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Report on Needs Assessment on the participating organisations and their target groups

Erasmus+ Programme

KA220-ADU - Cooperation partnerships in adult education

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EXECUTIVE SUMMARY

The LIDDA project (Learning and Inclusion with Digital Daily Activities) addresses the challenge of digital exclusion among adults with intellectual disabilities (ID). As digital technologies increasingly shape everyday life – from accessing public services to communication, learning and participation in society – digital competences have become essential for independent living. However, adults with intellectual disabilities remain among the groups most at risk of digital exclusion due to cognitive barriers, limited access to adapted learning opportunities and insufficient methodological support for educators working with this target group.

This report presents the needs assessment conducted within the LIDDA project to better understand the needs of the participating organisations and their primary target groups. The analysis combines partners' practical experience, review of existing research and an empirical survey carried out among educators working with adults with intellectual disabilities and adults with intellectual disabilities themselves in Slovenia, Lithuania and Italy.

The survey results reveal that although most adults with intellectual disabilities already have access to digital devices – particularly smartphones – their use of digital technologies is largely limited to communication and entertainment activities such as watching videos, listening to music or sending messages. More complex digital tasks, including searching for information, using online services or completing administrative tasks online, are significantly less common. At the same time, respondents expressed strong interest in learning new digital skills, particularly when learning opportunities are adapted to their needs through simple language, visual supports, step-by-step instructions and personalised guidance.

The needs assessment also highlights important challenges faced by educators and professionals working with this target group. Although many educators already use digital tools in their work and possess moderate digital competences, they often lack methodological guidance and confidence in designing accessible digital learning materials tailored to people with intellectual disabilities. Many rely primarily on ready-made digital resources rather than developing adapted materials themselves. Educators also report structural barriers such as limited access to devices for learners, insufficient training opportunities and a lack of structured methodologies for teaching digital skills to people with intellectual disabilities.

The findings confirm a clear gap between policy goals related to digital inclusion and the practical availability of accessible digital learning opportunities for adults with intellectual disabilities. The LIDDA project responds directly to these needs by developing a multilingual MOOC platform for educators and a set of accessible microlearning modules for adults with intellectual disabilities focused on everyday digital activities and safe internet use.

By strengthening the competences of educators and providing practical, accessible learning tools for adults with intellectual disabilities, the LIDDA project aims to promote greater digital inclusion, independence and participation of people with intellectual disabilities in digital and social life across the participating countries.



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1. INTRODUCTION

The purpose of this document is to present the **Needs Analysis** underpinning the Erasmus+ project **LIDDA – Learning and Inclusion with Digital Daily Activities**. The project responds to the digital exclusion of adults with intellectual disabilities (ID) and the lack of methodology for teaching them digital skills in an accessible way.

LIDDA brings together partners from **Slovenia, Lithuania and Italy**, all of whom work directly with adults with ID or with adult educators. Together, they aim to develop:

- a **MOOC** for educators on how to design and deliver digital learning for adults with ID, and
- a set of **microlearning modules** (short, accessible learning units) for adults with ID, focused on everyday digital activities and safe use of the internet.

The analysis below shows why such a project is necessary and how it aligns with European and national priorities.

2. PROBLEM DESCRIPTION

2.1 Digital exclusion of adults with ID

Digital tools and online services play a central role in daily life: online banking, e-health, online shopping, communication, access to information and many public services. For most citizens, at least basic digital competences are now essential for independent living.

Adults with intellectual disabilities, however, are **among the most digitally excluded groups in Europe**. While many of them express interest in using computers, smartphones and the internet, they face multiple obstacles:

- difficulties processing complex or abstract information,
- problems with memory, concentration and navigation in digital interfaces,
- lack of accessible, easy-to-read instructions,
- few opportunities for structured digital skills training adapted to their needs.

As a result, they often **do not use digital services at all** or use them only with intensive support from family or staff.



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2.2 Main barriers

Key barriers identified by LIDDA partners and previous projects include:

- **Pedagogical barriers** – lack of tailored teaching methods and materials for adults with ID; most digital literacy courses are designed for the general adult population.
- **Digital barriers** – interfaces and services (websites, apps) are not designed with cognitive accessibility in mind; processes are long and complex.
- **Social barriers** – low expectations from society, few empowering opportunities to learn and practice digital skills.
- **System-level barriers** – no systematic inclusion of digital literacy for adults with ID in national adult education or disability programmes; project-based initiatives only.

2.3 Consequences

If these barriers are not addressed, adults with ID:

- remain dependent on others for basic tasks (e.g. booking appointments, managing money, accessing information),
- face higher risks of online harm (fraud, scams, bullying),
- are excluded from the benefits of e-learning, e-participation and e-services,
- have fewer opportunities for employment, participation and self-advocacy.

This reinforces social exclusion and undermines efforts to promote independent living and equal participation.

2.4 Root causes (problem tree summary)

Core problem: digital exclusion of adults with ID.

Main causes:

- lack of adapted digital literacy programmes for adults with ID,
- educators are not trained to teach digital skills to this group,
- lack of accessible digital materials (easy-to-read, visual, step-by-step),
- digital services are not cognitively accessible.



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Main effects:

- dependence on others, low self-confidence,
- increased exposure to online risks,
- reduced participation in community and digital public life.

The challenges outlined above were further examined through an empirical needs assessment conducted among the project's primary target groups: educators working with adults with intellectual disabilities and adults with intellectual disabilities themselves in the partner countries. The survey is aimed to better understand current practices, barriers and learning needs related to digital inclusion. The results of this needs assessment are presented in the following chapter and provide evidence-based insights that directly informed the design of the LIDDA project activities and outputs.

3. TARGET GROUPS AND NEEDS ANALYSIS

3.1 Methodology of the Needs Assessment

In order to better understand the needs of the project's primary target groups, the LIDDA partnership conducted a needs assessment using structured questionnaires. Two separate questionnaires were developed: one for educators and professionals working with adults with intellectual disabilities, and one for adults with intellectual disabilities themselves.

The questionnaires were jointly designed by the project partners and distributed in Slovenia, Lithuania and Italy between December 2025 and February 2026. The survey results provide valuable insights into current practices, levels of digital competence, existing barriers and the types of support needed to strengthen digital inclusion.

The collected data complement the problem analysis presented in the previous chapter and provide practical evidence from organisations and users directly involved in the field of adult education and support for people with intellectual disabilities. The results are presented in the following subsections.

3.2 Adults with intellectual disabilities

Adults with mild or moderate ID are the **primary end users** of LIDDA's microlearning modules. Their needs include:

- basic practical digital skills, directly related to everyday life (using a smartphone, searching for information, using online services),
- accessible learning materials, in easy-to-understand language, rich in visuals and broken into small steps,
- opportunities to practice safely, with guidance from educators, without fear of “doing something wrong”,
- better understanding of online safety (recognising scams, protecting personal data, safe online communication).

Although many adults with intellectual disabilities already use smartphones and other digital devices in their daily lives, their use of technology often remains limited to entertainment-related activities such as watching videos, listening to music or communicating through messaging applications. More complex digital activities – such as searching for information, using e-services or managing digital tasks independently – are less frequently practiced.

