

D1.3 Quality Assurance Report II

Implementation Period: M17-M30, from May 2025 to June 2026

Hellenic Open University



DELIVERABLE DESCRIPTION	
Outcome	D1.3 Quality Assurance Report II
Work Package	1
Author	HOU
Type	Document (PDF, EN)
Dissemination level	Public
Version	Final
Delivery date	June 2026

Disclaimer

This document contains a description of the work and results developed within the *Accessible Digital Education (ADEDU)* project.

Certain parts of this document may be subject to Intellectual Property Rights (IPR) held by members of the project consortium, in accordance with the project Grant Agreement and applicable contractual arrangements between the partners. Any use, reproduction or distribution of the content beyond the purposes foreseen by the project should be undertaken only after consultation with the Project Coordinator.

If you believe that this document infringes any Intellectual Property Rights held by you or by an organisation you represent, please notify the consortium immediately.

The authors of this document have taken all reasonable measures to ensure that its content is accurate, consistent and compliant with applicable regulations. However, neither the ADEDU consortium as a whole nor any individual partner involved in the preparation of this document shall be held liable for any direct or indirect consequences arising from the use of its content.

The European Commission's support for the production of this publication does not constitute an endorsement of its contents, which reflect the views only of the authors. The European Commission cannot be held responsible for any use that may be made of the information contained therein.

Table of contents

Index of Tables.....	4
Index of Figures.....	5
Abstract.....	7
1 Introduction.....	8
1.1 Context.....	8
1.2 Purpose.....	8
1.3 Methodology.....	9
1.4 Identity of the evaluations.....	10
2 Third transnational project meeting assessment results.....	12
3 Final project meeting and final event assessment results.....	17
4 Third internal evaluation.....	22
4.1 Project objectives and work produced (months 13-18).....	22
4.2 Assessment of WP1- Project management and coordination (months 13-18).....	24
4.3 Assessment of WP2- Learning disability mapping, guidelines and training development (months 13-18).....	26
4.4 Assessment of WP3- Capacity building & training (webinar+training for trainers) (months 13-18).....	27
4.5 Assessment of WP4- Communication, Dissemination and Exploitation (months 13-18).....	29
5 Fourth internal evaluation.....	31
5.1 Project objectives and work produced (months 19-24).....	31
5.2 Assessment of WP1- Project management and coordination (months 19-24).....	33
5.3 Assessment of WP2- Learning disability mapping, guidelines and training development (months 19-24).....	35
5.4 Assessment of WP3- Capacity building & training (webinar+training for trainers) (months 19-24).....	36
5.5 Assessment of WP4- Communication, Dissemination and Exploitation	

(months 19-24).....	38
6 Fifth internal evaluation.....	41
6.1 Project objectives and work produced (months 25-30).....	41
6.2 Assessment of WP1- Project management and coordination (months 25-30)...	43
6.3 Assessment of WP2- Learning disability mapping, guidelines and training development (months 25-30).....	45
6.4 Assessment of WP3- Capacity building & training (webinar+training for trainers) (months 25-30).....	47
6.5 Assessment of WP4- Communication, Dissemination and Exploitation (months 25-30).....	48
6.6 Overall evaluation and sustainability.....	50
7 ADA digital environment assessment results.....	53
8 Conclusions and Recommendations.....	54

Index of Tables

Table 1. Evaluation of the third transnational project meeting.....	10
Table 2. Evaluation of the final transnational project meeting and final event.....	10
Table 3. Third internal evaluation of the project.....	11
Table 4. Fourth internal evaluation of the project.....	11
Table 5. Fifth internal evaluation of the project.....	11

Index of Figures

Figure 1. Assessment of the quality of preparations and support for the third TPM..	12
Figure 2. Assessment of the work done during the third TPM.....	13
Figure 3. Assessment of the presentations done during the 1 st day of the third TPM..	14
Figure 4. Assessment of the presentations done during the 2 nd day of the third TPM.....	15
Figure 5. Assessment of the overall contribution of the third TPM to project objectives.....	15
Figure 6. Assessment of the quality of preparations and support for the final project meeting and final event.....	17
Figure 7. Assessment of the organisation, structure and collaboration during the final project meeting.....	18
Figure 8. Assessment of sessions on project management, implementation, results and dissemination (WP1–WP4) during the final project meeting.....	19
Figure 9. Assessment of the final project event (structure, sessions and participant engagement).....	20
Figure 10. Assessment of the overall content and impact of the final project meeting and final event.....	20
Figure 11. 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?.....	22
Figure 12. How do you rate the quality of the consortium for months 13-18?.....	23
Figure 13. In your opinion, is there a common understanding among partners of what the project goals are and how they will be achieved (months 13-18)?.....	23
Figure 14. General assessment of project procedures (months 13-18).....	24
Figure 15. Assessment of WP1- Project management and coordination (months 13-18).....	25
Figure 16. Assessment of WP1 - Project Management procedures (months 13-18).....	25
Figure 17. Assessment of WP2 - Learning disability mapping, guidelines and training development (months 13-18).....	26
Figure 18. Assessment of WP3 - Capacity building & training (webinar + training for trainers) (months 13-18).....	28
Figure 19. Assessment of WP4 – Communication, Dissemination and Exploitation	

(months 13-18).....	29
Figure 20. In your opinion, did the project achieve all of its stated objectives set for months 19 to 24 and in what degree were they achieved?.....	31
Figure 21. How do you rate the quality and the overall performance of the consortium for months 19-24?.....	32
Figure 22. In your opinion, is there a common understanding among partners of what the project goals are and how they will be achieved (months 19-24)?.....	32
Figure 23. General assessment of project procedures (months 19-24).....	33
Figure 24. Assessment of WP1- Project management and coordination (months 19-24).....	34
Figure 25. Assessment of WP1 - Project Management procedures (months 19-24).....	34
Figure 26. Assessment of WP2 - Learning disability mapping, guidelines and training development (months 19-24).....	35
Figure 27. Assessment of WP3 - Capacity building & training (webinar + training for trainers) (months 19-24).....	37
Figure 28. Assessment of WP4 – Communication, Dissemination and Exploitation (months 19-24).....	39
Figure 29. In your opinion, to what extent has the project achieved its stated objectives for months 25 to 30?.....	41
Figure 30. How would you rate the quality and performance of the consortium overall?.....	42
Figure 31. In your opinion, is there a common understanding among partners of what the project goals are and how they should be achieved (months 25-30)?.....	42
Figure 32. General assessment of project procedures (months 25-30).....	43
Figure 33. Assessment of WP1 - Project management and coordination (months 25-30).....	44
Figure 34. Assessment of WP1 - Project Management procedures (months 25-30).....	44
Figure 35. Assessment of WP2 - Learning disability mapping, guidelines and training development (months 25-30).....	45
Figure 36. Assessment of WP3 - Capacity building & training (webinar + training for trainers) (months 25-30).....	47
Figure 37. Assessment of WP4 – Communication, Dissemination and Exploitation (months 25-30).....	49

Figure 38. Assessment of the overall success of the ADEDU project.....50

Figure 39. Views on the sustainability potential of the ADEDU project outcomes beyond the funded project period.....50

Figure 40. Future use, updating and integration of the ADEDU Training Course and related materials.....52

Figure 41. Future use, updating and integration of the ADEDU Training Course and related materials.....52

Abstract

This report is the second and final part of Deliverable *D1.3 Quality Assurance Reports* of the European co-funded project *Accessible Digital Education (ADEDU)*. It presents the quality assurance activities, evaluation findings and overall assessment of the project implementation during months 17-30, under the guidance of the responsible partner, Hellenic Open University (HOU). The report includes: the results of the quality monitoring activities conducted throughout the final implementation period, including the evaluation of the third transnational project meeting, the final project meeting and the final event, the third, fourth and fifth internal project evaluations, and the assessment of the ADA platform. The findings are based on a series of surveys and online questionnaires completed by consortium partners and relevant stakeholders involved in the project activities. The evaluation procedures and quality standards applied throughout the reporting period are based on the *ADEDU Quality Assurance Plan* developed at the beginning of the project. The overall quality assurance process served as a continuous mechanism for monitoring project progress, deliverable completion, achievement of objectives and compliance with quality and time-management requirements. The purpose of this report is to provide a comprehensive overview of the quality assurance activities implemented during the final phase of the project, to assess the effectiveness of project management and implementation processes, and to inform the consortium and project coordinator about achievements and recommendations that can support the sustainability and future exploitation of the ADEDU project outcomes.

1 Introduction

1.1 Context

Quality evaluation and project assessment within the framework of the ADEDU project, as described in detail in the *ADEDU Quality Assurance Plan*, constitute a continuous process implemented throughout the entire project lifecycle. The quality assurance activities have been conducted periodically, and their findings have been discussed during the consortium's regular coordination meetings to support informed decision-making and continuous improvement.

This *Quality Assurance Report* represents the second and final part of *Deliverable D1.3* and provides a comprehensive review of the project's progress during months 17-30, corresponding to the final implementation phase of ADEDU. Specifically, it encompasses the evaluation of the third transnational project meeting held in Belgrade, the final project meeting and the final event held in Brussels, the third, fourth and fifth internal project evaluations and the main results of the evaluation of the ADA platform.

1.2 Purpose

The target of the overall quality assurance process has been set to serve as an ongoing strategy to monitor project implementation, assess the quality of activities and deliverables and ensure compliance with the project's objectives, timeline and expected results.

The purpose of this report is to provide information regarding the quality of the project implementation during months 17-30, informing both the project coordinator and the consortium partners about the project's progress, achievements, strengths and areas for improvement. Furthermore, the report aims to support the successful completion of the project and facilitate the exploitation and sustainability of its outcomes.

1.3 Methodology

Overall, the target, methodology, evaluation procedures, quality indicators and templates used are described in detail in the *ADEDU Quality Assurance Plan*.

a. Partners' meetings and final event

To gather feedback and effectively evaluate the third TPM, the final project meeting and the final event, consortium partners were invited to complete online questionnaires.

The questionnaires assessed:

1. The preparation and organisation of the events.
2. The quality and relevance of the agenda, presentations, discussions and collaborative activities.
3. The effectiveness of communication and coordination among partners.
4. The achievement of meeting objectives and expected outcomes.
5. Open-ended feedback regarding strengths, weaknesses, opportunities for improvement and overall satisfaction.

b. Overall project progress

To evaluate the overall progress of the project during months 17-30, partners completed three internal evaluation questionnaires corresponding to months 13-18, 19-24 and 25-30.

The questionnaires included the following sections:

1. Assessment of project objectives and work produced
2. Assessment of project management and coordination (WP1)
3. Assessment of Learning Disability Mapping, Guidelines and Training Development activities (WP2)
4. Assessment of Capacity Building and Training activities (WP3)

5. Assessment of Communication, Dissemination and Exploitation activities (WP4)
6. Open-ended questions regarding strengths, weaknesses, concerns, opportunities, sustainability and recommendations for future improvements

c. Evaluation of the ADA Platform

The quality assurance activities also considered the evaluation of the ADA platform, which serves as the digital environment hosting the ADEDU training course. The evaluation was carried out through a dedicated assessment process involving users and experts, focusing on aspects such as usability, accessibility and overall user experience. The findings of this evaluation were documented in Deliverable *D2.4 Evaluation Report of ADA Digital Environment* and contributed to the enhancement of the platform and its suitability for inclusive digital education.

1.4 Identity of the evaluations

Using the tools developed and described in the *ADEDU Quality Assurance Plan*, a series of evaluation surveys were conducted during months 17-30 to capture the views of consortium partners and relevant stakeholders regarding project meetings, project implementation, deliverables, training activities and the ADA platform. The assessments included:

Third TPM Evaluation:

Date of assessment:	September 2025
Number of participants:	5 (1 representative per partner)
Questionnaire: (Google Forms)	ADEDU 3rd Transnational Project Meeting Evaluation Form

Table 1. Evaluation of the third transnational project meeting

Final TPM and Final Event Evaluation:

Date of assessment:	May 2026
Number of participants:	5 (1 representative per partner)
Questionnaire: (Google Forms)	ADEDU Final Transnational Project Meeting and Final Event Evaluation Form

Table 2. Evaluation of the final transnational project meeting and final event

Third Internal Project Evaluation:

Date of assessment:	July 2025
Number of participants:	5 (1 representative per partner)
Questionnaire: (Google Forms)	ADEDU 3rd Internal Project Evaluation Form

Table 3. Third internal evaluation of the project

Fourth Internal Project Evaluation:

Date of assessment:	January 2026
Number of participants:	5 (1 representative per partner)
Questionnaire: (Google Forms)	ADEDU 4th Internal Project Evaluation Form

Table 4. Fourth internal evaluation of the project

Fifth Internal Project Evaluation:

Date of assessment:	June 2026
Number of participants:	5 (1 representative per partner)
Questionnaire: (Google Forms)	ADEDU 5th Final Internal Project Evaluation Form

Table 5. Fifth internal evaluation of the project

2 Third transnational project meeting assessment results

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

Partners evaluated key aspects of the third TPM, including preparations, materials, support and venue. Results (Figure 1) show high satisfaction overall: 60% were very satisfied, and 40% satisfied with both the meeting preparations and pre-meeting materials. Full satisfaction (100% very satisfied) was reported for on-site support and venue arrangements. No neutral or negative responses were recorded, indicating a strong positive assessment of the meeting's organisation.

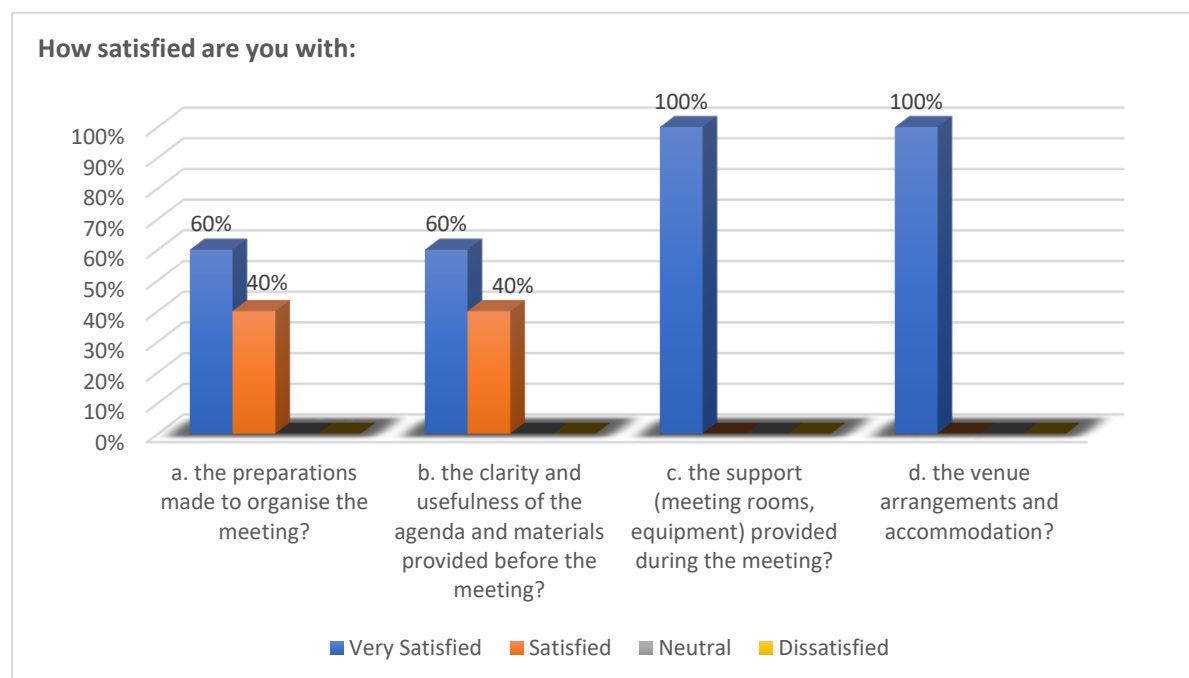


Figure 1. Assessment of the quality of preparations and support for the third TPM

When invited to suggest improvements for future meeting preparation and support, partners had no specific recommendations, indicating a high level of satisfaction with the current arrangements. Two partners commented positively, noting that “all kinds of logistics were very good” and “I think all was good”.

Partners were then asked to assess their satisfaction with the work carried out during the meeting. Overall, feedback was highly positive, with the majority expressing strong approval across all evaluated areas (see Figure 2). Specifically, 80% were very satisfied with partner participation, collaboration, agenda structure, and time for networking, with the remaining responses being satisfied or neutral. Full satisfaction (100%) was reported for the time dedicated to key issues and the scope of information shared.

