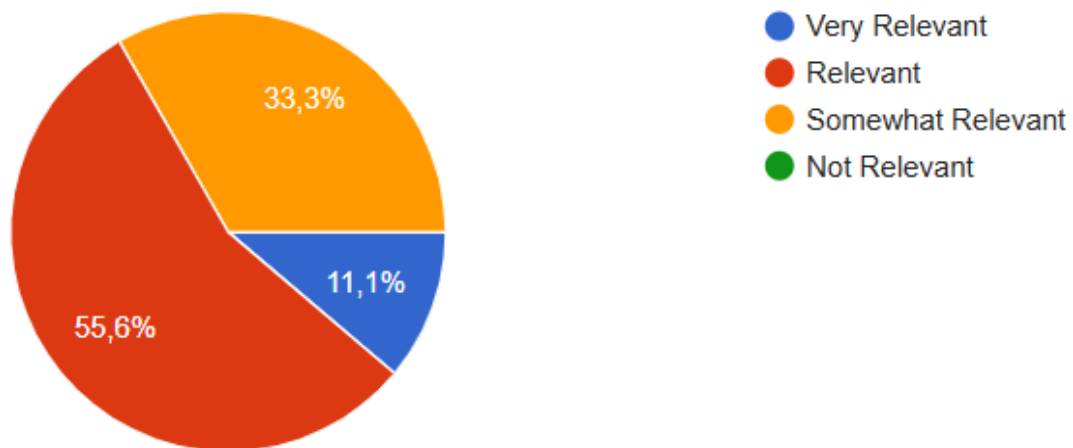


Figure 36. How relevant was the training content to your role as a trainer?

To the most important question on if they feel more prepared to implement the strategies and knowledge gained during the training all participants (100%) responded "Yes" to the question, indicating that the target of the ToT has been achieved.

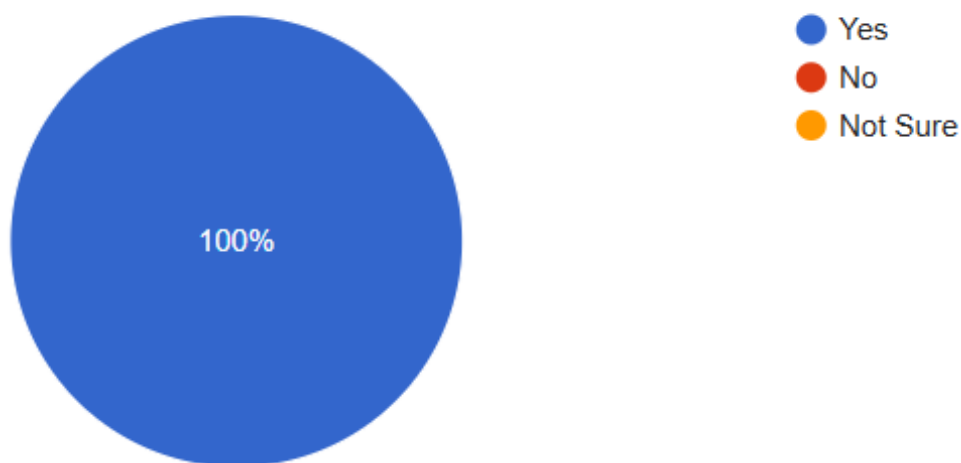


Figure 37. Do you feel more prepared to implement the strategies and knowledge gained during the training?

Finally, trainers were asked to answer two open-ended questions. The first concerned the most valuable aspect of the training and the trainers provided the following feedback:

- “Methods of inclusion.”
- “Communication between participants.”
- “The group work on making individual education plans was most relevant for me.”
- “Important feedback.”
- “I believe the exercises we had to do per group are highly valuable. First to better understand the dedicated presentation before, and then to apply in practice what we learn. It is also a very nice way to learn, to engage in the training and not follow passively.”
- “Getting to know what learning disabilities actually are.”
- “Knowledge sharing, group exercises, common understanding, feedback given to content developers.”
- “Gaining feedback from the participants.”
- “Understanding different forms of education.”

The second question concerned areas of the training that could be improved. Six trainers made suggestions mostly indicating more interaction with the platform needed, a practice that it is already set in the proposal and planned by the partners for the following up activities and the next steps of the project.

8 Conclusions and Recommendations

At the end of the first 16 months, the project remains on track in terms of its stated objectives, quality and timely outcomes. Furthermore, the progress made during this period has begun to yield numerous practical results, indicating the potential for significant results and the partners' increased willingness for their sustainability.

On specific elements, both project meetings received overwhelmingly positive feedback, with high levels of satisfaction expressed by all partners. The first meeting was praised for promoting effective communication, collaboration, and knowledge sharing, with partners highlighting the quality of presentations and the overall productive nature of the meeting. Similarly, the second meeting saw unanimous satisfaction in areas such as preparation, venue, and execution, with partners emphasizing the importance of in-person discussions and decision-making. There were some areas for improvement, including better communication systems for online participants and more time for future meetings due to the extensive agenda. Based on this, partners' already agreed on more time to be allocated for future meetings.

Furthermore, the internal evaluations showed strong positive feedback from all partners on the achievement of objectives, management, and project coordination. All partners expressed satisfaction with the organization, collaboration, and execution of activities. Partners were also satisfied with the communication and dissemination efforts and a number of suggestions were made to enhance sustainability by increasing the website content and communication activities showcasing the partners willingness for further improvement.

Also, the evaluation of the project's deliverables received mostly positive feedback. Partners rated the quality criteria as good or excellent. Minor revisions and suggestions were proposed for which the partners have already taken the necessary measures. Specifically, regarding the requested more time for the review of the deliverables and the partners' equal involvement: 1. on the equal involvement, the QA team has already made sure of this from the beginning, providing a *Quality Assurance Plan* that includes all partners in an equal number of evaluations, and 2. on the time, the issue was also addressed, discussed and agreed that for the next evaluations, and if considered necessary, it will be discussed again closer to the deadlines of the next deliverables.

Lastly, the evaluation of Train of Trainers (ToT) showed a highly positive response from all trainers, with the vast majority of them expressing satisfaction with the training's content, structure, and relevance to their roles. Trainers particularly appreciated the interactive teamwork, integration methods and the feedback received during the training. Some areas for improvement were identified, and this have already feed in the partners that proceeded in various adjustments and improvements.

Overall, thus far, adopting ongoing Quality Assurance processes has been proved highly beneficial for the project, as the partners are informed in real time – at the online monthly meeting following each evaluation - enabling them to proceed in adjusting measures, if and whenever needed, as soon as possible. And based on the evaluations' results, the partnership's cooperation arrangements, works, and results, have been highly rated thus far, a very positive indicator also for the following actions and the final ADEDU project's results. On this basis and for these results, it is highly recommended to keep on the communication efforts, the timely feedback, and the commitment the partners have already shown on

high quality and sustainable results.