This indicates that adults with intellectual disabilities often have access to digital technology but lack structured learning opportunities that would help them develop practical digital competences for everyday life. Accessible learning materials, step-by-step instructions and supportive learning environments are therefore essential for enabling meaningful digital participation and increasing independence.

3.3 Educators and professionals

The second primary target group are **adult educators, trainers, instructors, support workers and other professionals** working with adults with ID (in adult education centres, special education or training centres, residential facilities or day centres, NGOs, etc.).

Their needs, as evident from the responses to the survey questionnaires, currently include:

- higher digital competences themselves (to feel confident using digital tools in their teaching),
- methodological know-how on how to design and deliver digital skills training for adults with ID,

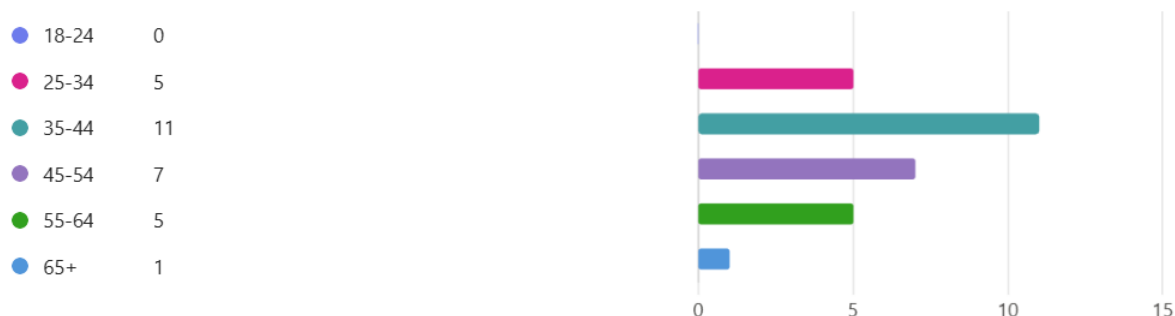
- ready-to-use examples and templates (e.g. microlearning lessons) that they can adapt in their context,
- opportunities to share and learn from good practice with colleagues in other countries,
- tools to assess both their own digital competences and the progress of their learners.

4. THE CURRENT SITUATION IN PARTNER COUNTRIES – ANALYSIS OF THE QUESTIONNAIRES FOR EDUCATORS WORKING WITH PEOPLE WITH INTELLECTUAL DISABILITIES

All partner countries were asked to collect data through a questionnaire from 5-10 educators per country, altogether 15-30 adults from Slovenia, Lithuania and Italy. Questionnaires were designed by the LIDDA partnership and distributed via Microsoft Forms link (<https://forms.office.com/e/mBZ30nnv5V>) in December 2025 and January 2026.

We collected data from **29 completed questionnaires (13 from Slovenia, 11 from Lithuania and 5 from Italy)**. The data is presented in graphical form with a narrative explanation below the figure.

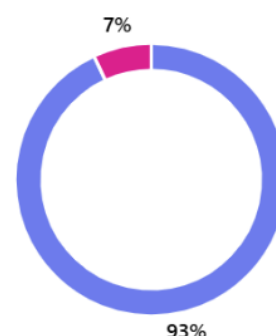
1. Age:



The age structure of respondents shows that the largest group of participants are professionals aged 35–44 (37.9%), followed by those aged 45–54 (24.1%). Younger educators aged 25–34 and older professionals aged 55–64 are equally represented, each accounting for 17.2% of respondents, while only 3.4% of participants are aged 65 or above. The results indicate that the survey mainly captured the perspectives of mid-career professionals, suggesting that the needs analysis largely reflects the experiences of educators who are actively engaged in professional practice and likely to participate in the development and implementation of digital learning approaches for people with intellectual disabilities within the LIDDA project.

2. Sex:

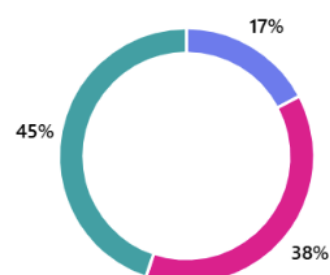
● Woman	27
● Man	2
● Other	0
● Prefer not to say	0



The respondent group is overwhelmingly female, with 93.1% (27 participants) identifying as women and 6.9% (2 participants) as men. This distribution indicates that the surveyed sample—likely composed mainly of educators and professionals working with people with intellectual disabilities—is strongly female-dominated. Such a gender imbalance is consistent with trends commonly observed in the education, social care, and disability support sectors, where women represent the majority of the workforce.

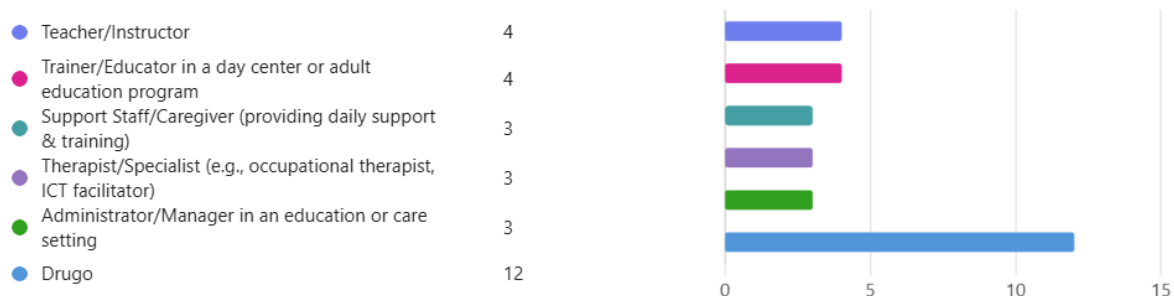
3. Country of Work: In which country do you primarily work?

● Italy	5
● Lithuania	11
● Slovenia	13



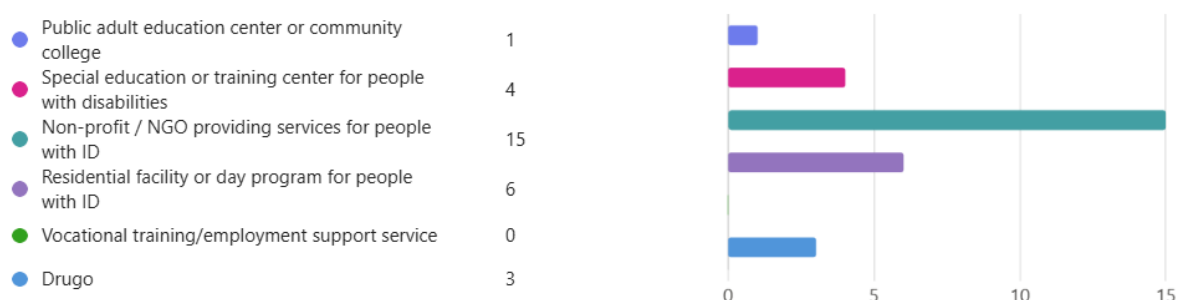
The largest proportion of participants came from Slovenia (44.8%), followed by Lithuania (37.9%), while Italy accounted for 17.2% of respondents. This distribution indicates a relatively balanced representation across the participating countries, with somewhat stronger participation from Slovenian organisations (CIK Trebnje and Zavod RISA) and Lithuanian partners (Viltis and NEKSER), while Italian partner UNIAMOCI APS contributed a smaller but still meaningful share of responses. Such representation provides a useful cross-country perspective for identifying common needs and challenges related to digital education for people with intellectual disabilities within the LIDDA project partnership.