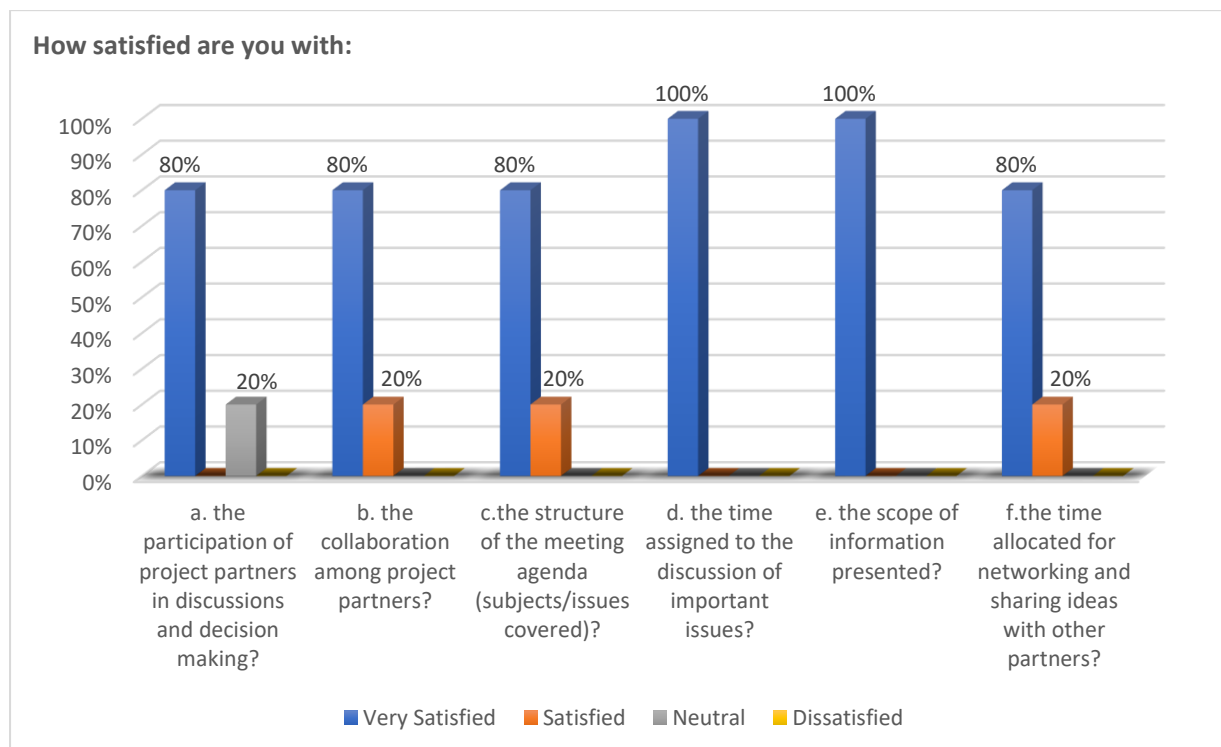


Figure 2. Assessment of the work done during the third TPM

When partners asked to suggest ways to improve the work output of future meetings, most partners did not provide specific recommendations, suggesting overall satisfaction with the meeting's outcomes. However, two partners offered constructive comments: one suggested being “more active in the discussion sometimes,” while another noted that “we could have maybe done some more brainstorming on recruitment for the 4th cycle, since we did not have many other agenda points to discuss”.

Figure 3 presents partners’ feedback on the presentations delivered during the first day of the TPM. All partners (100%) reported being very satisfied with the overall quality of the presentations and the management and coordination activities. High levels of satisfaction were also recorded for the development of the Handbook for educators/trainers (80% very satisfied, 20% satisfied), the planning of the guidelines for inclusive digital education platforms (60% very satisfied, 40% satisfied), and the planning of the organisation of the international final event (60% very satisfied, 40% satisfied). Feedback regarding the review of the design and development of the training course within the ADA platform was somewhat more mixed, with 40% of respondents being very satisfied, 40% satisfied and 20% neutral.

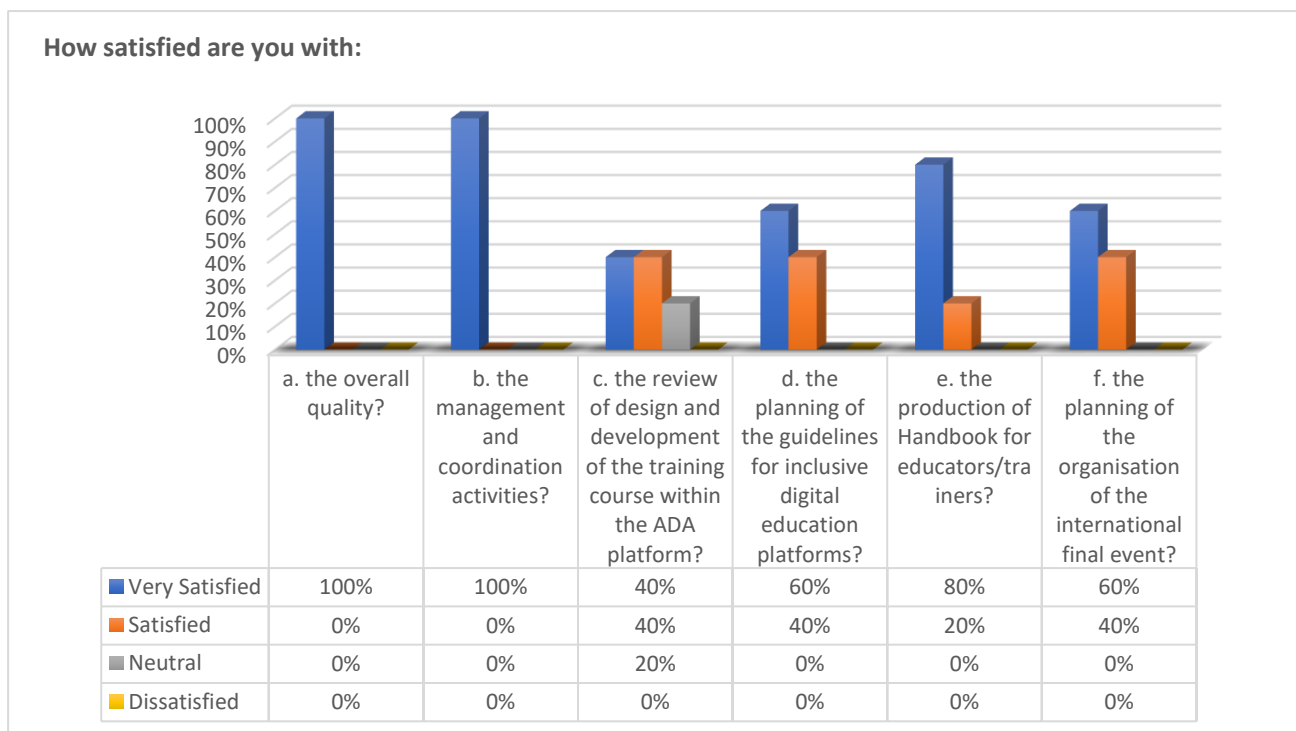


Figure 3. Assessment of the presentations done during the 1st day of the third TPM

Figure 4 presents the partners’ feedback on the presentations delivered during the second day of the TPM. All partners (100%) expressed satisfaction with the presentations, with particularly strong approval for the overall quality, the

planning of participant recruitment for the third and fourth cycles, and the Campaign and Awards series. Most other areas such as the review of previous webinars, planning of upcoming webinars, and dissemination activities - also received high ratings, with 80% very satisfied and 20% satisfied. The analysis of the course effectiveness from the second cycle showed slightly more varied feedback, with 60% very satisfied and 40% satisfied, though still entirely positive.

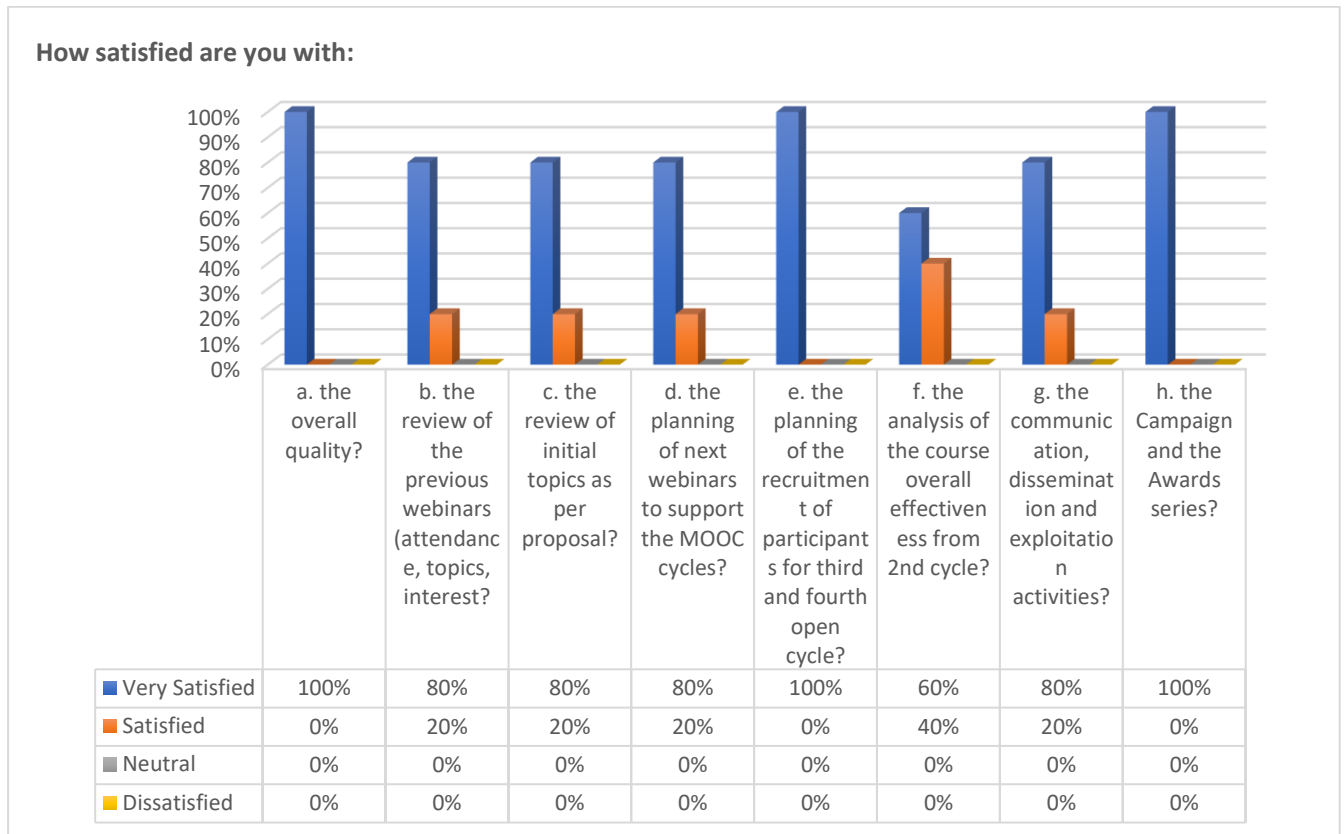


Figure 4. Assessment of the presentations done during the 2nd day of the third TPM

Figure 5 illustrates partners' views on the meeting's overall contribution to the project objectives. The responses reflect a strong consensus that the meeting met the expected quality standards and supported progress toward project goals. In all three evaluated areas 80% of partners were very satisfied and 20% satisfied.

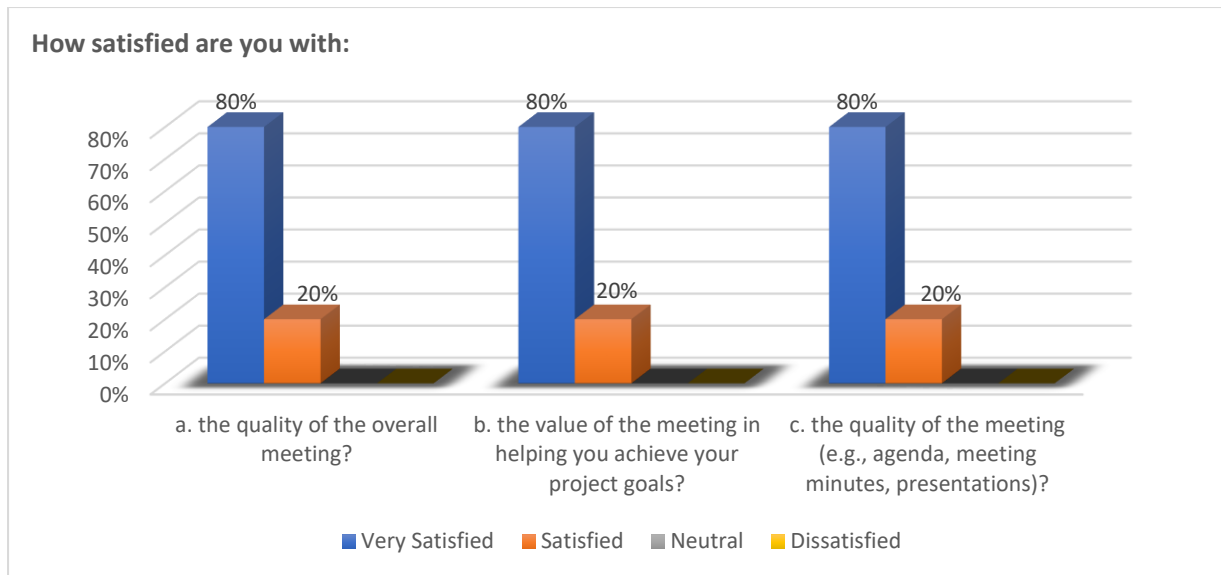


Figure 5. Assessment of the overall contribution of the third TPM to project objectives

During the evaluation, when asked about the strong points of the TPM, partners provided the following responses:

- “The meeting was really useful in order to check the current implementation of the project and the immediate future tasks. All partners were present and prepared. There is a clear workplan and distribution of tasks for the upcoming months and there is a good level of communication within the partnership.”
- “Good organisation of the meeting, pleasant venue that allowed to have a good meeting, smooth work and fruitful discussions, good connections among the partners.”
- “Very good atmosphere and a very efficient work of all participants.”
- “We discussed everything we had. No topic was rushed.”
- “Good coordination and strong communication among partners.”

Next, partners were asked to identify any aspects of the TPM that could be further improved. Three partners indicated that there were no particular issues. One partner suggested that additional time could be dedicated to in-depth discussions on potential improvements to the content and design of the

courses. Overall, the feedback was highly positive and confirmed partners' satisfaction with the meeting, while also providing useful suggestions for enhancing the focus and effectiveness of future project discussions.

In response to the request for any additional comments or suggestions for future meetings, partners shared positive and appreciative feedback. One partner emphasised the importance of making the most of in-person meetings, noting they offer valuable opportunities for more effective collaboration compared to remote communication. Another expressed gratitude to the Serbian partner team, especially Miomir and his colleagues, for their excellent hosting of the event.

3 Final project meeting and final event assessment results

A representative from each partner was asked to assess the overall organisation and implementation of the final project meeting and final event, hosted by All Digital in Brussels, by completing an online questionnaire addressing various aspects of the events.

Partners evaluated key aspects related to the preparation, organisation and support provided for both the final meeting and the final event. Full satisfaction (100% very satisfied) was reported regarding the clarity and usefulness of the agenda and materials shared in advance, the support provided in terms of

meeting rooms and equipment, the venue and facilities at All Digital's office and the communication prior to the events. The overall organisation and preparation of the meeting and final event also received very positive feedback, with 80% of partners being very satisfied and the remaining 20% satisfied. No neutral or negative responses were recorded, demonstrating the high quality of the preparation and support arrangements and the effectiveness of the hosting organisation.

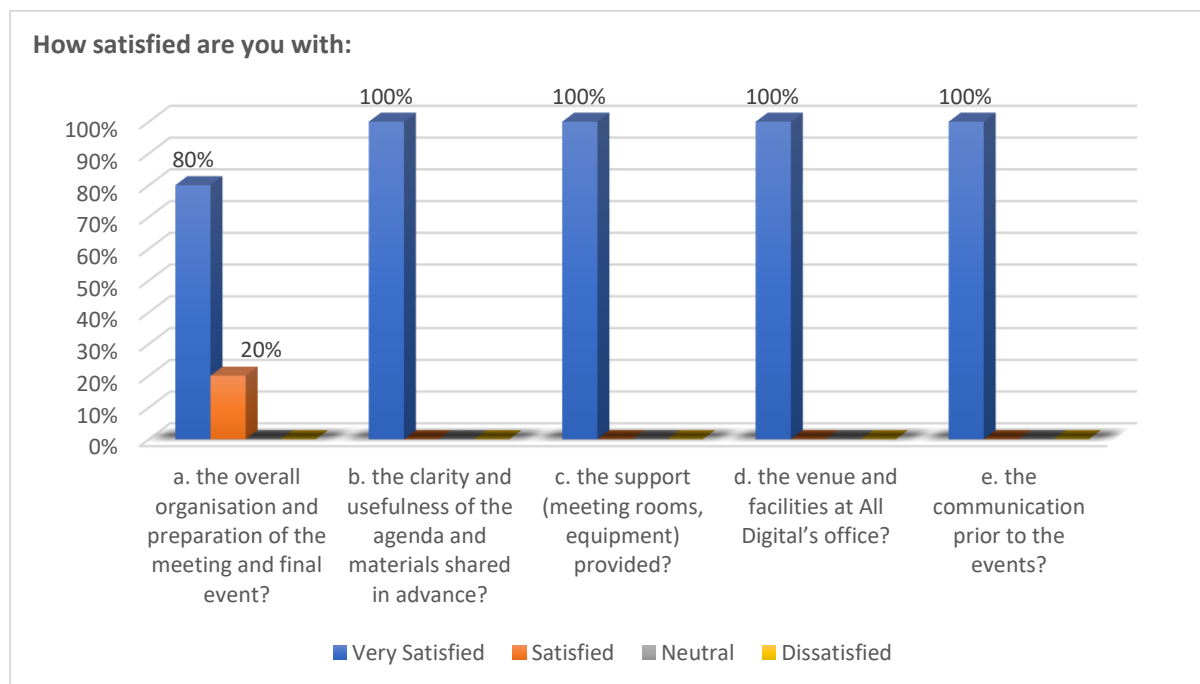


Figure 6. Assessment of the quality of preparations and support for the final project meeting and final event

Partners were then asked to assess various aspects of the final project meeting, including the agenda, time allocation, participation and overall collaboration. As shown in Figure 7, full satisfaction (100% very satisfied) was reported regarding the overall structure of the agenda, the time allocated to each session, the collaboration among partners and the clarity of the discussions related to project closure. The balance between presentations and discussions, as well as the level of partner participation and engagement, also received highly positive ratings, with 80% of partners being very satisfied and the remaining 20% satisfied. No neutral or negative responses were recorded in any category.