4. Current Role/Job Title: What best describes your professional role?



Some respondents did not find themselves in the job descriptions or job positions offered, so they listed their answers under another. However, after reviewing the responses, we still classified their job duties among existing professional roles. The results are very scattered. 22 % (6) are trainers/educators in a day center or adult education program and 5 social workers (19 %). 35 % (12) altogether are teachers, instructors, support staff, caregivers, administrators or managers in an education or care setting. One of the respondents is a parent of a child with ID/a NGO volunteer.

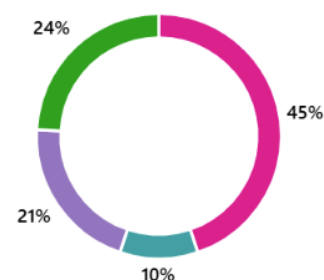
5. Type of institution/organization: What type of organization do you work for?



96 % (26) of our respondents is working in institutions or care centres for people with ID, only 1 (4 %) is working in an institution not primarily targeted on people with ID.

6. Years of Experience: How long have you been working with people with intellectual disabilities?

Less than 1 year	0
1–5 years	13
6–10 years	3
11–20 years	6
More than 20 years	7



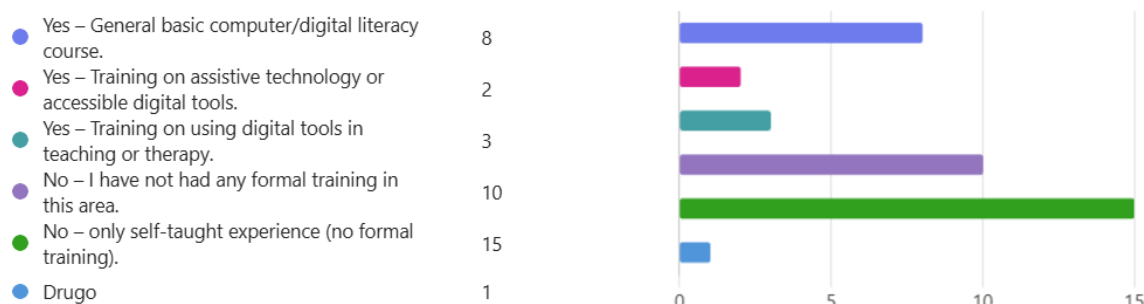
We can see that amongst participating educators 41 % are beginners with less than 5 years of experience in the field of ID. Almost half (48 %) are people with more than 11 years of practise.

7. Primary Learner Age Group: What is the primary age group of the individuals with ID that you work with?



The findings show that more than half of the participants (51.9%) most often work with adults with intellectual disabilities in the age group 25-49 years, which indicates that this is the main target group in the practice of the organizations. A significant proportion of respondents (33.3%) work with mixed age groups, which indicates that programs and activities are often implemented in heterogeneous groups with different ages of users. Younger adults (15-24 years) and older adults (50-64 years) are represented much less (7.4% each), which means that these groups are less common in the sample or that the participants work with them less often. None of them is working with adults over 65 years old.

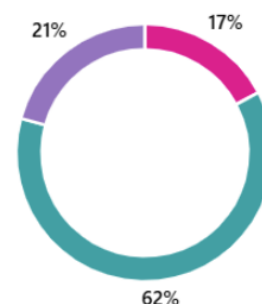
8. Previous Digital Training: Have you ever received formal training in digital skills or digital education (especially related to working with people with ID)? (Select all that apply.)



The findings demonstrate that the majority of respondents have very limited formal experience with digital training. The largest share (38.5%) stated that they acquired digital skills independently (self-taught), while an additional 25.6% had no formal training in this area at all. Formal training is much less common: about a fifth (20.5%) attended a basic digital literacy course, while specialized training (use of digital tools in teaching or therapy and assistive technology) is represented only in a small proportion (about 12.8% in total). Therefore, the results clearly show the need for additional systematic training in the field of digital competences for working with people with ID, which confirms the relevance of the development of educational content within the framework of the LIDDA project.

9. Self-Rated Digital Proficiency: How would you rate your own overall digital skills? *(Select the best description.)*

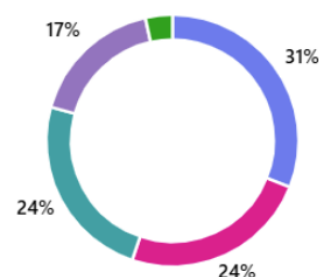
- Very Basic: I have difficulty with common digital tasks and need frequent help. 0
- Basic: I can perform simple digital tasks (e.g. email, internet search) but have limited skills beyond the... 5
- Intermediate: I am comfortable with most common digital tools (e.g. office software, smartphones) and... 18
- Advanced: I am very proficient with digital technologies; I often help or advise others with tech... 6
- Expert: I have expert-level digital skills or specialized ICT knowledge. 0



The data indicate that most respondents (about two-thirds, 62%) consider their digital skills to be at an intermediate level. This suggests that they are generally comfortable using common digital tools such as office software or smartphones and are capable of learning new applications when needed. About 21% of respondents rate themselves as advanced users, meaning they feel very confident with digital technologies and may even support others with technical issues. A smaller group, 17% of respondents, report basic digital skills, indicating they can perform simple tasks (e.g., email or internet search) but have limited abilities beyond that. The sample indicates a moderately strong digital competence profile, with most educators already possessing functional digital skills but still leaving room for further development—especially for the basic-level group who may benefit from additional training.

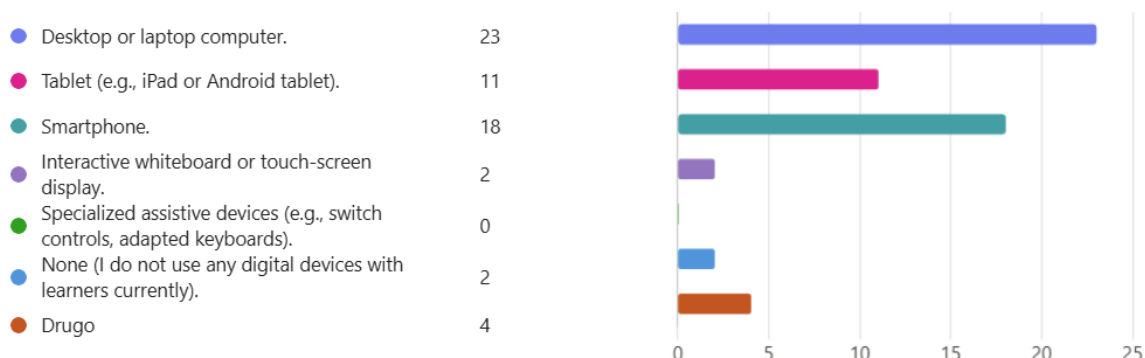
10. Frequency of Technology Use with Learners: How often do you use digital devices or tools during your teaching or support sessions with people with ID?