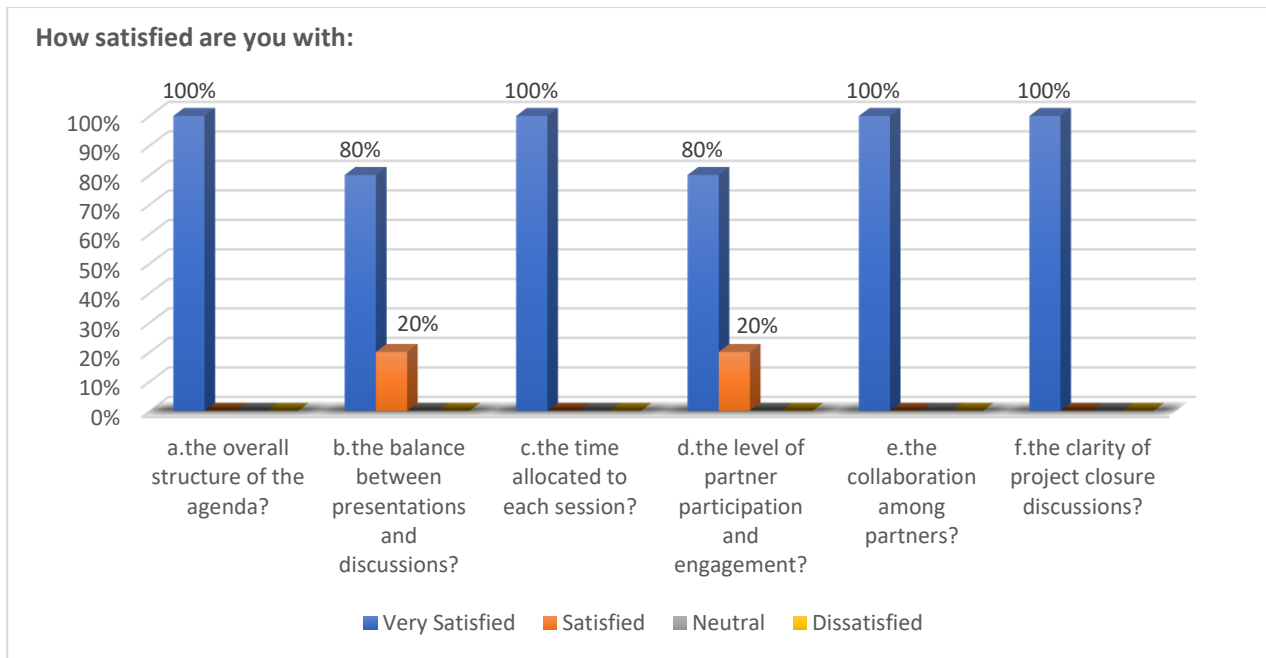


Figure 7. Assessment of the organisation, structure and collaboration during the final project meeting

Partners were asked to assess the sessions covering project management, implementation, results and dissemination activities across all work packages (WP1–WP4). As illustrated in Figure 8, full satisfaction (100% very satisfied) was recorded for the overview of tasks and deliverables across work packages, the clarity of project results and achievements (WP2 and WP3), the discussion on project management and final reporting (WP1), the quality assurance activities presented, and the preparation and guidance provided for the final event. High satisfaction was also observed for the quality of presentations across all work packages and the clarity of conclusions, with 80% of partners being very satisfied and 20% satisfied in both cases. Regarding dissemination and exploitation activities (WP4), feedback was more varied compared to other areas, with 60% of partners reporting being very satisfied and 40% satisfied.

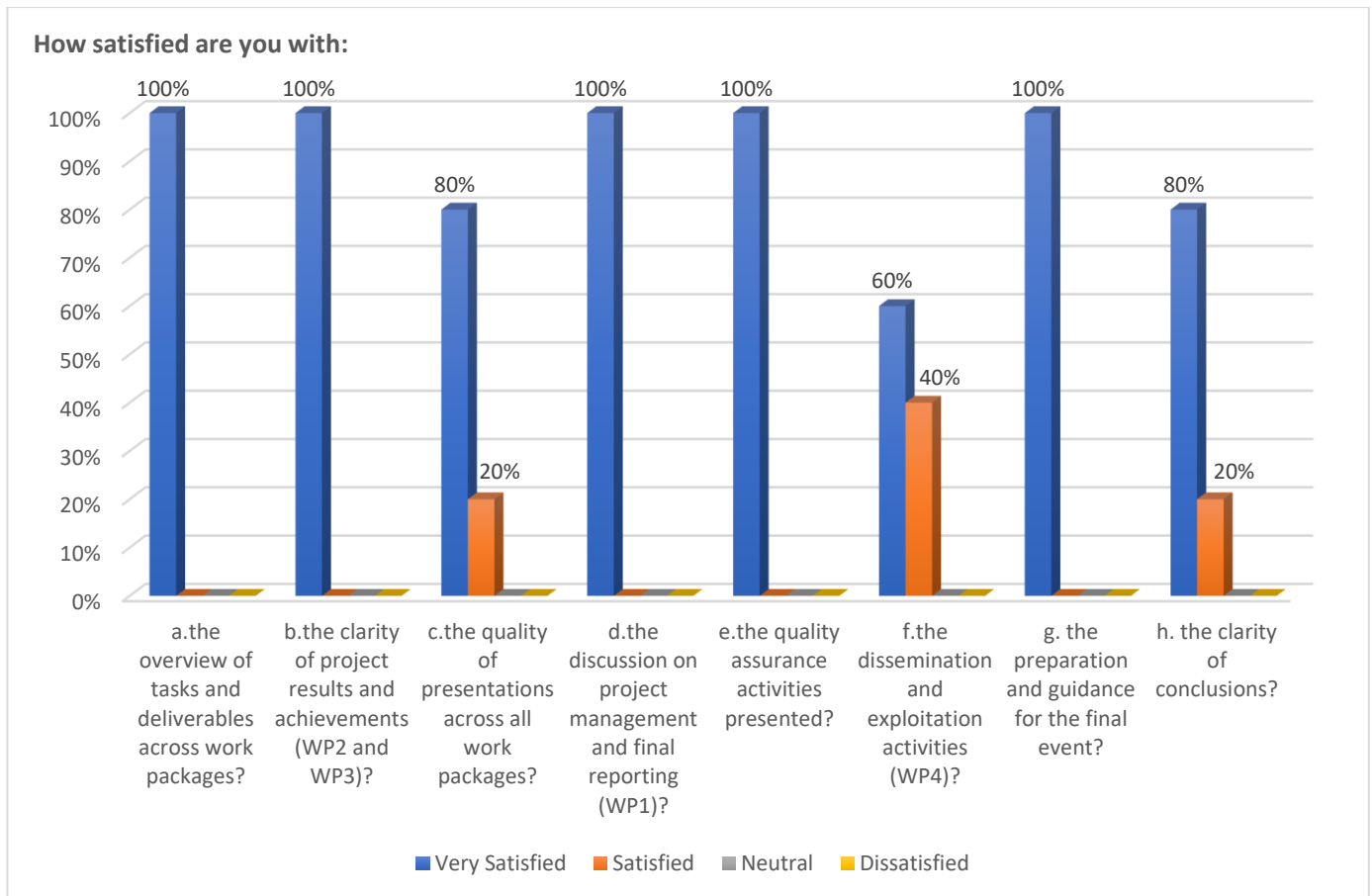


Figure 8. Assessment of sessions on project management, implementation, results and dissemination (WP1–WP4) during the final project meeting

Partners were also asked to evaluate the final project event, focusing on its structure, key sessions and level of participant engagement. As shown in Figure 9, the feedback was unanimously positive across all assessed dimensions, with 100% of partners reporting being very satisfied in every category.

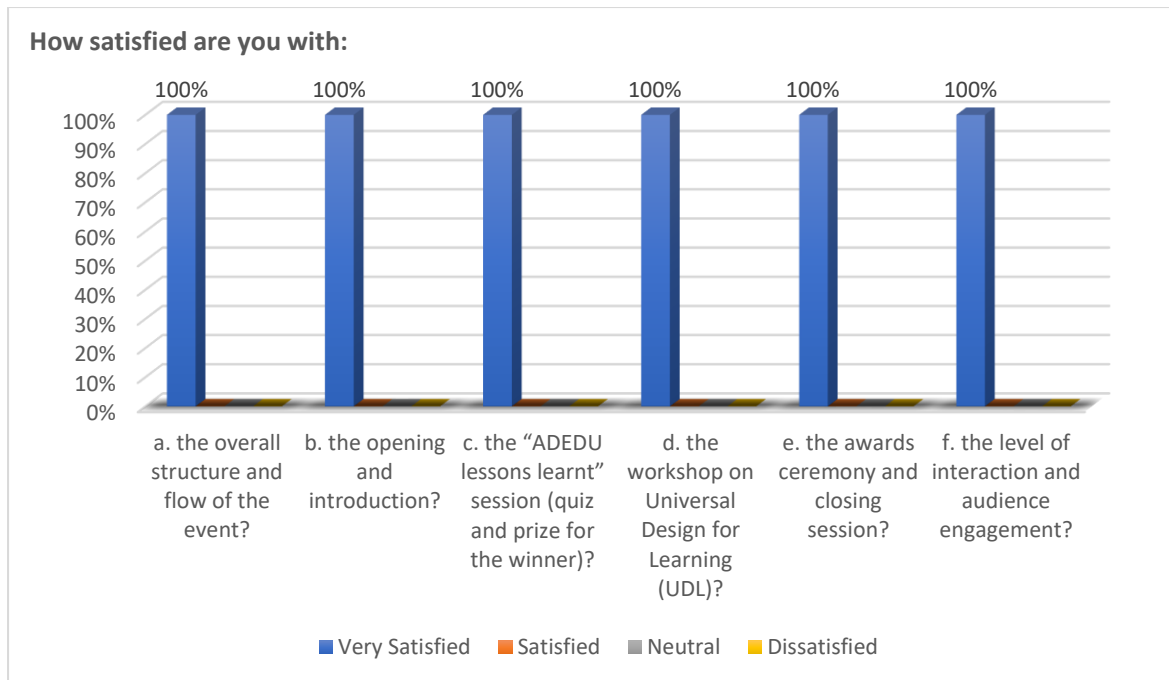


Figure 9. Assessment of the final project event (structure, sessions and participant engagement)

Finally, partners were asked to assess the overall content and impact of both the final project meeting and the final event. As presented in Figure 10, the feedback was fully unanimous across all evaluated criteria, with 100% of partners reporting being very satisfied in all areas.

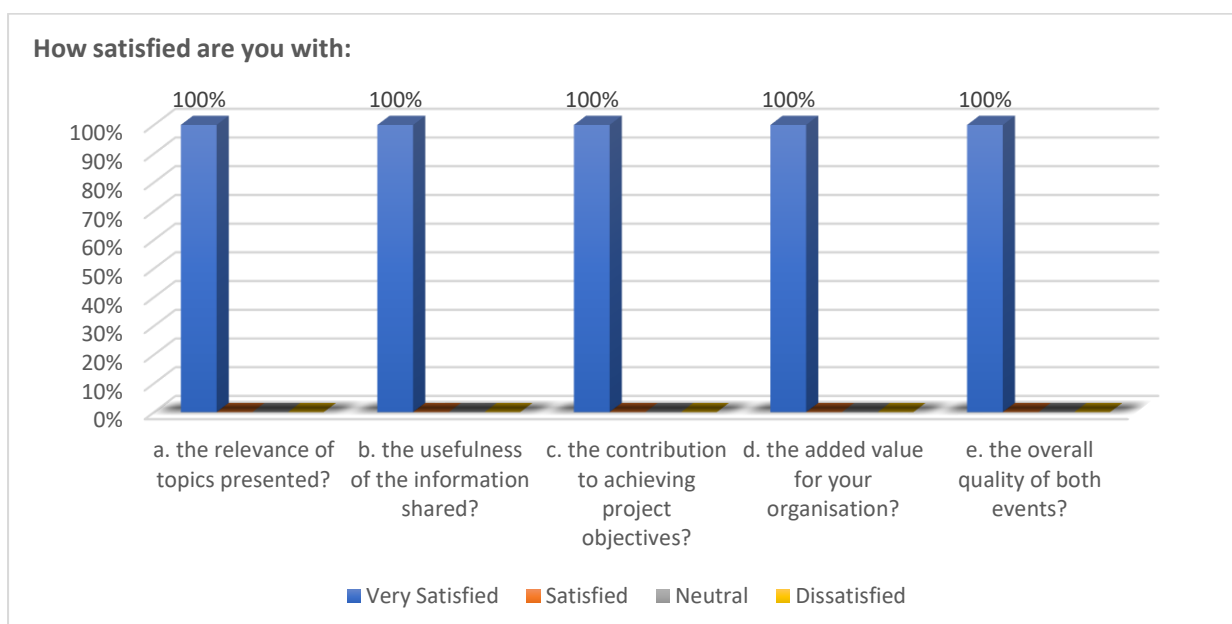


Figure 10. Assessment of the overall content and impact of the final project meeting and final event

When asked to identify the main strengths of the final project meeting, partners provided consistently positive feedback:

- “All clear.”
- “The meeting's strength lay in its ability to prove that ADEDU achieved a learner-centred transformation, moving the needle from traditional classroom models to inclusive, technology-augmented environments.”
- “Clear on tasks still be completed.”
- “Efficient and everything was covered.”
- “Everything was well balanced and cooperative.”

When asked about aspects of the final project meeting that could be further improved, most partners did not identify specific issues. One partner suggested dedicating time to discussing the next version of ADEDU.

Next, partners were asked to identify the main strengths of the final event. They highlighted several key aspects that contributed to its overall success:

- “Many attendees from IT sector.”
- “The final event's main strengths were the successful bridge between theory and practice, particularly through the UDL workshop and the “lessons learnt” session, which translated project experiences into actionable insights. The high level of audience engagement and interaction transformed the event into a collaborative space, while the practical demonstration of accessibility tools on the ADA platform reaffirmed the project's commitment to providing equitable opportunities.”
- “Level of interaction, number of the target group in the room.”
- “It was engaging and interactive.”
- “Same as the project meeting, it was well organised.”

When asked to provide suggestions for enhancing future final events or similar activities, most of the partners did not identify specific areas for improvement. One partner suggested spreading the word in several actors while another partner indicated that the methodology applied was effective and could be reused in future projects.

When invited to provide any additional comments, one partner stated: “ADEDU next version is a need - maybe AI - ADEDU?!”.

4 Third internal evaluation

Partners were asked to evaluate several critical elements of the project, such as its objectives, management and coordination, the learning disability mapping, guidelines and training development, the capacity building and training, and the overall communication, dissemination, and exploitation efforts. The 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.

4.1 Project objectives and work produced (months 13-18)

Figure 11 illustrates the partners’ assessment of the achieved project objectives. All partners (100%) reported that the project successfully achieved all its stated objectives as stated in the Technical Annex.

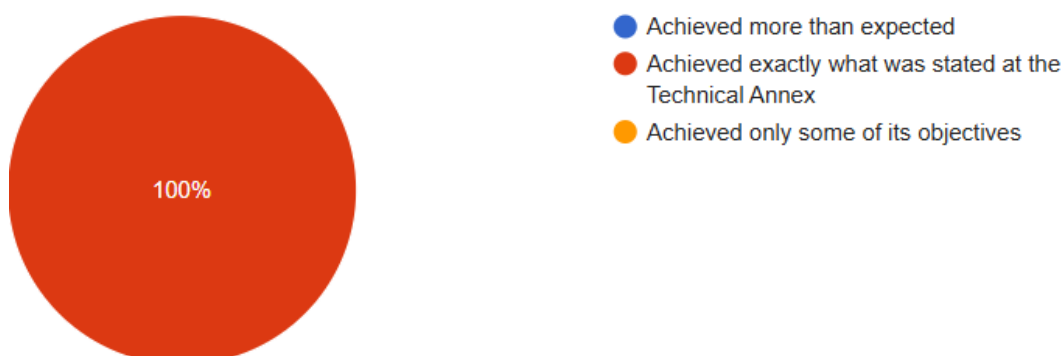


Figure 11. In your opinion, did the project achieve all of its stated objectives set for months 13 to 18 and in what degree were they achieved?

Respondents consistently reported positive reviews of the consortium’s performance (Figure 12). While most responses indicated that all partners performed well (60%), one respondent highlighted that most partners performed well and another noted that all partners performed admirably. This overall feedback reflects a strong level of satisfaction with the consortium collaboration.

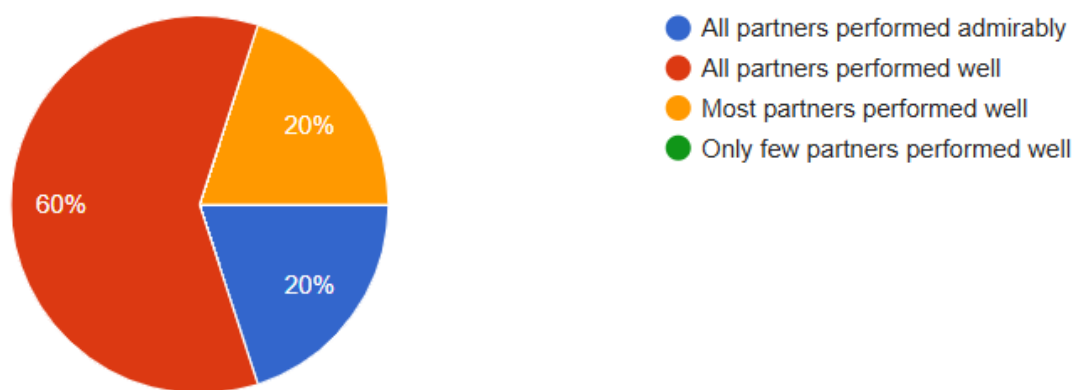


Figure 12. How do you rate the quality of the consortium for months 13-18?

When asked whether there is a common understanding among partners on the project goals and how to achieve them, Figure 13 shows that most respondents (80%) confirmed a shared understanding. One respondent (20%) stated uncertainty. This suggests a generally strong alignment within the consortium, though it may be beneficial to further clarify and reinforce the shared vision to ensure full coherence among all partners.

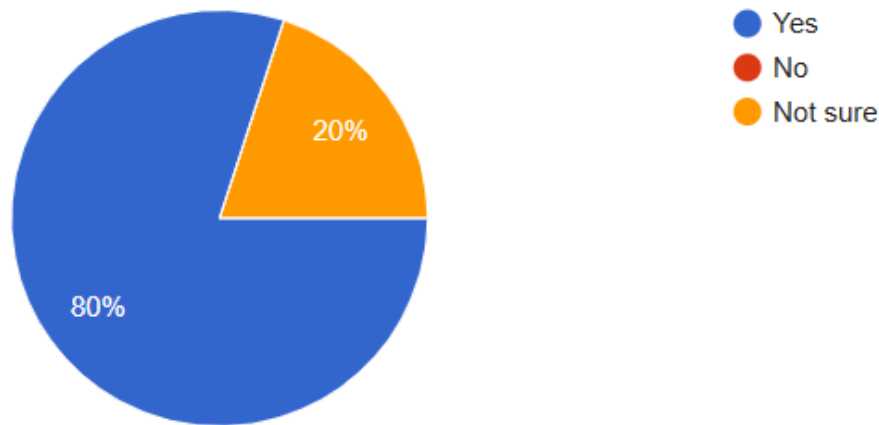


Figure 13. In your opinion, is there a common understanding among partners of what the project goals are and how they will be achieved (months 13-18)?

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 organisation of activities, the way the project plans achieve the planned objectives and the cooperation between the team members. All partners (100%) expressed satisfaction with all project procedures.

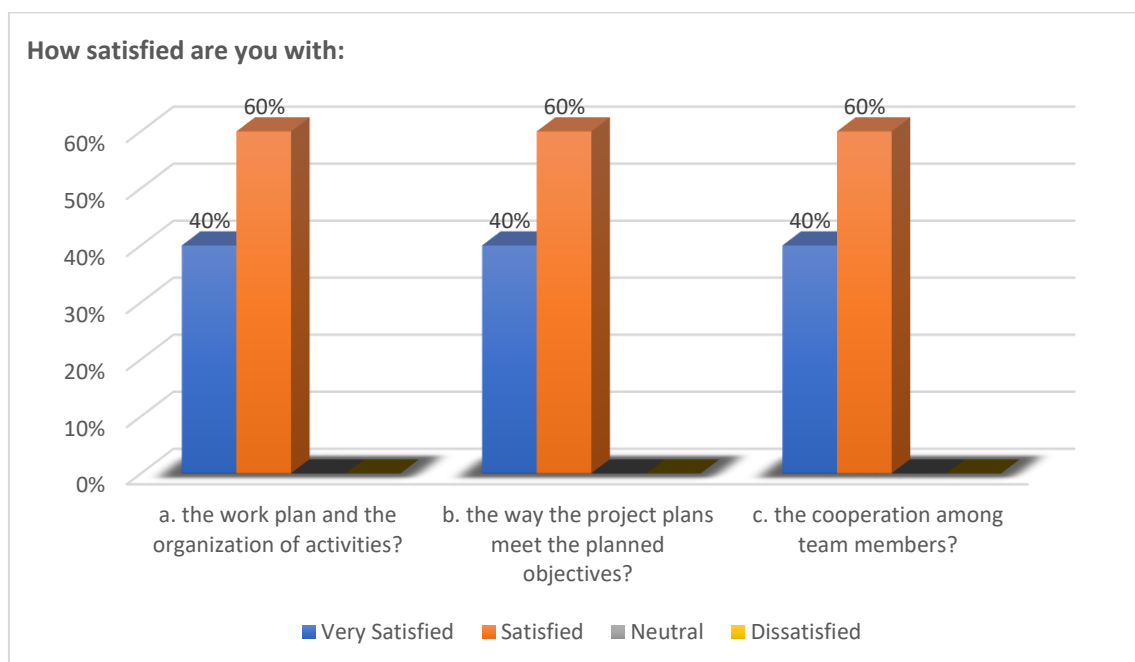


Figure 14. General assessment of project procedures (months 13-18)

Regarding the improvement of the project organisation, efficiency and tasks, partners proposed specific suggestions:

- “Partners need to be more proactive of the tasks that need to be completed.”
- “The interim report needed more refinement before submission.”
- “The project proposal and the agreements at the TPMs need to be followed by all in order to meet the planned schedule and objectives.”

4.2 Assessment of WP1- Project management and coordination (months 13-18)

Figure 15 illustrates the partners' satisfaction levels regarding different aspects of project management and coordination. The vast majority (80%-100%), with only three neutral reviews in three areas, expressed (high) satisfaction with the project, highlighting positive results in terms of project implementation, collaboration, use of resources, and organisation of project meetings.

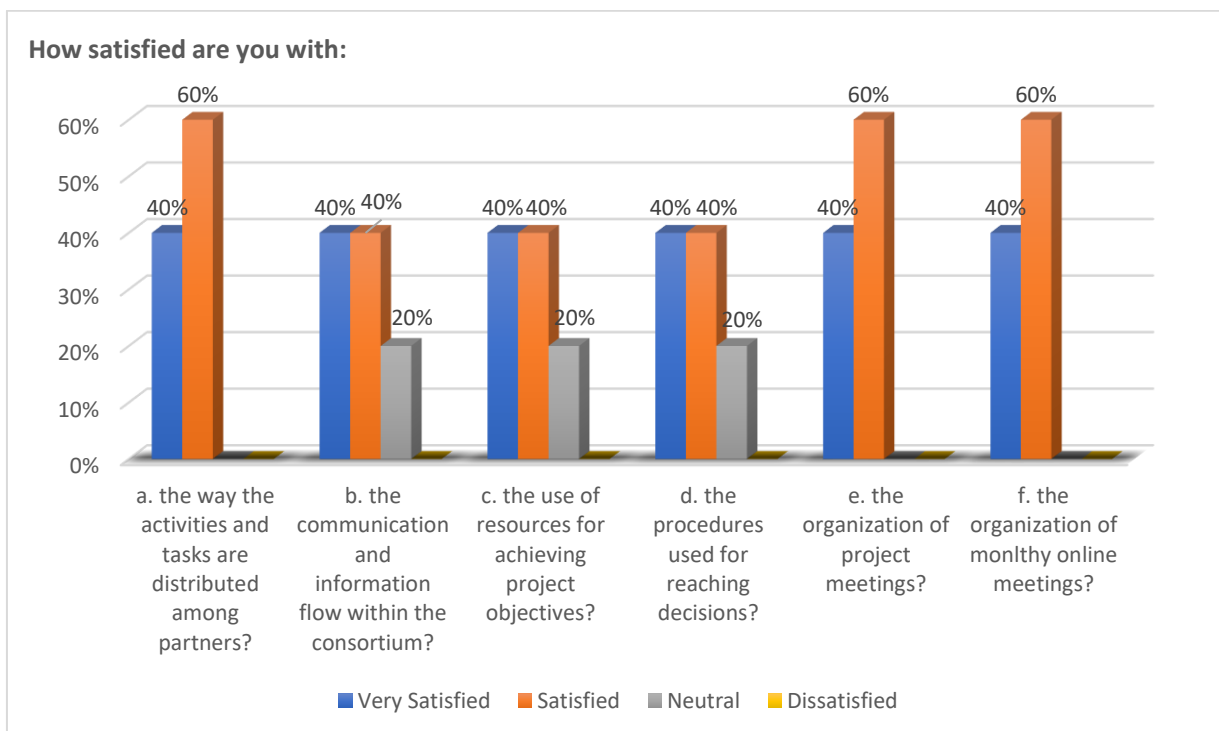


Figure 15. Assessment of WP1 - Project management and coordination (months 13-18)

Figure 16 presents the responses to various project management processes related to WP1. Partners expressed a high level of satisfaction with the aspects of quality assurance, the improvement of project management processes and activities, and the quality control measures implemented within the project. Almost all partners (80%-100%) reported that they were very satisfied or satisfied with the work performed. Furthermore, all partners (100%) stated that they were very satisfied with the first part of the deliverable *D1.3 Quality Assurance Report*.

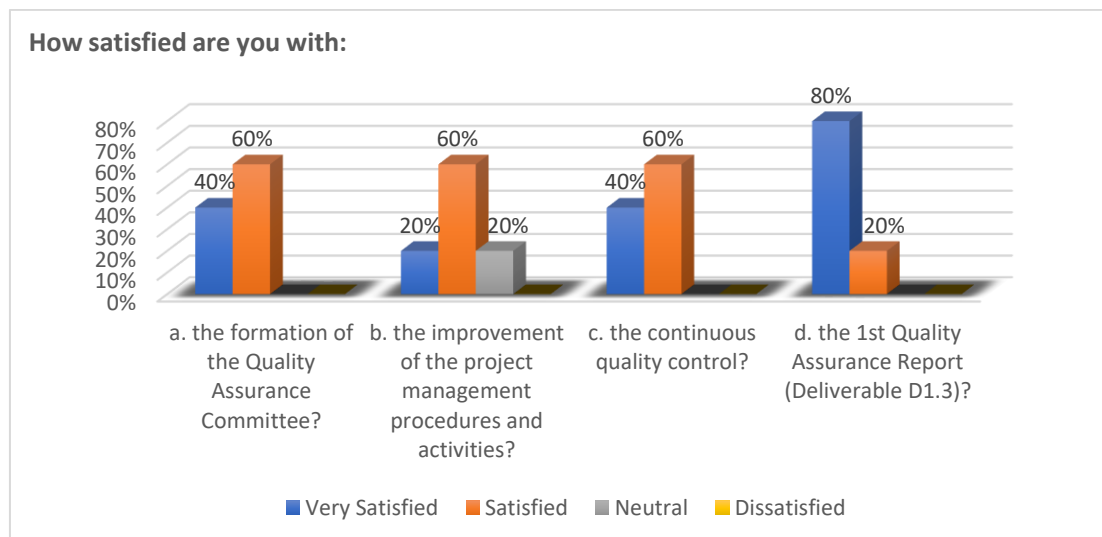


Figure 16. Assessment of WP1 - Project Management procedures (months 13-18)

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

- “Having more bilateral meetings especially when there is confusion or delay in delivering certain results on time.”
- “For the monthly meetings, deciding the meeting dates and time more in advance would be appreciated.”
- “Stronger coordination in order to meet the proposal's schedule of

activities and results. All partners need to follow the proposal and partners' agreement's set deadlines."

4.3 Assessment of WP2 - Learning disability mapping, guidelines and training development (months 13-18)

Partners were asked about their satisfaction with several aspects of this work package: the distribution of activities and tasks, the flow of communication and information within the consortium, the use of resources to achieve the objectives of WP2, the training Modules and the overall results achieved so far (Figure 17). All partners (100%) expressed satisfaction with all the aforementioned aspects, except for one neutral response regarding the training Modules.

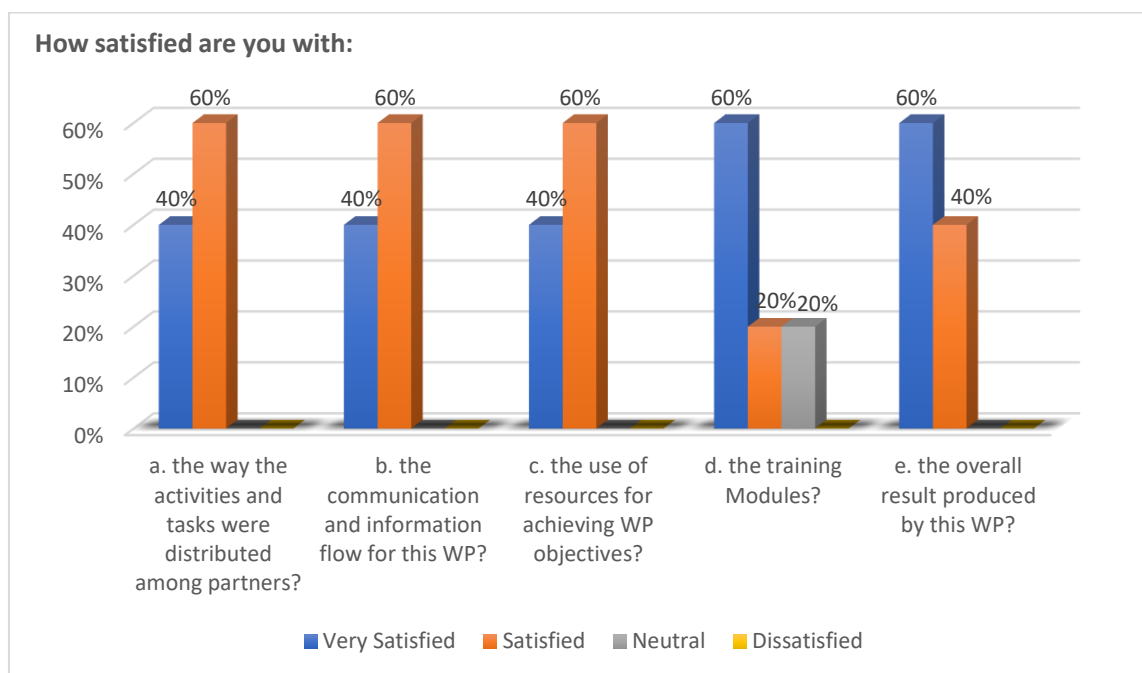


Figure 17. Assessment of WP2 - Learning disability mapping, guidelines and training development (months 13-18)

Partners then shared their views on the advantages of the work produced in this work package (WP). Their comments were as follows:

- "Clarity."

- “The communication guidelines are a great tool; we should disseminate it more.”
- “The material is clear, complete and flexible.”
- “High quality and timely deliver as per the proposal's schedule of the results.”
- “Recruitment of participants.”

Regarding any feedback on the disadvantages of the deliverables produced in this WP, only two partners made the following comments:

- “The training modules are more specific to classroom learning and not digital settings. This can be seen as a weakness.”
- “Since the piloting of the material is still ongoing we can't have a clear overview as of yet, however the comments received from the 1st cycle were only few and addressed.”

Finally, regarding any suggestions on how this type of work could be better performed, no partner made any suggestions.

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

Partners were asked to rate their satisfaction with various aspects of this work package, including the distribution of activities and tasks, communication and information flow, use of resources to achieve WP objectives, the first evaluation cycle of the ADA pilot training program, the webinars and the overall results achieved so far (Figure 18). All respondents expressed satisfaction with all elements, with no reports of dissatisfaction. Notably, 80%-100% were satisfied or very satisfied with all aspects, with only a small percentage (20%) responding neutrally regarding the distribution of tasks and the use of resources. These responses indicate a generally high level of satisfaction and reflect positively on the coordination and implementation of the activities under this work package.

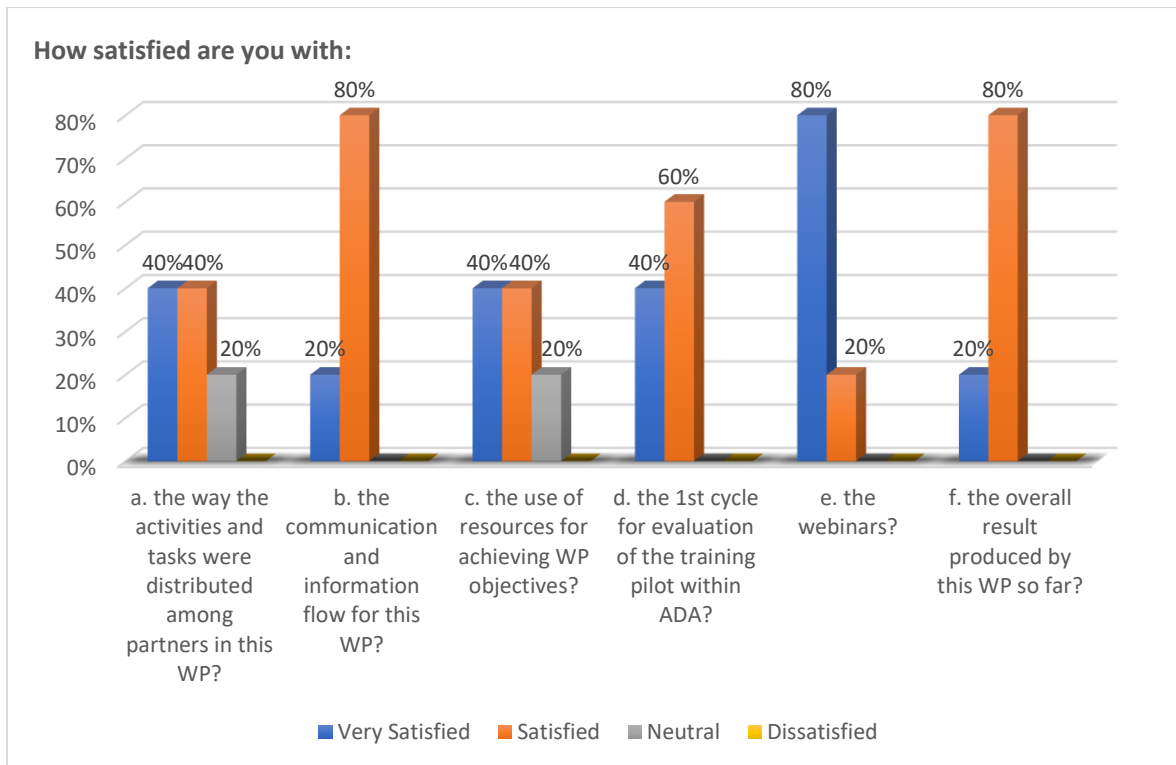


Figure 18. Assessment of WP3 - Capacity building & training (webinar + training for trainers) (months 13-18)

Partners were then asked to express their views on the strong points of the deliverables produced in this WP. The comments were as follows:

- “Engagement.”
- “The webinars have so far gotten good audience. People are happy with the formats and topics we address.”
- “As mentioned already the piloting of the material is still ongoing we can't have a clear overview as of yet, however the comments received from the 1st cycle were only few and addressed.”
- “The webinars content.”
- “Could not select, all was balanced.”