- Daily (in almost every session). 9
- Several times a week. 7
- A few times a month. 7
- Rarely (a few times a year). 5
- Never (I do not use digital tools in sessions). 1



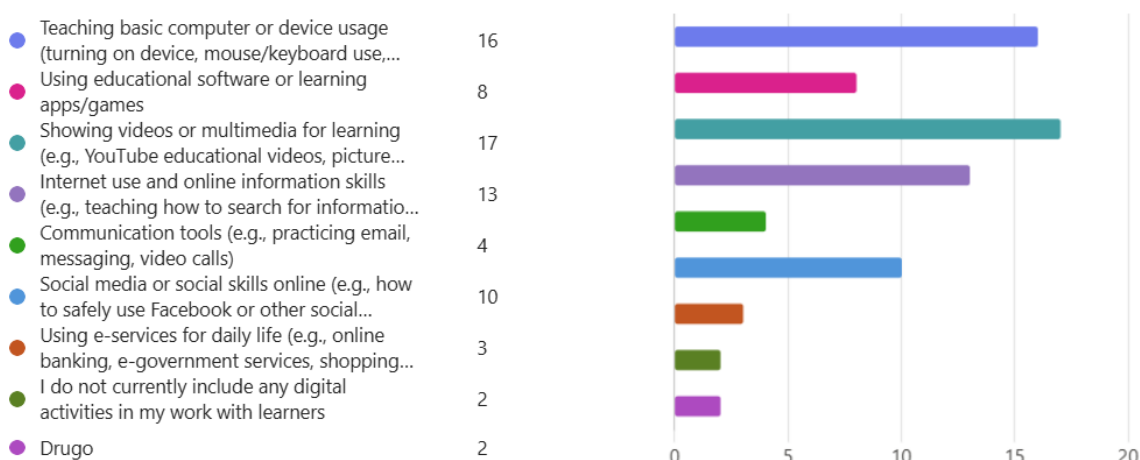
The findings demonstrate that digital tools are used relatively frequently by most educators working with people with intellectual disabilities. The largest group (31%) uses technology daily and together with those who use it several times a week (24%), this means that over half of the respondents (55%) integrate digital tools regularly into their sessions. However, a notable portion of respondents still use technology only occasionally: about 24% use it only a few times a month, while 17% use it very rarely, and 3% do not use it at all. The results suggest that while digital technology is already an important part of teaching/support practices for many educators, there is still significant variation in usage, indicating a potential need for further training, support, or resources to encourage more consistent integration of digital tools.

11. Devices and Tools Used: Which of the following digital devices or tools do you *commonly* use when working with your learners with ID? (Select all that apply.)



The results show that desktop or laptop computers are by far the most commonly used digital device, used by almost four out of five educators (79%) when working with learners with intellectual disabilities. Smartphones are also widely used (62%), indicating that mobile technology is an important support tool in learning activities. Tablets are used by about 38% of respondents, suggesting that while touch-based devices are present, they are less widespread than computers and phones, despite their potential accessibility benefits for people with intellectual disabilities. More specialized tools such as interactive whiteboards, projectors, and smart TVs appear only rarely, indicating limited access to more advanced classroom technologies. Additionally, about 7% of respondents report not using any digital devices with learners, which may reflect infrastructural, training, or pedagogical barriers. The results suggest that digital work with learners with intellectual disabilities is currently centered primarily on basic, widely available devices (computers and smartphones), while more specialized educational technologies are used only occasionally.

12. Digital Activities with Learners: What types of digital activities or content do you incorporate when working with people with ID? (Select all that apply.)



The results show that basic digital learning activities dominate. The most common practices are showing videos/multimedia (58.6%) and teaching basic device use (55.2%), indicating that educators frequently rely on simple, accessible forms of digital engagement.

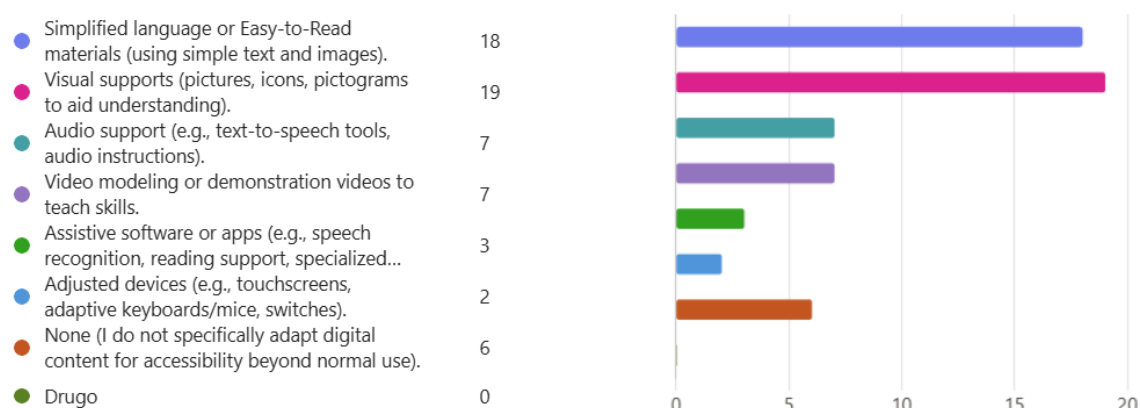
About 45% of respondents teach internet search and information skills, suggesting a moderate focus on developing functional digital literacy.

More advanced or applied digital skills are less common:

- only 27.6% use educational apps or software,
- 13.8% practice communication tools
- 10.3% teach the use of e-services for daily life.

This suggests that digital activities with learners with ID are still primarily focused on basic use and passive learning (videos) rather than independent digital participation or real-life digital services. Encouragingly, only 6.9% report not using digital activities at all, meaning digital tools are already present in most educational contexts.

13. Use of Accessible Digital Tools/Methods: Do you use any specific strategies or tools to make digital content accessible for learners with ID? *(Select all that apply.)*

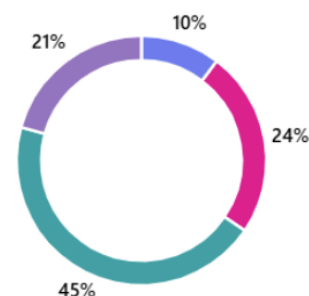


The findings show that educators most frequently use visual supports and simplified language or Easy-to-Read materials to make digital content accessible for learners with intellectual disabilities. Visual supports (pictures, icons, pictograms) were used by 65.5% of respondents, while 62.1% reported using simplified language or Easy-to-Read materials. These approaches represent the most common strategies for supporting comprehension and cognitive accessibility. Less frequently used methods include video modelling and audio support, each reported by 24.1% of respondents. A smaller proportion reported using assistive software or applications (10.3%) or adjusted devices such as touchscreens or adaptive keyboards (6.9%). Notably, 20.7% of respondents indicated that they do not specifically adapt digital content for accessibility beyond normal use. The results suggest that educators primarily rely on basic visual and language-based adaptations, while the use of more specialized assistive technologies remains limited.

14. **Creation of Digital Materials:** Do you create or customize digital educational materials specifically for your learners with ID?