Regarding any comments on the weaknesses of the deliverables produced in this WP, only two partners made the following comments:

- “It has examples more from children education, which can be seen as a

weakness.”

- “The piloting is organised during summer and the participation might be low.”

Finally, regarding any suggestions on how this kind of work could be better performed, two partners made the following suggestions:

- “The partnership needs to be more active for the participation of learners.”
- “The tasks related to the public cycles of the Course need to follow the agreed schedule as per the proposal and the partners' agreements in order to avoid (future) delays in the proposal's schedule.”

4.5 Assessment of WP4- Communication, Dissemination and Exploitation (months 13-18)

Figure 19 illustrates partners' responses regarding their satisfaction with the project's communication, dissemination and exploitation efforts, as well as the project website and social media presence. Almost all partners reported satisfaction with the communication and dissemination process within the project. They reported a high level of satisfaction with all aspects included in this work package. There was only one neutral review regarding the website and social media.

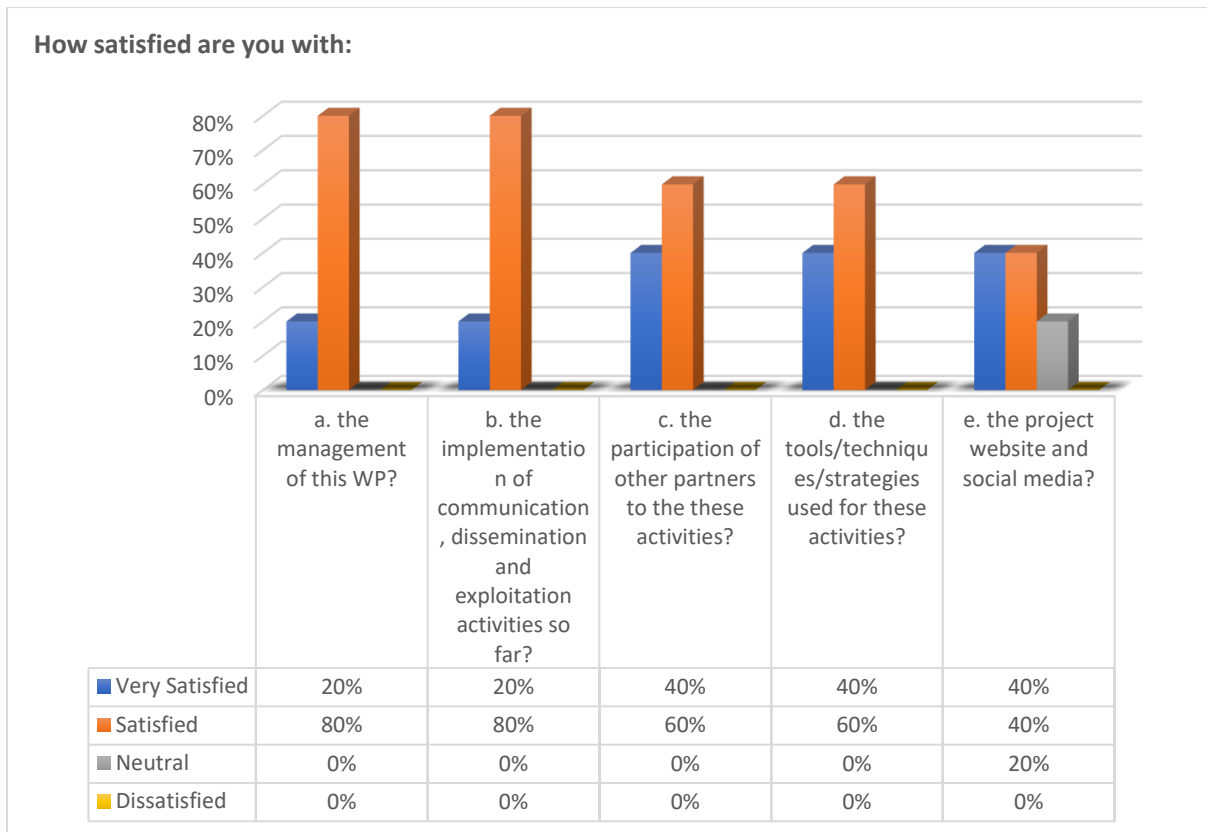


Figure 19. Assessment of WP4 – Communication, Dissemination and Exploitation (months 13-18)

Partners were also asked to comment on how the sustainability of produced and future outputs could be improved. Partners made the following comments:

- “Ensuring that project content is disseminated and then implementing good practices.”
- “By project partners creating a dedicated space for the ADEDU project on their websites.”
- “The project and the materials need to continue, improved and expanded maybe in other funded projects but also to be incorporated within the partners services. Also to be available at all times.”
- “Wide dissemination of the results.”

Finally, partners were asked if improvements have been made since the second internal evaluation, with one partner making the following comment:

- “Due to constant changes we need more frequent communication and proactiveness in order to have a great result.”

5 Fourth internal evaluation

As part of the fourth internal evaluation, partners assessed key aspects of the project, including objectives, management and coordination, learning disability mapping and training development, capacity building activities, and communication, dissemination and exploitation. The evaluation aimed to capture partners’ views on the project’s current progress and to support

reflection on good practices and opportunities for further improvement, contributing to the project's continued success.

5.1 Project objectives and work produced (months 19-24)

Figure 20 illustrates the partners' assessment of the achievement of project objectives for months 19 to 24. The majority of partners (80%) reported that the project achieved exactly what was planned in the Technical Annex, while one partner indicated that some objectives were achieved.

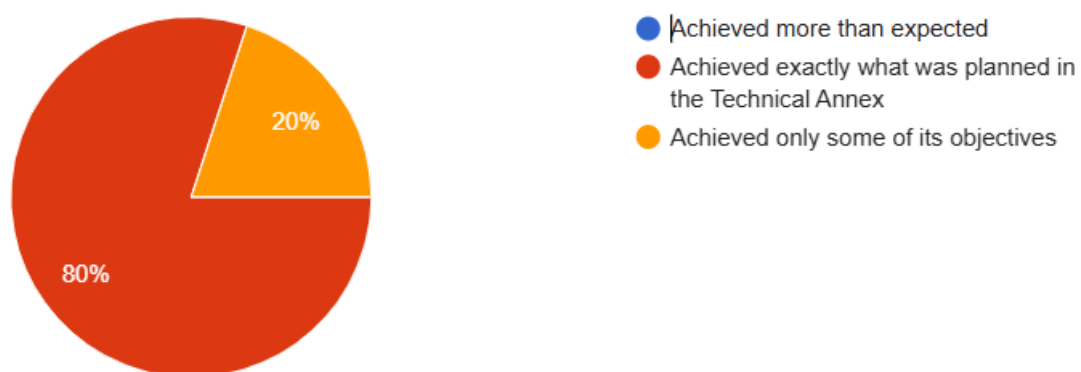


Figure 20. In your opinion, did the project achieve all of its stated objectives set for months 19 to 24 and in what degree were they achieved?

Figure 21 shows partners' assessment of the consortium's overall performance during months 19 to 24. All respondents (100%) indicated that all partners performed well. This positive feedback reflects a strong level of satisfaction with the consortium's collaboration.

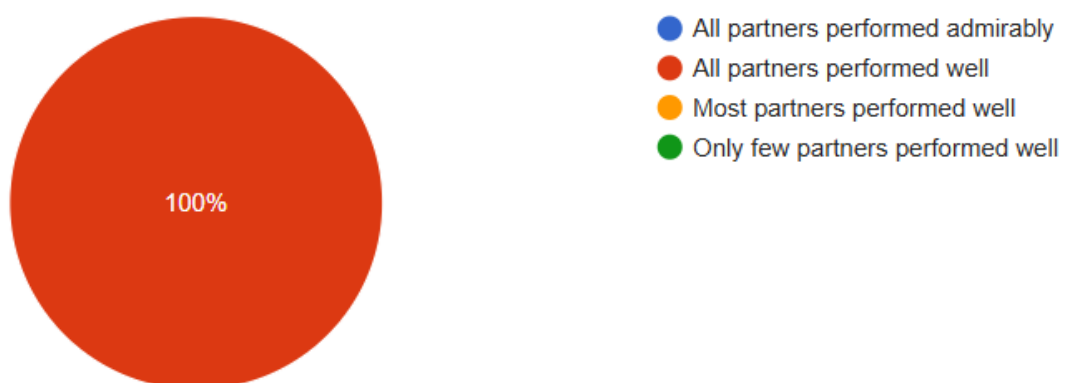


Figure 21. How do you rate the quality and the overall performance of the consortium for months 19-24?

Figure 22 presents partners' views on the common understanding of project goals and how to achieve them during months 19 to 24. All partners (100%) confirmed that there is a shared understanding within the consortium. This strong alignment reflects effective communication.

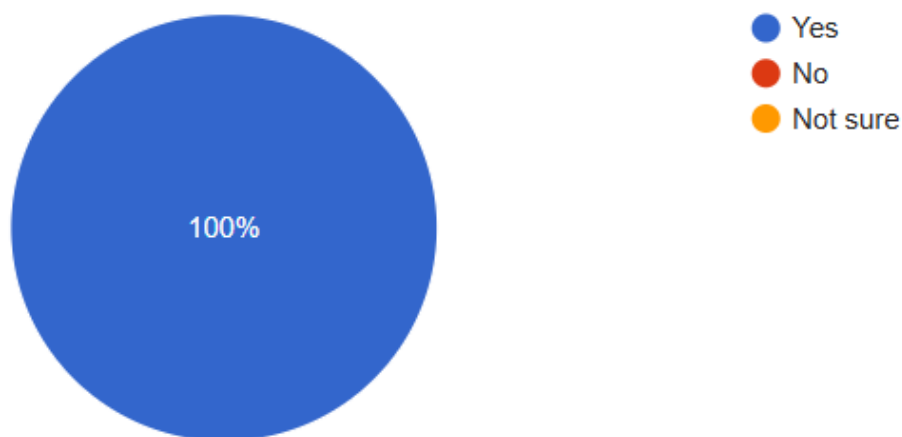


Figure 22. In your opinion, is there a common understanding among partners of what the project goals are and how they will be achieved (months 19-24)?

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

Figure 23 presents partners' satisfaction with key project procedures. All partners expressed overall satisfaction across all aspects assessed. Specifically, 40% of partners were very satisfied and 60% satisfied with the work plan, the organisation of activities and the cooperation among consortium partners. Regarding how the project plans meet the objectives, 20% were very satisfied and 80% satisfied.

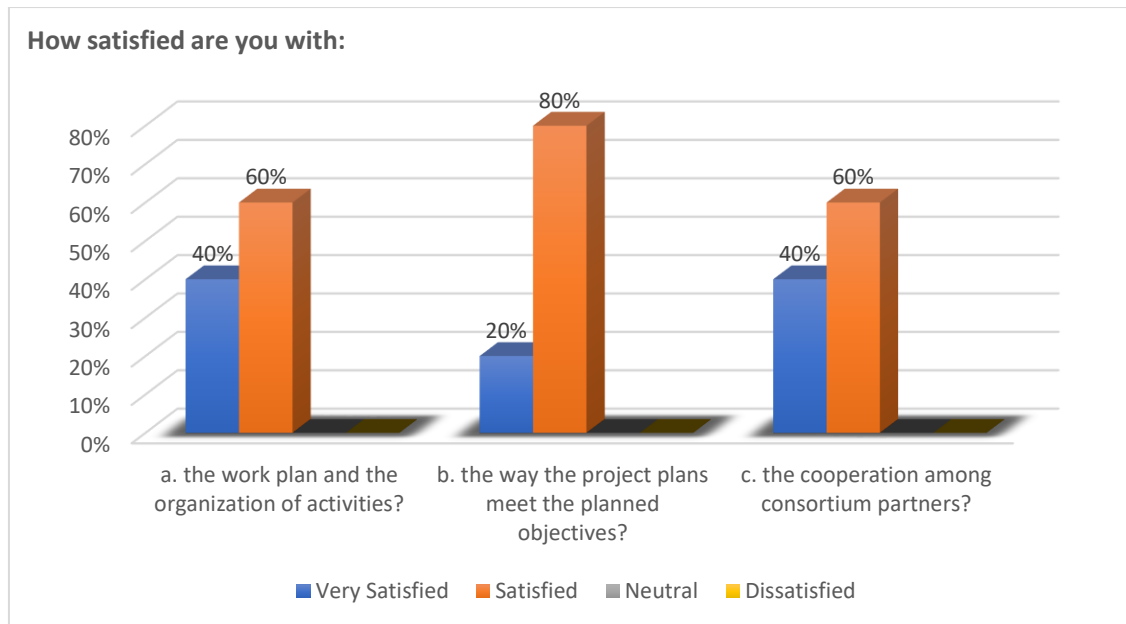


Figure 23. General assessment of project procedures (months 19-24)

Regarding the improvement of project organisation, efficiency and tasks, one partner proposed the following suggestion:

- “Partners need to be a little more engaged especially during pilots.”

5.2 Assessment of WP1- Project management and coordination (months 19-24)

Figure 24 illustrates partners’ satisfaction with project management and coordination. Overall, most partners expressed high satisfaction, with 20–40% very satisfied and 60–80% satisfied across the different aspects. This reflects effective coordination, communication and strong collaboration within the consortium.

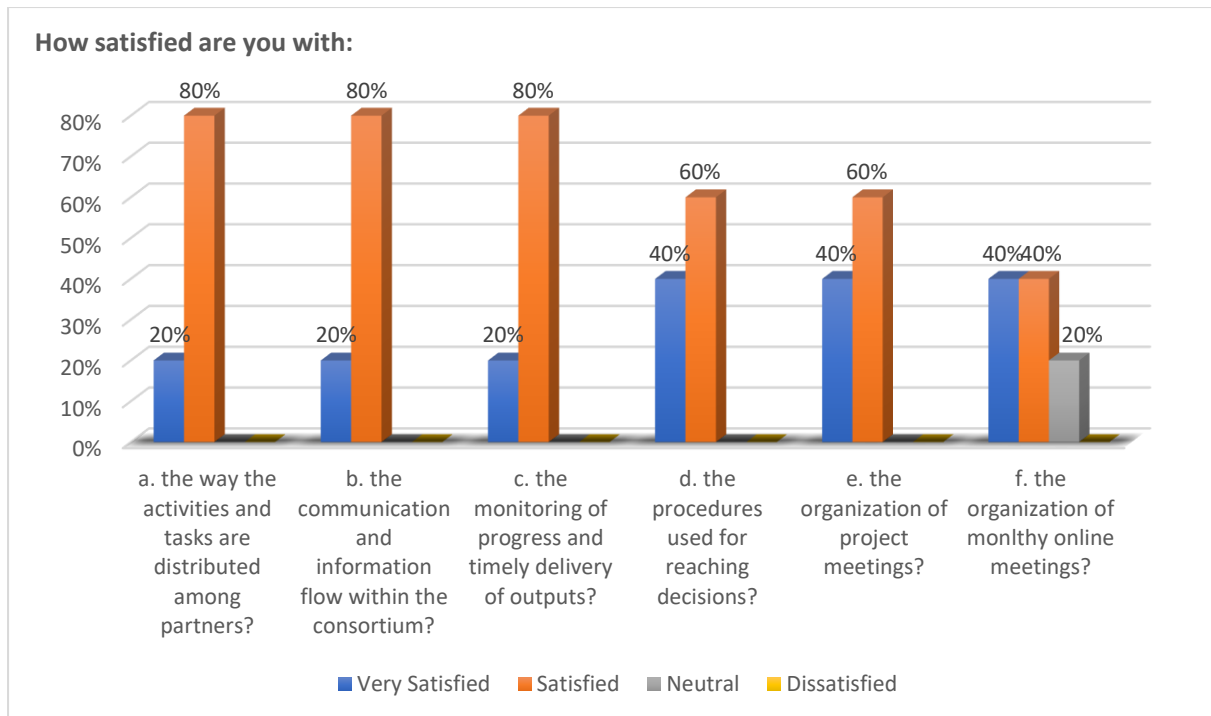


Figure 24. Assessment of WP1 - Project management and coordination (months 19-24)

Figure 25 presents partners' satisfaction with project management procedures within WP1. Overall, 100% of partners expressed satisfaction (very satisfied or satisfied) across all aspects, including the formation of the Quality Assurance Committee, the improvement of project management procedures and activities, and continuous quality control.