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- Yes – I often create or adapt digital content (e.g., make custom slideshows, interactive quizzes, videos... 3
- Yes – I occasionally create or adapt digital materials for my learners. 7
- No – I usually use ready-made digital content without much modification. 13
- No – I do not use digital educational materials at all. 6



The results show that most educators rely on existing digital resources rather than creating their own materials. Nearly half of respondents (44.8%) reported that they usually use ready-made digital content with little modification. About one quarter (24.1%) occasionally create or adapt digital materials for their learners with intellectual disabilities, while only a small proportion (10.3%) reported doing this frequently. Notably, 20.7% of respondents indicated that they do not use digital educational materials at all. These findings suggest that while digital resources are present in practice, many educators lack experience or confidence in developing customized digital learning materials, highlighting the need for training and practical guidance—an area that the LIDDA project aims to address through the development of methodology and the MOOC platform for educators.

15. If applicable, please briefly describe **one example** of a digital resource or tool that you have personally adapted or created to better suit your learners with ID. (For example, "a simplified video tutorial on online shopping with voice-over explanations").

[Več podrobnosti](#)

18

Odgovori

Najnovejši odgovori

"meno priemonēs,mozaika"

...

Toliko (3) anketirancev (17 %) je odgovorilo linguaggio facile na to vprašanje.

lahkem branju
nella creazione
ad una
youtube filmukus
canva programoje
vaizdo
video tutorial
step guides
di podcster
alcuni
loro scelta
e linguaggio
quindi conoscere
video posnetki
con
kultūringā elgesj
Realizzazione di

linguaggio facile

Approximately two-thirds of respondents (around 68%) reported that they have adapted or created at least one digital resource to better support learners with intellectual disabilities, while about one-third (32%) indicated that they do not create or adapt such materials. The examples provided show a wide range of practices, including simplified educational videos, Easy-to-Read guides, interactive quizzes and presentations, Wordwall activities, adapted YouTube videos, and simplified instructions for using digital platforms such as Facebook or Gmail. Some respondents

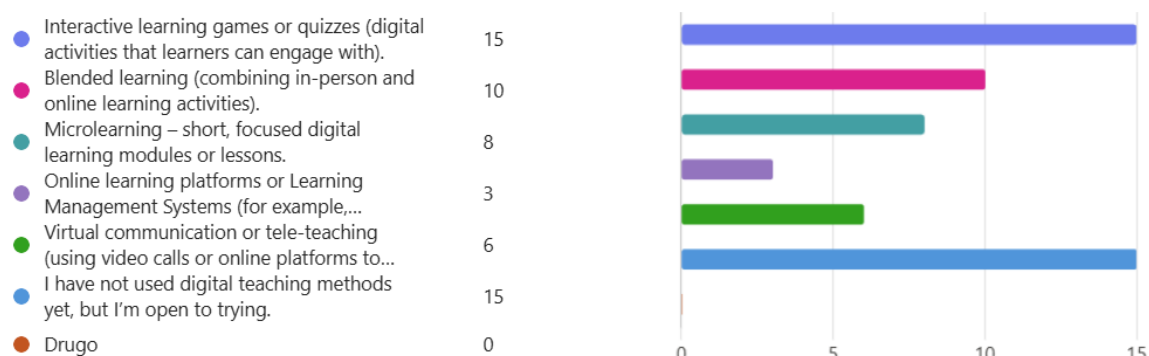
also mentioned creating visual social media materials or step-by-step manuals in easy language. These responses suggest that while a majority of educators experiment with adapting digital content for accessibility, a significant proportion still lack experience or confidence in developing tailored digital learning materials, highlighting the need for structured guidance and training within the LIDDA project.

16. Confidence in Designing Digital Content: How confident do you feel about creating **digital learning materials** tailored to the needs of people with ID?



The results illustrate that educators' confidence in designing digital learning materials tailored for people with ID is generally moderate to low. The largest group of respondents (41.4%) reported feeling neutral about their ability to create such materials, suggesting uncertainty or limited experience. Around one third of participants (34.5%) expressed low confidence, including 20.7% who stated they would not know how to begin creating tailored digital content. In contrast, only 24.1% reported feeling confident, and just one respondent (3.4%) indicated a high level of confidence. These findings highlight a clear need for targeted training and practical guidance for educators in developing accessible and adapted digital learning materials for people with ID.

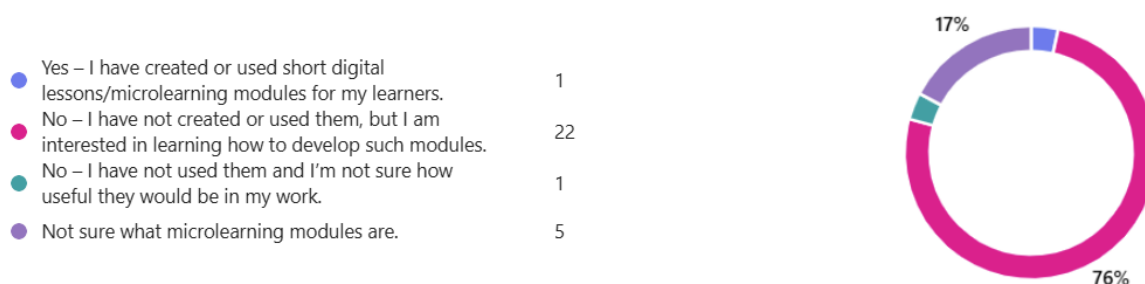
17. Digital Teaching Methods Used/Interested: Which of the following digital teaching methods have you used **or** are you interested in using with your learners with ID? (*Select all that apply.*)



The results reflect a mixed level of experience with digital teaching methods among educators working with people with ID. The most commonly used approach is interactive learning games or quizzes (51.7%), suggesting that engaging, activity-based digital tools are relatively familiar to educators. Blended learning (34.5%) and microlearning (27.6%) are also used to some extent, while more structured digital approaches such as online learning platforms (10.3%) and virtual

communication or tele-teaching (20.7%) are less common. Notably, 51.7% of respondents reported that they have not yet used digital teaching methods but are open to trying them, indicating a significant opportunity for professional development and training within the LIDDA project, particularly in introducing practical and accessible digital teaching strategies for educators working with adults with intellectual disabilities.

18. Experience with “Microlearning” Modules: *Microlearning* refers to short, bite-sized online lessons focusing on specific skills or topics. Prior to this project, were you familiar with or have you created any microlearning modules for people with ID?



The results show that the majority of respondents (75.9%) have not yet created or used microlearning modules but expressed clear interest in learning how to develop them. A smaller proportion (17.2%) reported that they are not familiar with the concept of microlearning at all, indicating a need for introductory explanations and examples within the training. Only 3.4% of respondents already have experience with microlearning, while another 3.4% are uncertain about its usefulness in their work. Overall, the findings suggest very limited prior experience but strong interest among educators, highlighting the relevance of the LIDDA project’s planned training and MOOC resources on developing microlearning modules for people with intellectual disabilities.

19. Attitude Statements: How much do you agree or disagree with the following?

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Strongly agree Agree Neutral Disagree Strongly disagree

Digital skills are an essential part of independent living for people with ID.

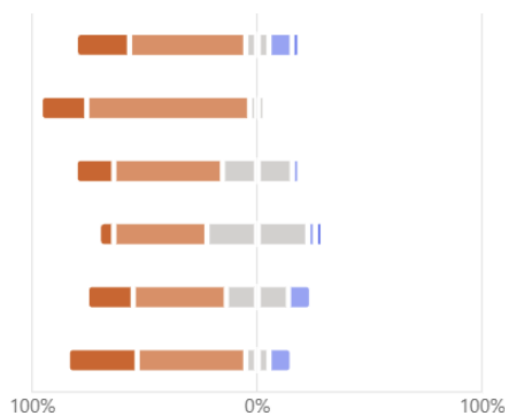
People with ID can learn to use digital technologies effectively, given the right support and training.

Using digital tools in my teaching/training greatly enhances the learning and engagement of my learners with ID.

I feel comfortable trying out new digital technologies or teaching methods in my work.

My organization encourages and supports the use of digital technology in our programs for people with ID.

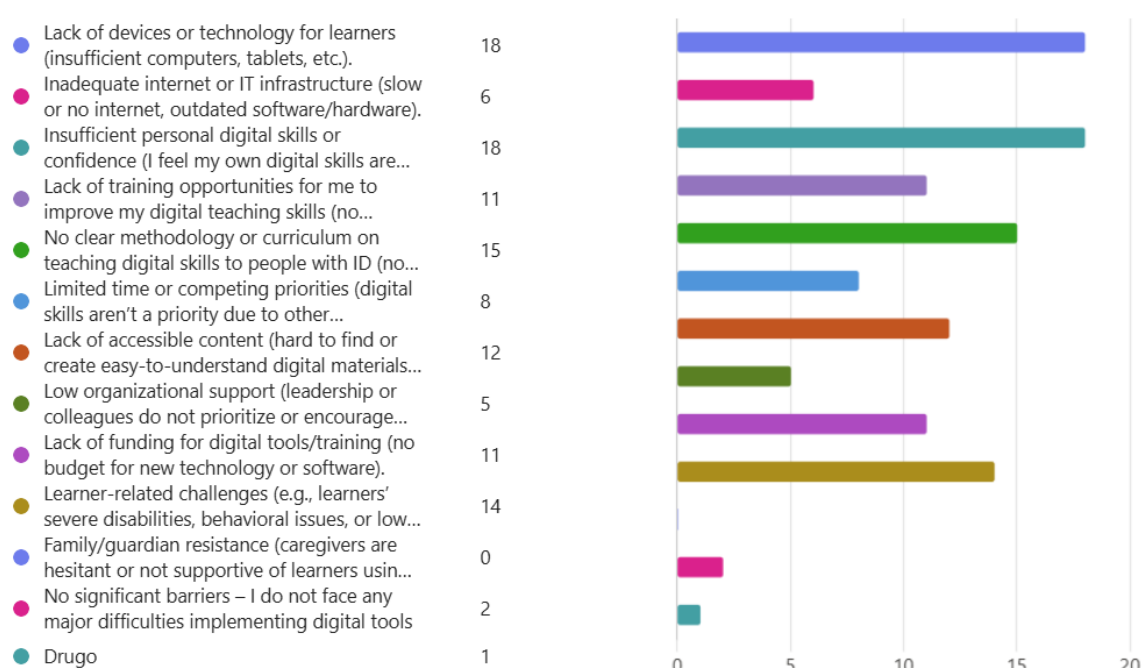
I have concerns about the safety or privacy of people with ID when using internet and digital devices.



The survey results indicate that educators face several structural and pedagogical barriers when implementing digital education for people with intellectual disabilities. The most frequently

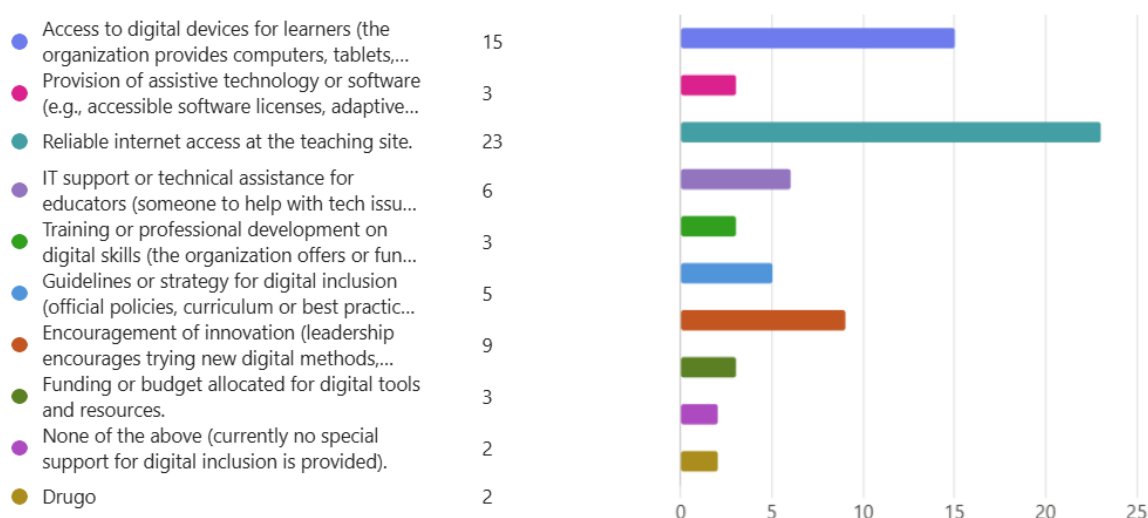
reported challenge is the lack of devices or technology for learners (around 63%), followed by the absence of clear methodologies or curricula for teaching digital skills to people with ID (about 52%). Nearly half of respondents also identified learner-related challenges and their own limited digital skills or confidence as barriers (around 48%). Additionally, many educators reported difficulties related to insufficient accessible digital content (44%) and limited training opportunities (41%). Financial and institutional constraints, such as lack of funding (33%), limited time (22%), and insufficient infrastructure or organisational support, were mentioned less frequently but still represent relevant obstacles. Overall, the results highlight a strong need for structured methodologies, educator training, accessible digital materials, and improved technological resources, which the LIDDA project aims to address through the development of a MOOC and microlearning modules for educators and adults with ID.

20. **Barriers to Digital Education:** What are the main **challenges or barriers** you personally face in using digital tools or teaching digital skills to people with ID? (Select all that apply.)



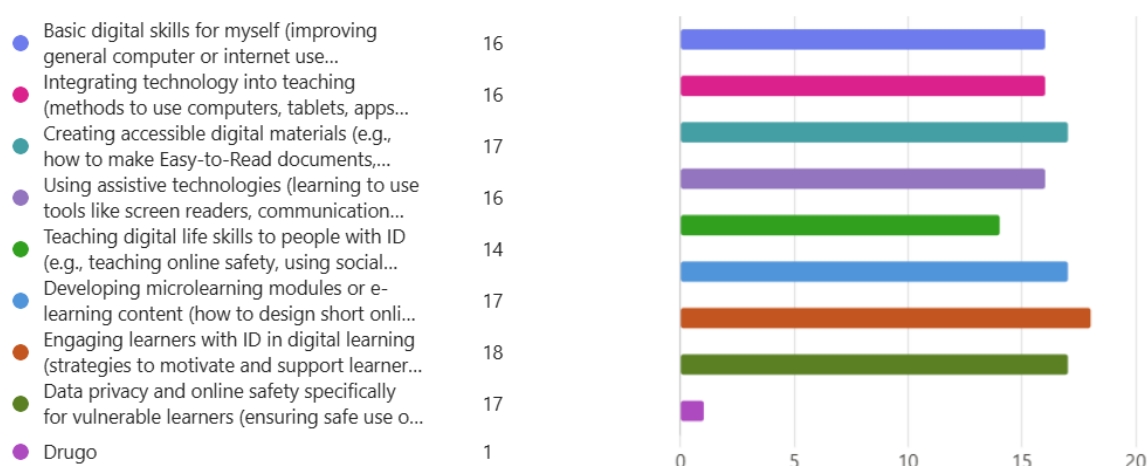
The findings reveal a strong consensus among respondents that digital skills are an essential component of independent living for people with intellectual disabilities. A large majority (75.9%) either agreed or strongly agreed with the statement, including 24.1% who strongly supported it. Only a small proportion of respondents expressed disagreement (13.7%), while 10.3% remained neutral. Overall, the findings suggest that educators and professionals widely recognize the importance of digital competences for the autonomy, participation, and everyday functioning of people with intellectual disabilities, reinforcing the relevance of the LIDDA project's focus on developing digital learning opportunities for this target group.