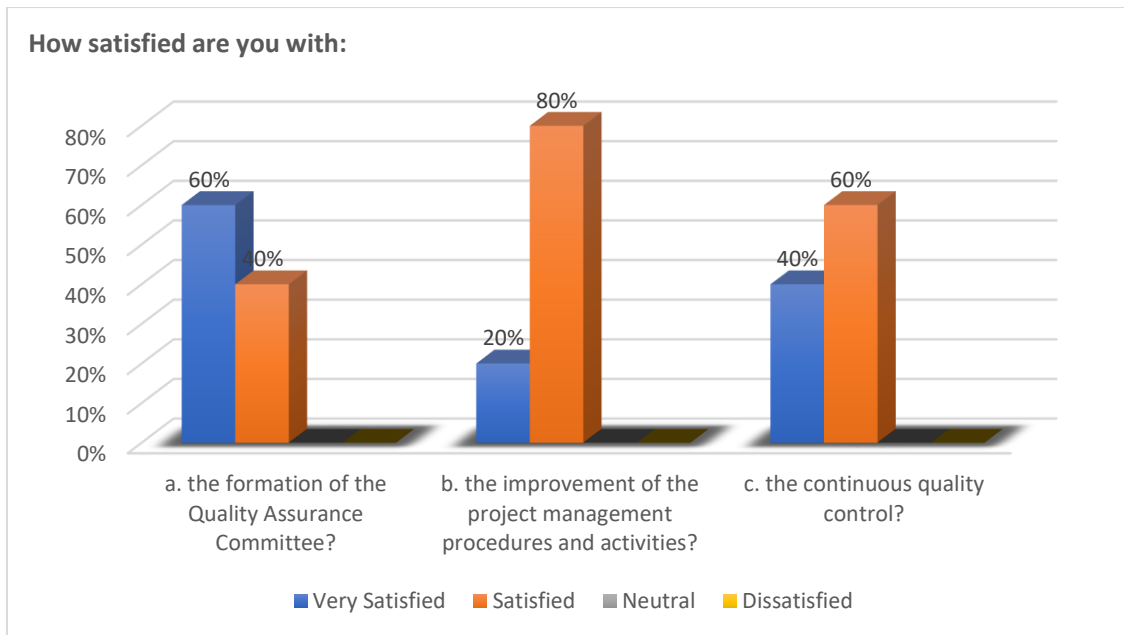


Figure 25. Assessment of WP1 - Project Management procedures (months 19-24)

In this evaluation, partners did not provide additional suggestions for improving management, cooperation and communication. This reflects a general satisfaction with the current collaboration and coordination processes within the consortium.

5.3 Assessment of WP2 - Learning disability mapping, guidelines and training development (months 19-24)

Figure 26 presents partners' satisfaction with various aspects of WP2. Overall, 100% of partners expressed satisfaction (very satisfied or satisfied) across all areas, including the distribution of activities and tasks, communication and information flow, use of resources, the training modules and the overall results produced by this work package.

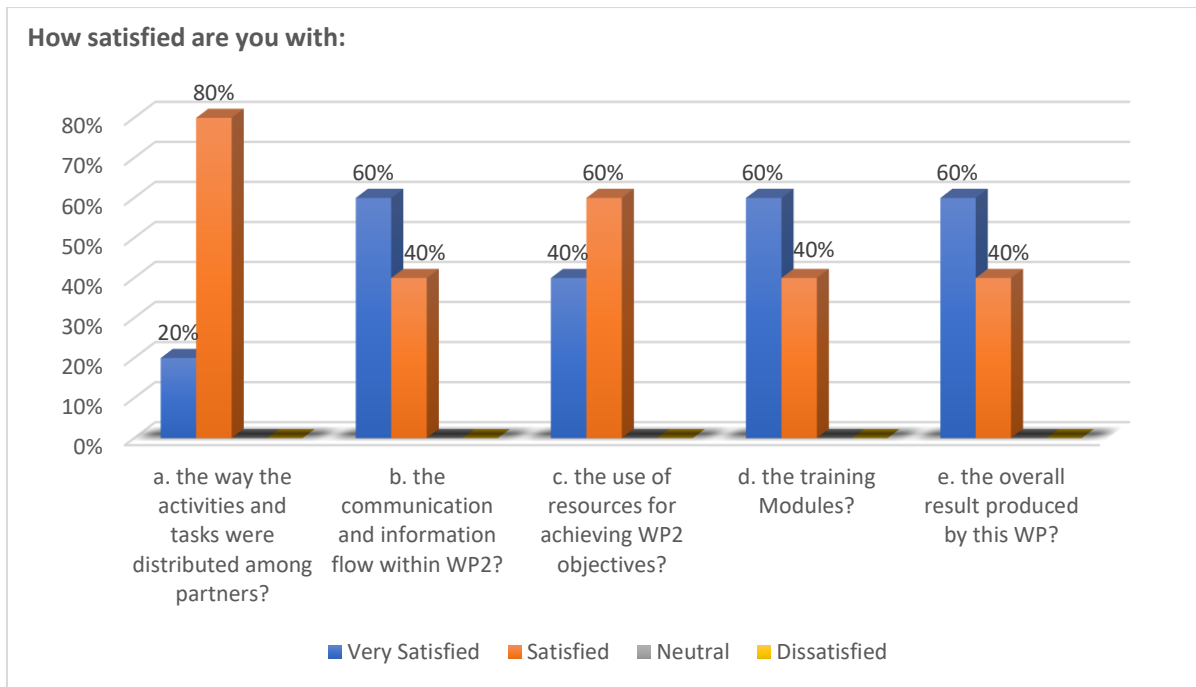


Figure 26. Assessment of WP2 - Learning disability mapping, guidelines and training development (months 19-24)

Partners then shared their views on the advantages of the work produced in this work package. Their comments were as follows:

- “The deliverables of WP2 were well-researched, clearly structured, and provided a strong foundation for the following work packages. The guidelines offered practical and applicable strategies for inclusive communication, while the training needs analysis was based on both qualitative and quantitative data, ensuring relevance to the real needs of adult educators.”
- “Timely completion of the work package and good quality of the mapping.”
- “Constant improvement of the training Modules as per the TA.”
- “The scientific approach given to the Guidelines.”
- “The overall results.”

Regarding any feedback on the disadvantages of the deliverables produced in this WP, only two partners made the following comments:

- “Some sections of the deliverables could have benefited from additional examples or more visual elements to enhance accessibility and reader engagement. Also, while the content was comprehensive, in certain parts it leaned more toward theoretical framing than practical application.”
- “We can disseminate it more, the disability mapping can be interesting for some EASPD members.”

Finally, regarding any suggestions on how this type of work could be better performed, one partner made the following suggestion:

- “Future similar work could benefit from even earlier involvement of end-users (educators/trainers) in the design and review process, to ensure maximum applicability. Additionally, integrating multimedia elements (e.g. short videos or infographics) within or alongside the deliverables could improve accessibility and dissemination.”

5.4 Assessment of WP3 - Capacity building & training (webinar + training for trainers) (months 19-24)

Figure 27 presents partners’ satisfaction with various aspects of WP3. Overall, 100% of partners expressed satisfaction (very satisfied or satisfied) across all areas, including the distribution of activities and tasks, communication and information flow, use of resources, implementation of training pilots and cycles within ADA, quality and relevance of webinars and the overall results produced. These responses indicate a generally high level of satisfaction and reflect positively on the coordination and implementation of the activities under this work package.

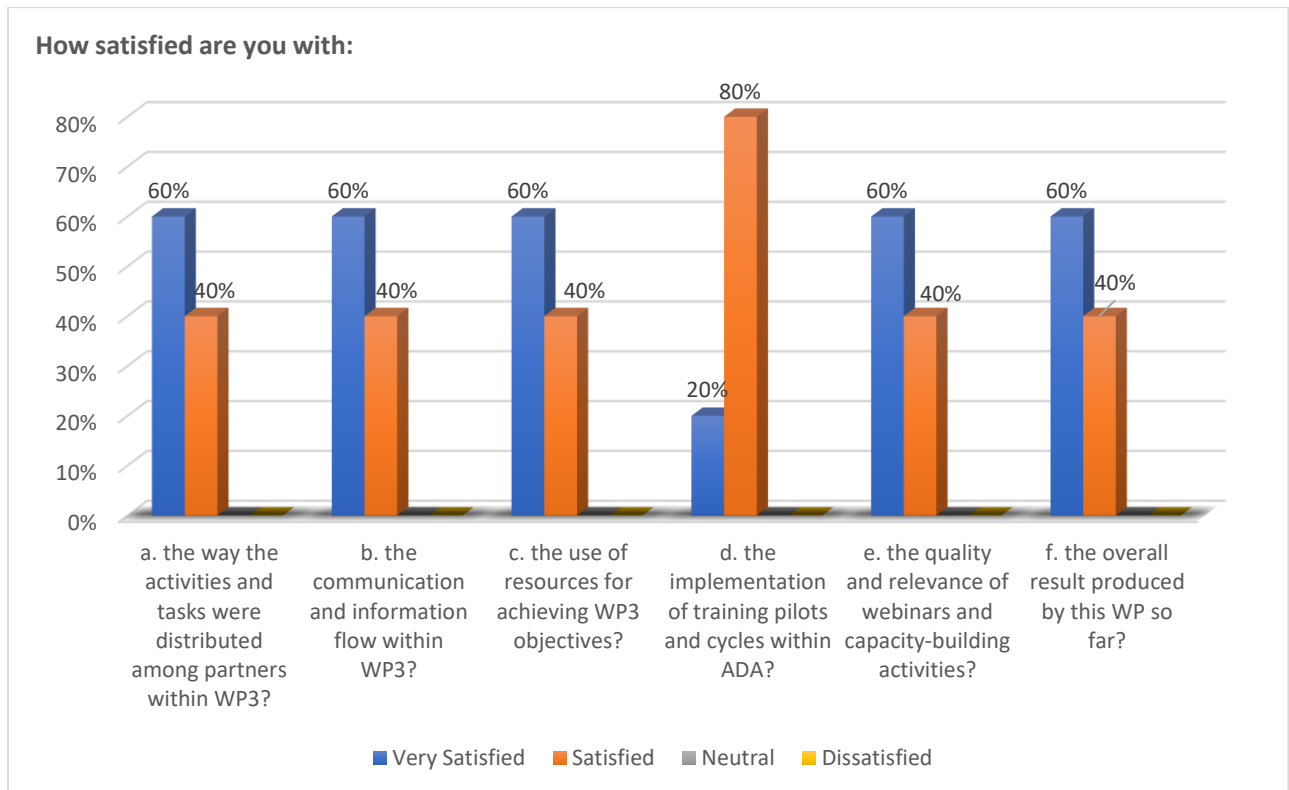


Figure 27. Assessment of WP3 - Capacity building & training (webinar + training for trainers) (months 19-24)

Partners were then asked to express their views on the strong points of the deliverables produced in this WP. The comments were as follows:

- “WP3 deliverables were highly practical and directly applicable to educators’ work, especially the training content and the structure of the pilot courses. The tutor training and webinar series were well-organised, relevant, and supported the project's capacity-building objectives effectively.”
- “The course helps a lot with understanding the basics of inclusive education. Webinars have covered all topics of the training modules and even of digital inclusive education, in general.”
- “The quality of the deliverables.”
- “Very good webinars.”
- “Organisation and communication.”

Regarding any comments on the weaknesses of the deliverables produced in this WP, four partners made the following comments:

- “Some training modules could benefit from additional hands-on examples or interactive components. Also, feedback from participants indicated a need for more targeted content specifically addressing adult learners with disabilities in practical classroom scenarios.”
- “The course needs to be a little more adapted to digital education.”
- “The number of registrants needs to be increased in order to get the KPI.”
- “Difficulty in reaching participants.”

Finally, regarding any suggestions on how this kind of work could be better performed, two partners made the following suggestions:

- “The work could be further improved by enhancing the interactivity of the training (e.g. through live case studies or micro-learning elements) and by incorporating more frequent feedback loops between learners and trainers during the pilot phase.”
- “More dissemination and communication actions.”

5.5 Assessment of WP4- Communication, dissemination and exploitation (months 19-24)

Figure 28 presents partners' satisfaction with WP4 activities. Overall, 100% of partners expressed satisfaction (very satisfied or satisfied) across all areas, including the overall management of WP4, implementation of communication, dissemination and exploitation activities, partner participation, tools and strategies used, and the project website, social media and campaign outputs. This feedback highlights effective communication and dissemination efforts, strong partner engagement and successful exploitation of project results.

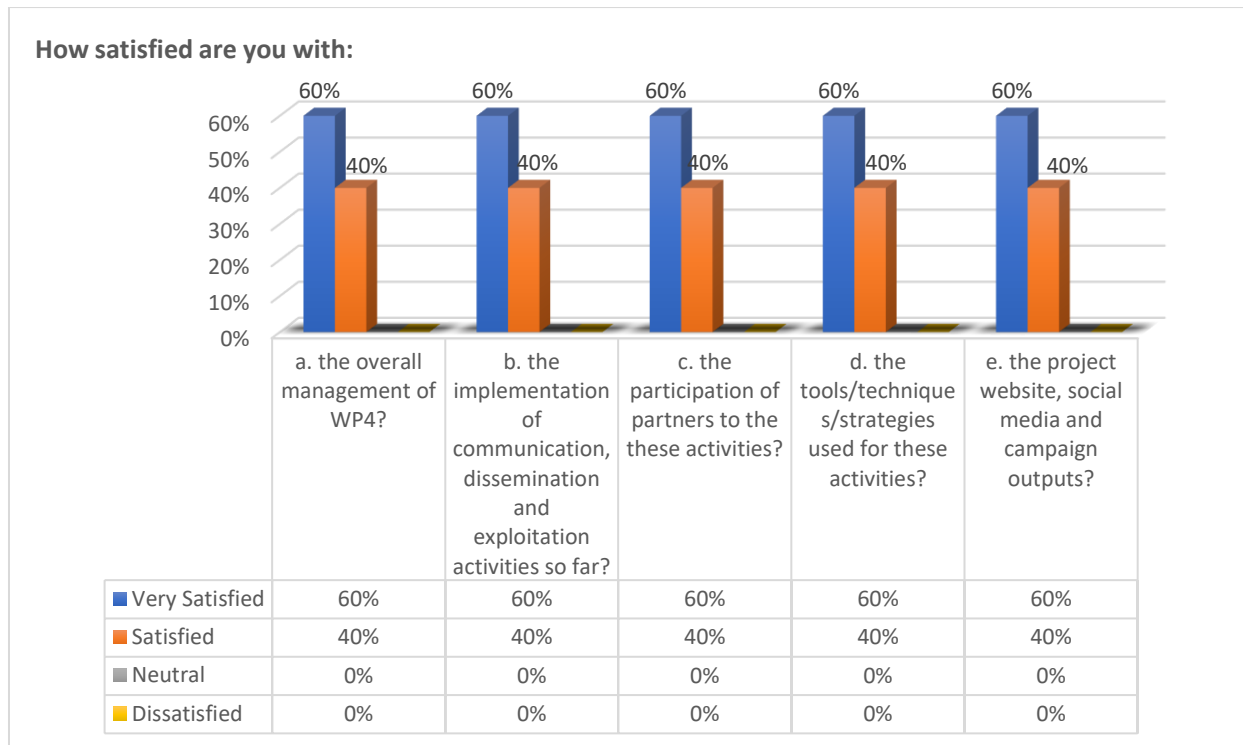


Figure 28. Assessment of WP4 – Communication, dissemination and exploitation (months 19-24)

Partners were also asked to comment on how the sustainability, exploitation and long-term use of the project outputs could be further improved. Partners made the following comments:

- “To enhance sustainability and long-term impact, it would be beneficial to integrate the ADA platform and training materials into existing national or European adult education frameworks. Additionally, developing partnerships with institutions or certification bodies could help formalise the training and increase uptake beyond the project’s duration.”
- “We can put the ADEDU courses on our organisation websites that is easily accessible by the public.”
- “More dissemination and communication actions through the website.”
- “By intensifying the promotion of the training and by actively identifying and engaging stakeholders interested in adopting the course on a long-

term or permanent basis. In particular, schools, higher education institutions, and VET centres could be encouraged to become ADEDU Ambassadors by integrating the training into their professional development programs, making it available to their teachers and trainers, and promoting it further within their networks.”

Finally, partners were asked if improvements have been made since the third internal evaluation, with one partner making the following comment:

- “Yes, there have been noticeable improvements, particularly in the refinement of training materials and better integration of feedback from earlier pilots. The project has also strengthened its dissemination efforts, increasing visibility and stakeholder engagement.”

6 Fifth internal evaluation

As part of the fifth internal evaluation, partners assessed key aspects of the project, including project objectives, management and coordination, learning disability mapping and training development, capacity building, and communication, dissemination and exploitation, with a focus on implementation during months 25 to 30 and continuous quality assurance. The evaluation also included a sustainability section addressing the overall success of the ADEDU project, the long-term potential of its results, and the continued usability and scalability of its outputs, including strategies for exploitation and future collaboration in inclusive digital education.

6.1 Project objectives and work produced (months 25-30)

Figure 29 illustrates the partners' assessment of the achievement of project objectives for months 25 to 30. Two partners (40%) indicated that the project achieved exactly what was planned in the Technical Annex, two (40%) stated that it achieved more than expected, and one (20%) reported that it achieved only some of its objectives.