21. Organizational Support and Enablers: What does your organization **currently provide** that helps support digital education/inclusion for people with ID? *(Select all that apply.)*



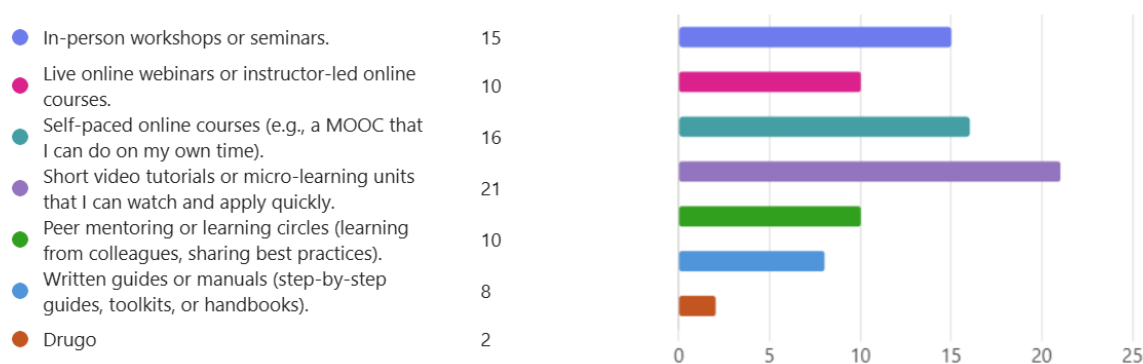
The results indicate that basic technological infrastructure is the most common form of organizational support for digital education. A large majority of respondents (85.2%) reported having reliable internet access, while more than half (55.6%) indicated that their organizations provide digital devices for learners. Around one third (33.3%) stated that leadership encourages experimentation with digital teaching methods. However, more structured forms of support are less common: only about one fifth reported having IT support (22.2%) or formal guidelines for digital inclusion (18.5%). Financial support, assistive technologies and professional development opportunities were each reported by only 11.1% of respondents. A small proportion (7.4%) indicated that their organization currently provides no specific support for digital inclusion. The findings suggest that while basic infrastructure is widely available, strategic, financial, and pedagogical support for digital inclusion remains limited.

22. Topics for Further Training: In which areas would you like to receive more training or support to better use digital tools in your work? *(Select all that apply.)*



The findings demonstrate a broad demand for additional training across several digital education areas. The most frequently requested topic is creating accessible digital materials, selected by roughly 70% of respondents, highlighting the importance of adapting digital content to the needs of learners with ID. A large proportion of educators also expressed interest in integrating technology into teaching practices (about 65%). Around half of the respondents indicated a need for support in developing microlearning modules, engaging learners with ID in digital learning, improving their own basic digital skills, and ensuring data privacy and online safety for vulnerable learners. Similarly, about half expressed interest in assistive technologies and teaching digital life skills. Overall, the findings suggest that educators require both pedagogical guidance and practical digital skills to effectively implement inclusive digital learning approaches.

23. Preferred Training Formats: What training or support formats would be most effective or convenient for you? (Select all that apply.)



The results indicate a strong preference for short video tutorials or microlearning units, selected by 75.9% of respondents, suggesting that educators value concise, practical learning materials that can be quickly applied in their work. Self-paced online courses and in-person workshops were the next most preferred formats (both 58.6%), highlighting the importance of both flexible digital learning and opportunities for face-to-face interaction. Live online webinars and peer mentoring formats were chosen by 37.9% of respondents, indicating moderate interest in collaborative and instructor-led learning environments. Written guides or manuals were selected by 31.0%, suggesting that while traditional resources remain useful, they are less preferred compared to interactive or multimedia formats. Only one respondent (3.4%) indicated that no additional training is needed. The findings support the development of microlearning-based digital training combined with flexible online courses and practical in-person sessions, which aligns well with the LIDDA project's focus on modular digital learning.

24. **Additional Comments or Suggestions:** Please share any other comments, ideas, or suggestions you have regarding digital inclusion and education for people with ID. For example, you might mention any specific needs not covered above, or advice based on your experience.

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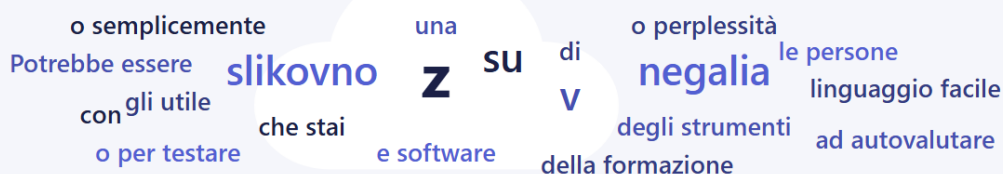
11

Odgovori

Najnovejši odgovori

...

Toliko (3) anketirancev (27 %) je odgovorilo z na to vprašanje.



A total of 11 comments were provided in the open-ended question. The responses show several recurring themes related to digital inclusion for people with ID:

- Accessibility and personalized learning approaches – 36% (4 responses): Several respondents emphasized the need for simplified materials, visual supports, clear instructions, and personalized approaches tailored to individual abilities. Suggestions included the use of symbols, images, Easy-to-Read content and simplified digital interfaces.
- Ideas for new digital tools or learning activities – 27% (3 responses): Some participants proposed concrete ideas such as creating videos with learners (e.g., cooking tutorials), developing speech-training tools, using gamified apps and creating platforms with guided feedback and visual indicators.
- Structural barriers or resource needs – 27% (3 responses): Respondents highlighted the need for more resources, noted that many learners lack access to digital devices at home, and pointed out challenges related to teaching people with severe disabilities.
- No additional comments – 9% (1 response).

Open comments indicate that educators see digital inclusion primarily as an issue of accessibility, personalization and appropriate learning design. Many respondents stressed that digital tools must be simple, visual and adapted to the diverse abilities of people with ID. At the same time, they highlighted practical barriers such as limited access to devices and the complexity of supporting learners with more severe disabilities. Several suggestions also point toward the potential of videos, gamification, and interactive digital platforms as effective learning approaches for this target group.