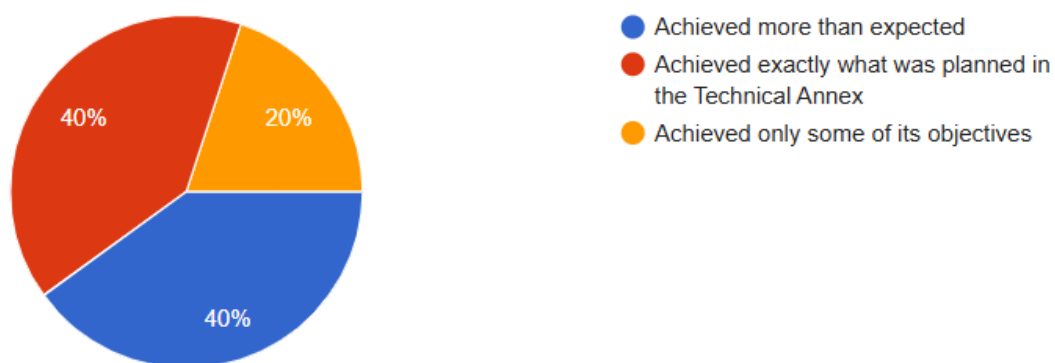


Figure 29. In your opinion, to what extent has the project achieved its stated objectives for months 25 to 30?

All partners (100%) provided a highly positive assessment of the consortium’s performance. Three partners indicated that all partners performed admirably, while two partners stated that all partners performed well.

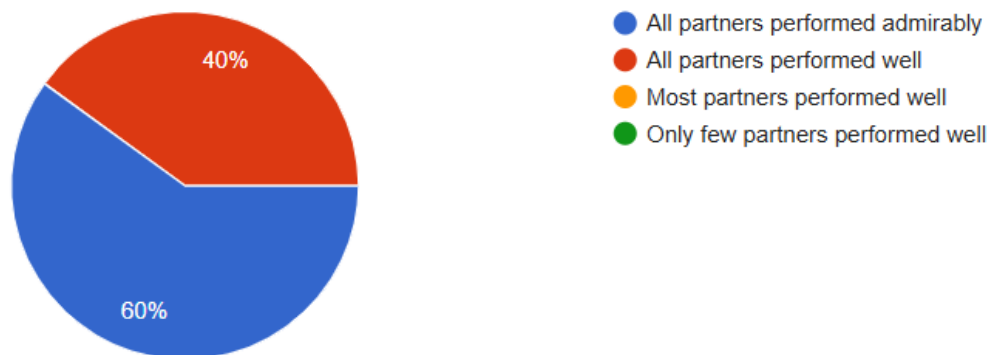


Figure 30. How would you rate the quality and performance of the consortium overall?

Figure 31 shows a unanimous consensus among partners, with 100% of respondents confirming that there is a common understanding within the consortium of the project goals and how they should be achieved during months 25–30.

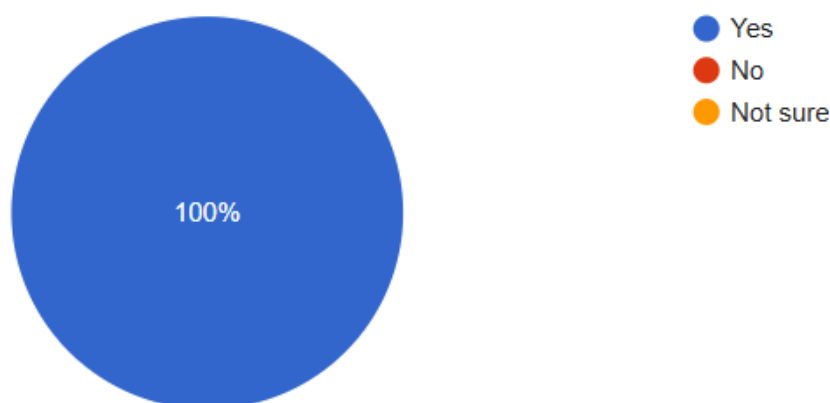


Figure 31. In your opinion, is there a common understanding among partners of what the project goals are and how they should be achieved (months 25-30)?

Regarding potential concerns or objections on the interpretation and implementation of project goals, one partner highlighted issues related to the relatively low number of registrations for the training course. While the majority

of project objectives and KPIs have been achieved, the partner noted that the participant recruitment targets for the training component have not yet been fully met.

Figure 32 illustrates partners' satisfaction with key project procedures during months 25 to 30. Regarding the work plan and organisation of activities, 60% of partners were very satisfied and 40% satisfied. For the way project activities met the planned objectives, 40% were very satisfied and 60% satisfied. Similarly, the quality and timeliness of deliverables received 40% very satisfied and 60% satisfied responses. Finally, cooperation and communication among consortium partners achieved full satisfaction, with 100% of partners indicating they were very satisfied.

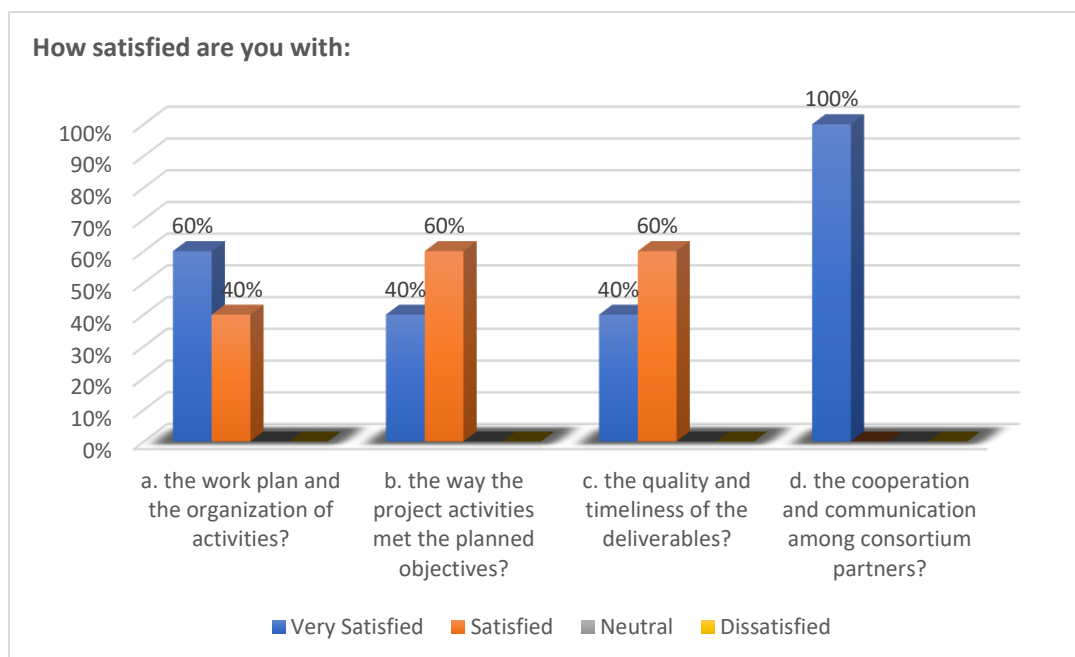


Figure 32. General assessment of project procedures (months 25-30)

Partners regarding improvements to the organisation, coordination, or efficiency of the project provided no suggestions or comments.

6.2 Assessment of WP1- Project management and coordination (months 25-30)

Figure 33 presents partners' satisfaction with WP1 – Project management and coordination during months 25 to 30. 100% of partners were very satisfied with the distribution of activities and tasks among partners, the monitoring of progress and timely delivery of outputs, the decision-making procedures, the organisation of project meetings and the organisation of monthly online meetings. Communication and information flow within the consortium also received positive feedback, with 80% of partners very satisfied and 20% satisfied.

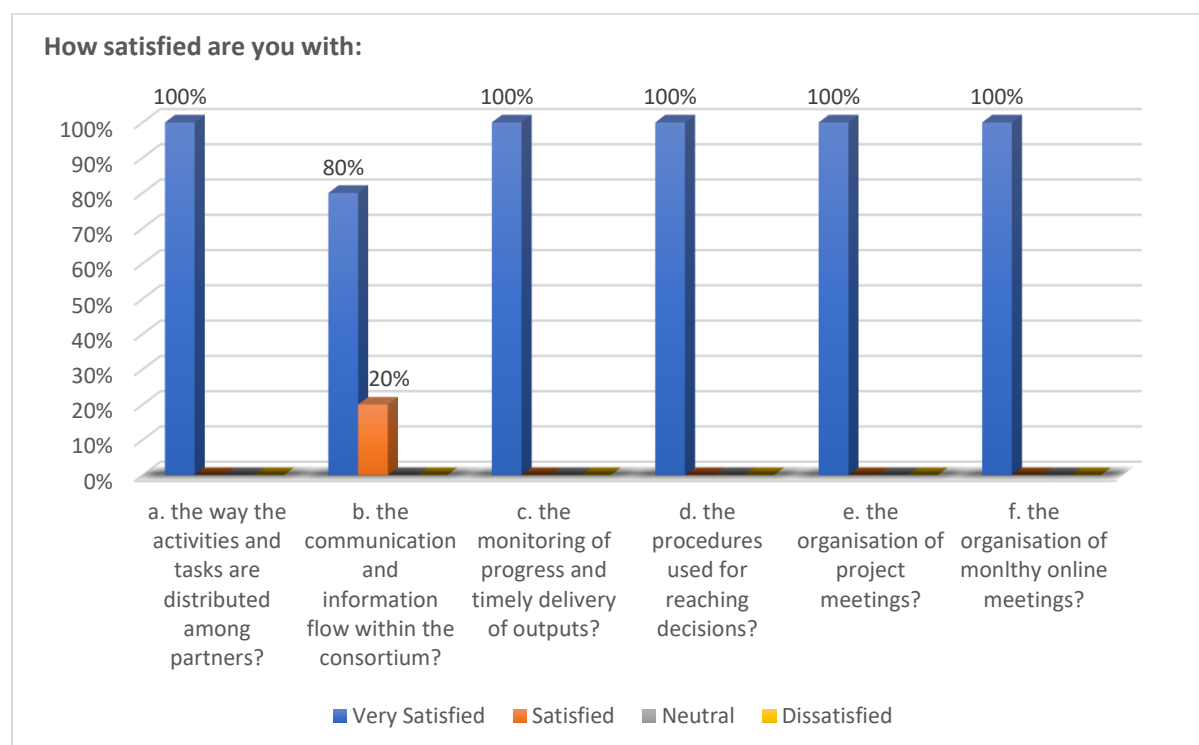


Figure 33. Assessment of WP1 - Project management and coordination (months 25-30)

Figure 34 illustrates partners' satisfaction with WP1 quality assurance procedures during months 25 to 30. All partners (100%) were very satisfied with the formation and operation of the Quality Assurance Committee. Regarding the implementation of quality assurance procedures and activities, 80% of partners

were very satisfied and 20% satisfied. The continuous quality control and monitoring process also received strong approval, with 80% very satisfied and 20% satisfied.

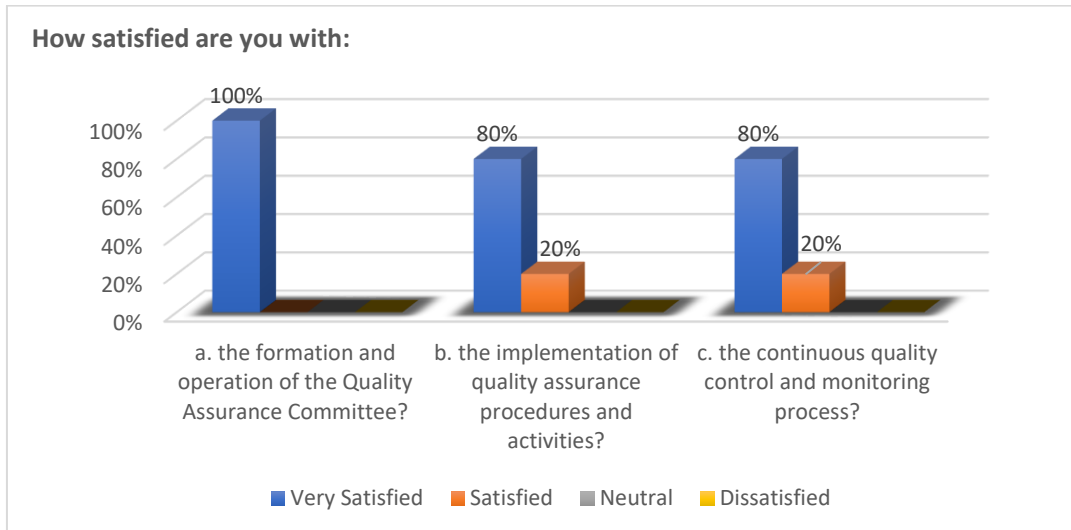


Figure 34. Assessment of WP1 - Project Management procedures (months 25-30)

In this evaluation, partners did not provide additional suggestions for improving management, cooperation and communication.

6.3 Assessment of WP2 - Learning disability mapping, guidelines and training development (months 25-30)

Figure 35 presents partners' satisfaction with WP2 – Learning disability mapping, guidelines and training development during months 25 to 30. Regarding the distribution of activities and tasks within WP2, 60% of partners were very satisfied and 40% satisfied. Communication and information flow, as well as the use of resources for achieving WP2 objectives, received very positive feedback, with 100% of partners reporting being very satisfied. The quality, structure, and accessibility of D2.1 – Training Course were rated positively, with 80% very satisfied and 20% satisfied. Both D2.2 – Handbook for Trainers and D2.5 – Guidelines for Inclusive Digital Education Platforms received full satisfaction (100% very satisfied), as did the overall results produced by WP2.

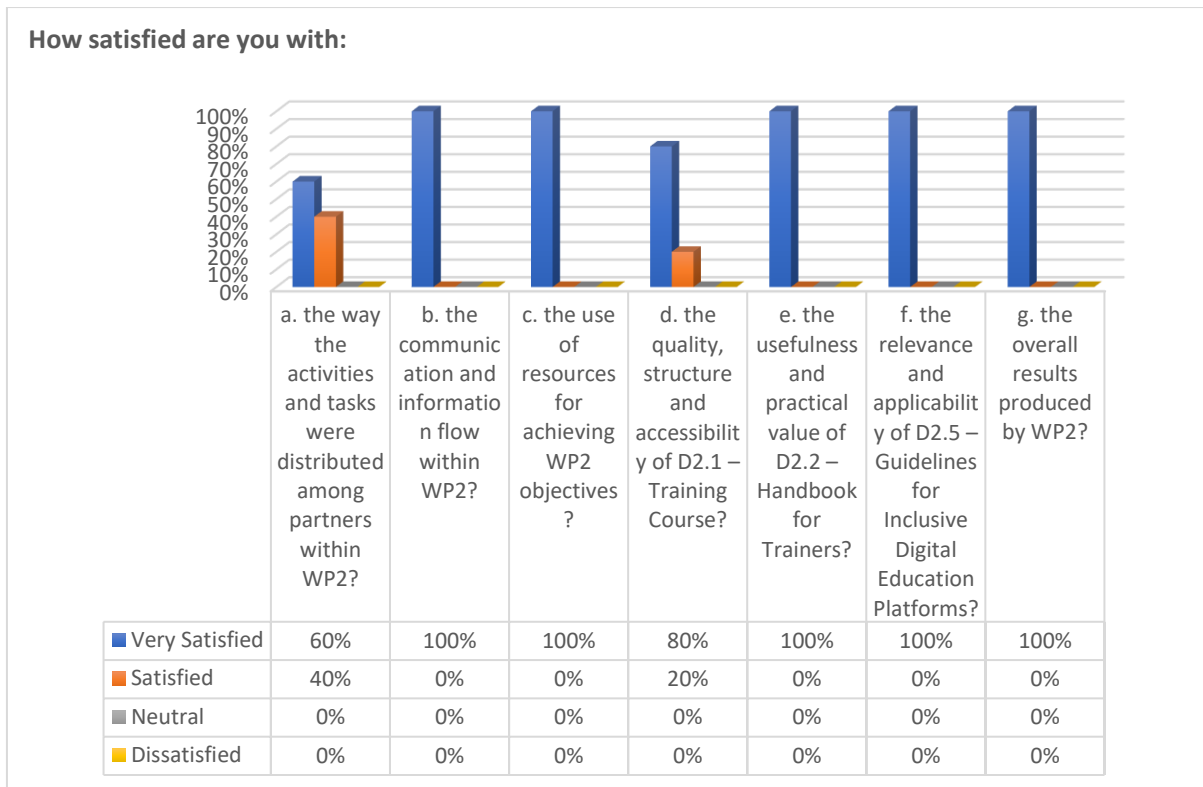


Figure 35. Assessment of WP2 - Learning disability mapping, guidelines and training development (months 25-30)

Partners then shared their views on the advantages of the deliverables and outputs produced in this WP. Their comments were as follows:

- “Modular & informative.”
- “The tools are very practical and easily accessible to the target group via the online platform.”
- “I think especially D2.5 will be very useful for different organisations, going beyond the project consortium.”
- “The main strengths of the deliverables and outputs produced in WP2 of the ADEDU project were their practical applicability, innovative educational approach, user-centred design, and contribution to improving digital and inclusive learning methodologies. Additionally, the outputs supported collaboration, accessibility, and the effective integration of technology into education.”

- “Cooperation between partners.”

Regarding any feedback on the disadvantages of the deliverables and outputs produced in this WP, four partners made the following comments:

- “More interactive.”
- “The training course is a little weaker on its focus on digital learning environments and was in the end much broader.”
- “I think the first version of the training could've been developed more towards the target group, and done in a more interactive way. The quality of the content is there, but in a surplus of online courses, something has to be added to differentiate and attract learners, which I think was not fully done here.”
- “Some weak points of the deliverables and outputs produced in WP2 of the ADEDU project may have included limited pilot implementation, challenges in ensuring long-term sustainability, and the need for broader user engagement and dissemination to maximise impact and adoption.”

Finally, regarding any suggestions on how this type of work could be further improved, updated or sustained after the end of the project, partners did not provide any suggestions.

6.4 Assessment of WP3 - Capacity building & training (webinar + training for trainers) (months 25-30)

Figure 36 presents partners' satisfaction with WP3 – Capacity building and training activities during months 25 to 30. Regarding the distribution of activities and tasks, communication and information flow, and the use of resources for achieving WP3 objectives, 80% of partners were very satisfied and 20% satisfied.

The implementation and management of the training pilots and cycles within the ADA platform received slightly more varied feedback, with 60% of partners very satisfied, 20% satisfied, and 20% neutral. The quality and relevance of the capacity-building webinars and activities, as well as the quality, clarity and usefulness of D3.1 – Training Activity Report, received full satisfaction, with 100% of partners reporting being very satisfied. Finally, the overall results produced by WP3 were positively assessed, with 80% very satisfied and 20% satisfied.



Figure 36. Assessment of WP3 - Capacity building & training (webinar + training for trainers) (months 25-30)

Partners were then asked to express their views on the strong points of the deliverables and outputs produced in this WP. The comments were as follows:

- "Nice educational material."
- "The number of people testing the course as well as the diversity of topics addressed in the capacity building webinars."
- "For D3.1 - I added 'very satisfied', but this is based on the planning of

the deliverable, as it is still work in progress. In general, I think the course content is good after the improvements made.”

- “The webinars organised were focused on different topics, and attracted many participants. I think they were very well organised.”
- “The main strengths of the deliverables and outputs produced in WP3 of the ADEDU project were their innovative approach, practical applicability, effective use of digital technologies, and their support for inclusive and accessible education.”
- “Cooperation with partners.”

Regarding any comments on the weaknesses of the deliverables and outputs produced in this WP, three partners made the following comments:

- “Impact for more people.”
- “The training monitoring and pilots. I think there should've been some changes to facilitate the registration to the courses as well, but this should've been done early in the project.”
- “Some weak points of the deliverables and outputs produced in WP3 of the ADEDU project may have included the lack of achievement of the targeted number of participants, and the need for additional scalability and long-term support to ensure wider adoption and sustainability.”

Finally, regarding any suggestions for improving future training activities, pilots, webinars, or capacity-building initiatives, partners did not provide any suggestions.

6.5 Assessment of WP4- Communication, dissemination and exploitation (months 25-30)

Figure 37 presents partners’ satisfaction with WP4 – Communication, dissemination and exploitation activities during months 25 to 30. Regarding the implementation of the communication, dissemination and exploitation strategy,

60% of partners were very satisfied and 40% satisfied. Partner participation in dissemination and exploitation activities, as well as the management and coordination of work within WP4, received 80% very satisfied and 20% satisfied responses. The tools, techniques and strategies used for communication and dissemination achieved full satisfaction, with 100% of partners reporting being very satisfied. Similarly, the implementation and visibility of the awareness campaign on learning disabilities and the organisation and visibility of the Accessible Digital Education Awards initiative received 100% very satisfied responses. Finally, the project website, ADA platform visibility and social media presence were positively assessed, with 80% of partners very satisfied and 20% satisfied.

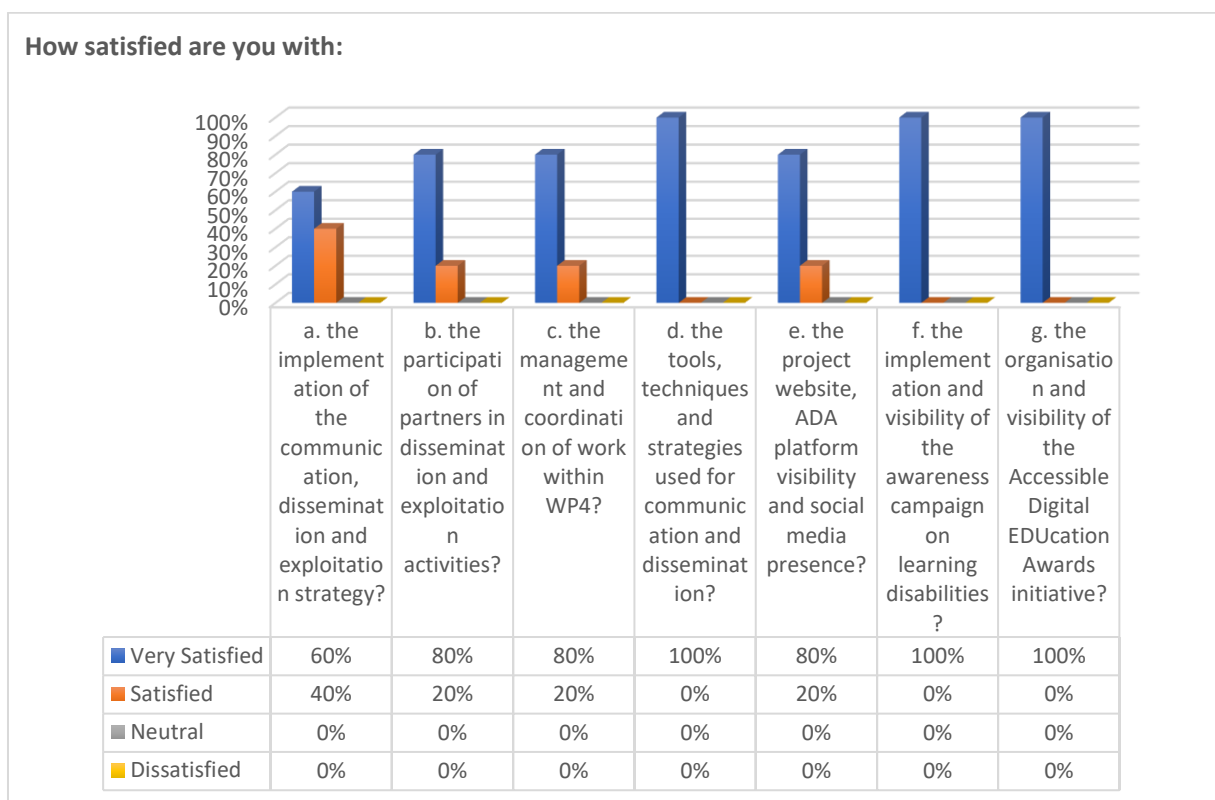


Figure 37. Assessment of WP4 – Communication, dissemination and exploitation (months 25-30)

Partners were also asked to comment on how the sustainability, exploitation and long-term use of the project outputs could be further improved. One

partner made the comment: “Continuation of the Accessible Digital EDUcation Awards initiative. Linking with other organisations to link the ADEDU Course on their own websites”.

6.6 Overall evaluation and sustainability

Figure 38 presents partners’ assessment of the overall success of the ADEDU project. The results demonstrate a highly positive evaluation, with three partners (60%) rating the project as very successful and two partners (40%) rating it as successful. No negative responses were recorded, indicating a strong consensus among partners regarding the successful implementation and achievements of the project.

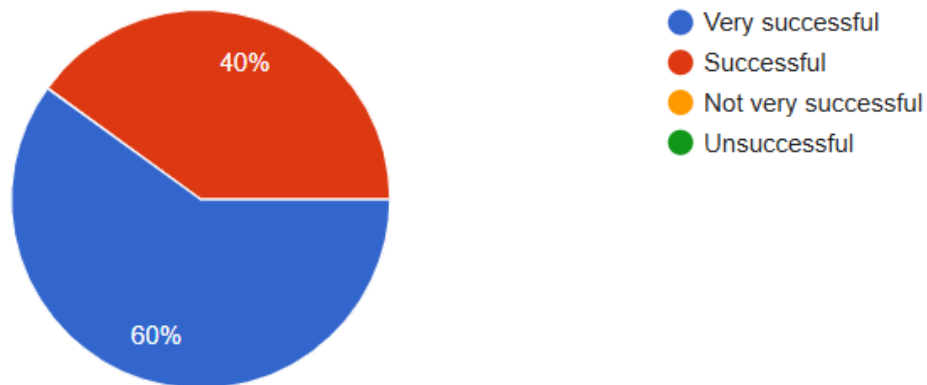


Figure 38. Assessment of the overall success of the ADEDU project

Figure 39 illustrates partners’ views regarding the sustainability potential of the ADEDU project outcomes beyond the funded project period. All partners (100%) responded positively, indicating that they believe the project results have strong potential for long-term sustainability and continued use after the completion of the project.

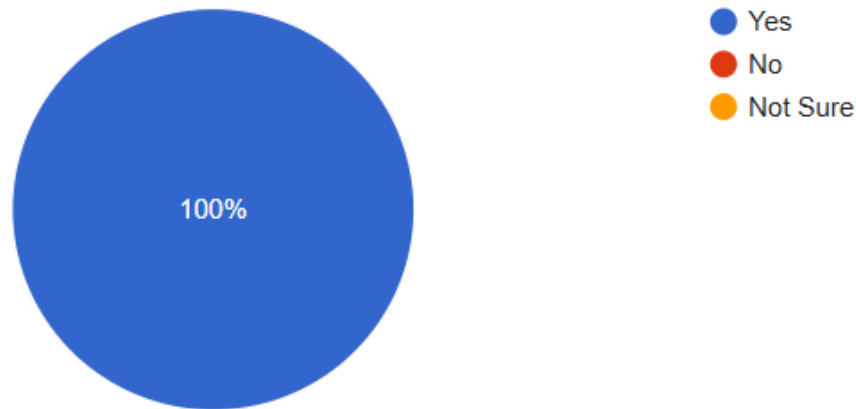


Figure 39. Views on the sustainability potential of the ADEDU project outcomes beyond the funded project period

When asked which ADEDU outputs or activities have the highest long-term value and sustainability potential, partners highlighted the following:

- “Training curriculum.”
- “ADEDU training course and inclusivity guidelines.”
- “Training course (but could be made more interactive); D2.5 and D2.3 are very relevant.”
- “The ADEDU outputs and activities with the highest long-term value and sustainability potential are the digital educational resources, training materials, online learning tools, and collaborative methodologies developed during the project, as they can continue to be reused, adapted, and expanded by educators, learners, and partner organisations beyond the project’s duration.”
- “Digital Education for Learners with Learning Disabilities.”

Partners suggested several actions to ensure the sustainability and further development of the ADEDU project results:

- “Increase impact, spreading the word.”
- “Integration into educational practices and partnerships.”
- “Use of resources such as D2.3 and D2.5 in different projects.”
- “To ensure the sustainability and further development of the ADEDU

project results, it would be important to strengthen partnerships among educational institutions and stakeholders, integrate the project outputs into regular educational practices and curricula, promote wider dissemination and training activities, seek additional national and European funding opportunities, and support the continuous updating and scaling-up of the developed digital tools.”

- “To continue permanently to promote our MOOC.”

Figure 40 presents partners’ views on the future use and applicability of the ADEDU Training Course and related materials. All partners (100%) agreed that the training course and its resources can continue to be used, updated and integrated into future educational and professional development activities.

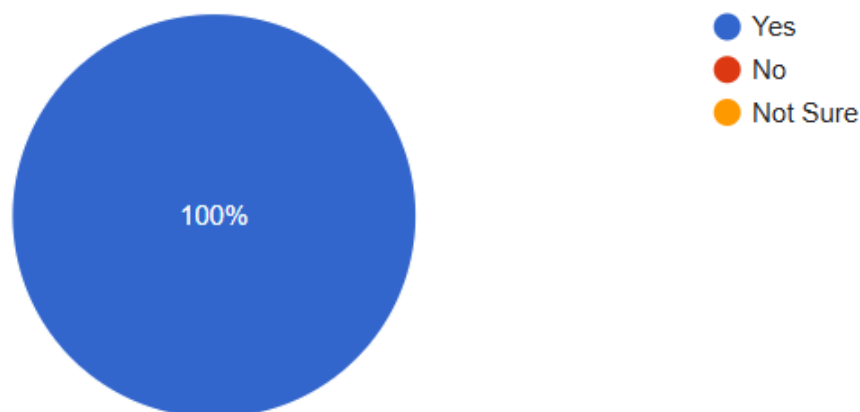


Figure 40. Future use, updating and integration of the ADEDU Training Course and related materials

Figure 41 presents partners’ willingness to continue collaboration beyond the ADEDU project. All partners (100%) indicated that their organisations would be interested in participating in future initiatives related to inclusive digital education and learning disabilities.

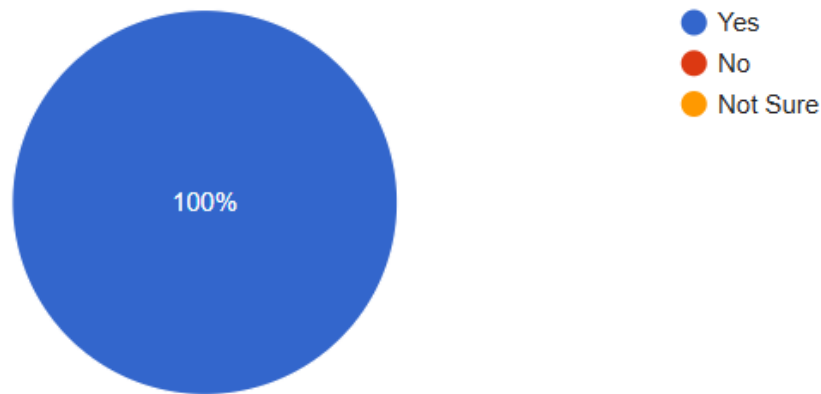


Figure 41. Interest in continuing collaboration on future initiatives related to inclusive digital education and learning disabilities

7 ADA digital environment assessment results

The evaluation of the ADA digital environment examined usability, accessibility and user experience through user testing involving 13 participants, including educators and users with disabilities. Overall, the platform achieved a mean System Usability Scale (SUS) score of 74.2, indicating good to excellent usability and exceeding the accepted benchmark for satisfactory performance.

Participants generally found the platform easy to use, well-structured and practical, with the search function highlighted as one of its most effective features. The overall task success rate reached 89.23%, demonstrating that users were able to successfully complete most tasks. However, some challenges were identified, particularly regarding the complexity of certain navigation tasks, difficulties locating specific content and inconsistencies in some interface

elements.

The user experience assessment, based on the AttrakDiff methodology, showed positive results across all evaluated dimensions. Users perceived the platform as practical, professional, attractive, innovative and supportive of learning, with particularly strong ratings for pragmatic quality and overall attractiveness. In addition, a heuristic evaluation conducted by usability experts identified several areas for improvement, including navigation issues after login, limited visibility of accessibility tools, broken links, and aspects of message management and error recovery. While these issues were considered important for future enhancement, the overall findings confirmed that the ADA platform provides a positive, accessible and user-friendly learning environment, supporting the project's objectives of promoting inclusive digital education. Following the evaluation, the navigation issues after login and the limited visibility of accessibility tools were addressed and resolved by the technical team, while the remaining identified issues are planned to be considered in future maintenance and enhancement activities.

8 Conclusions and Recommendations

The overall evaluation activities conducted throughout the AEDU project confirm the successful implementation of the project and the achievement of its main objectives. Feedback gathered through the transnational project meetings, internal evaluations and the assessment of the ADA digital environment consistently indicates a high level of partner satisfaction regarding project management, cooperation, communication, quality assurance procedures, training development, capacity-building activities and dissemination efforts. Partners highlighted the strong collaboration within the consortium, the quality and practical value of the project outputs and the positive contribution of the project to promoting inclusive digital education for learners with learning disabilities. The ADA platform evaluation further confirmed that the digital environment offers a positive user experience, good usability and accessibility, supporting the effective delivery of project resources and training activities.

The evaluation findings also indicate strong prospects for the sustainability and long-term use of the AEDU results. Partners unanimously agreed that the training course, digital resources, inclusive guidelines and learning materials can continue to be used and integrated into future educational and professional development activities. At the same time, some challenges were identified, particularly regarding participant recruitment for the training course, the need to further strengthen the balance between theoretical content and practical application within some training materials, the enhancement of interactivity and learner engagement, and the importance of maintaining the visibility and exploitation of project outputs beyond the funding period. These findings provide valuable guidance for future refinement, transferability and scaling-up of the project results.

Based on the evaluation results, the following recommendations are proposed:

- Continue promoting and raising awareness of the ADEDU Training Course, MOOC and educational resources to ensure their long-term relevance and use.
- Intensify targeted outreach and recruitment activities through partner networks, educational institutions, teacher associations and stakeholder communities in order to increase participation in future training initiatives and maximise the uptake of project results.
- Integrate key project outputs, particularly the training curriculum, guidelines and digital resources, into partners' regular educational and training activities.
- Strengthen cooperation with educational institutions, stakeholders and relevant networks to support broader adoption of project results.
- Continue dissemination and outreach activities through partners' websites, social media and professional networks.
- Explore opportunities for new national and European initiatives that can support and further develop ADEDU results.
- Enhance the interactivity of training materials and online learning activities to increase learner engagement and participation.
- Further strengthen the practical dimension of future learning materials by incorporating additional examples, case studies, real-life scenarios and hands-on activities, while maintaining the strong theoretical foundations developed within the project.
- Continue the promotion and possible expansion of initiatives such as the Accessible Digital EDUcation Awards.
- Address the usability improvements identified during the ADA platform

evaluation, particularly concerning accessibility features, navigation and user support, to further enhance the educational experience.

Overall, the evaluation results indicate that ADEDU has established a strong foundation for the continued use, sustainability and future development of its outcomes, while creating valuable opportunities for future collaboration in the field of inclusive digital education. The outcomes of the project's quality assurance and evaluation activities provide valuable guidance for further enhancing the accessibility, relevance, impact and long-term adoption of the project's results.



ADEDU

ACCESSIBLE DIGITAL EDUCATION

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or EACEA.

Neither the European Union nor the granting authority can be held responsible for them. Proposal number: 101133970.



**Co-funded by
the European Union**



iasis