Conclusion

The analysis of questionnaires completed by educators working with adults with ID in Slovenia, Lithuania and Italy provides a comprehensive overview of the current situation, existing practices and key challenges related to digital education within the participating organisations. The findings

reveal both encouraging developments and significant gaps that need to be addressed in order to support the effective digital inclusion of people with ID.

Firstly, the results indicate that educators working with this target group generally possess a moderate level of digital competence and already integrate digital tools into their professional practice to some extent. Most respondents report intermediate digital skills and use digital technologies such as computers, smartphones or tablets in their work, often on a daily or weekly basis. This demonstrates that the basic conditions for introducing digital learning approaches are already present in many organisations. However, the use of digital tools is still predominantly limited to basic activities such as showing videos, teaching simple device use or searching for information online. More advanced digital learning approaches that would support independent participation in digital environments—such as using online services, communication platforms or assistive technologies—are implemented much less frequently.

The analysis also highlights important gaps in educators' methodological preparedness for designing and delivering digital learning opportunities tailored to the needs of people with intellectual disabilities. Many respondents report limited confidence in creating adapted digital learning materials, and a considerable proportion rely mainly on ready-made resources rather than developing customised content. Although some educators already experiment with simplified materials, Easy-to-Read resources and visual supports, the use of structured pedagogical approaches and accessible digital design remains relatively limited. These findings clearly indicate the need for targeted professional development focusing not only on digital skills but also on pedagogical methodologies for inclusive digital education.

In addition to individual competences, the survey results point to several structural barriers that affect the implementation of digital education for people with intellectual disabilities. Among the most frequently mentioned challenges are the lack of digital devices available to learners, the absence of clear methodologies or curricula for teaching digital skills to this target group, and limited opportunities for educators to participate in specialised training. Respondents also identified difficulties related to accessible learning materials, time constraints and varying levels of organisational support. While many organisations provide basic infrastructure such as internet access and some digital devices, more systematic institutional support mechanisms—such as strategic guidelines, funding for digital innovation or specialised assistive technologies—remain relatively limited.

At the same time, the survey demonstrates a strong awareness among educators of the importance of digital competences for the independence and social inclusion of people with intellectual disabilities. The vast majority of respondents recognise digital skills as an essential component of independent living and express a clear interest in improving their own competences in this field. In particular, educators show strong demand for training related to the creation of accessible digital learning materials, effective integration of technology into teaching practice, and the development of microlearning modules tailored to the learning needs of people with intellectual disabilities. Flexible learning formats, such as short video tutorials, self-paced online courses and practical workshops, were identified as the most suitable forms of professional development.

Overall, the results of the needs analysis confirm that there is both a strong motivation and a clear need among educators to further develop their competences in inclusive digital education. The findings therefore strongly support the objectives of the LIDDA project, which aims to respond to these identified needs through the development of a structured methodology, a multilingual MOOC platform for educators, and a set of accessible microlearning modules for adults with intellectual disabilities. By strengthening educators' capacities and providing practical tools for

the creation of accessible digital learning opportunities, the project has the potential to significantly contribute to reducing digital exclusion and promoting greater participation, autonomy and independent living among people with intellectual disabilities.

5. THE CURRENT SITUATION IN PARTNER COUNTRIES – ANALYSIS OF THE QUESTIONNAIRES FOR PEOPLE WITH INTELLECTUAL DISABILITIES

All partner countries were asked to collect data through a questionnaire from 20–30 people with intellectual disabilities per country, resulting in a total expected sample of 60–90 participants from Slovenia, Lithuania and Italy.

The questionnaire was open from 6 January to 9 February 2026.

In total, 72 completed questionnaires were collected. Of these, 30 responses were received from Slovenia, 21 from Lithuania and 21 from Italy. The data is presented in graphical form and accompanied by a narrative explanation below the figure.

1. Question: Age.

Age

Answer	Nr. of answers	% of participants
35-44	25	35 %
45-54	19	26 %
25-34	17	24 %
15-24	6	8 %
55-64	4	6 %
65+	1	1 %

Most participants were between 35 and 44 years old (35%). A further 26% were aged 45–54 and 24% were aged 25–34. Smaller groups included participants aged 15–24 (8%) and 55–64 (6%), while only 1% were 65+. The sample therefore mainly represents adults in the 25–54 age range.

2. Question: Gender.

Gender



The gender distribution was relatively balanced, with 51% male and 49% female participants. This indicates an almost equal representation of men and women in the sample.

3. Question: Where do you live most of the time?

Where do you live most of the time?

Answer	Nr. of answers	% of participants
With my family	40	56 %
In a group home or institution	27	38 %
In my own flat or house	5	7 %

More than half of the participants (56%) live with their family. A significant proportion (38%) live in a group home or institution, while only 7% live in their own flat or house. The results show that most respondents live either with family members or in organised residential settings.

4. Question: Do you use a phone, a tablet or computer/laptop?

Do you use a phone, a tablet or computer/laptop?

Answer	Nr. of answers	% of participants
Yes	71	99 %
No	1	1 %

Almost all participants (99%) reported that they use a phone, tablet or computer/laptop. Only 1% stated that they do not use any of these devices, indicating a very high level of access to digital devices.

5. Question: Which devices do you use?

Which devices do you use?

Answer	Nr. of answers	% of participants
Smartphone	66	92 %
Computer or laptop	46	64 %
Tablet	28	39 %

The most commonly used device is the smartphone, used by 92% of participants. Computers or laptops are used by 64%, and tablets by 39%. Smartphones are clearly the primary digital device among respondents.

6. Question: Where do you usually use your phone, tablet, or computer?

Where do you usually use your phone, tablet, or computer?

Answer	Nr. of answers	% of participants
At home	60	83 %
In an organisation / institution	35	49 %
In a day centre	18	25 %
At work	9	13 %

Most participants (83%) use their device at home. Nearly half (49%) use it in an organisation or institution, and 25% in a day centre. A smaller proportion (13%) use devices at work. The home environment is therefore the main place of digital use.

7. Question: Do you have good internet where you use your device?

Do you have good internet where you use your device?

Answer	Nr. of answers	% of participants
Yes, it works well	55	76 %
It works sometimes, but it is slow or stops	13	18 %
I do not use internet	2	3 %
No, I do not have internet	1	1 %

The majority (76%) reported that their internet works well. However, 18% stated that it sometimes works but is slow or stops. A small number of participants either do not use the internet (3%) or do not have internet access (1%). While access is generally good, some connectivity issues remain.

8. Question: What you do on your phone, tablet or computer. Choose answer for each statement:

Statement 1: I call or make video calls (for example: phone call, WhatsApp, Zoom, Teams).

I call or make video calls (for example: phone call, WhatsApp, Zoom, Teams).

Answer	Nr. of answers	% of participants
Often	36	50 %
Sometimes	24	33 %
Never	8	11 %
I don't know what this is	3	4 %

Half of the participants (50%) often make calls or video calls, and 33% do so sometimes. Only 11% never use this function, and 4% do not know what it is. Calling and video calling are therefore common activities.

Statement 2: I send messages (for example: SMS, WhatsApp, Messenger, Viber).

I send messages (for example: SMS, WhatsApp, Messenger, Viber).

Answer	Nr. of answers	% of participants
Often	36	50 %
Sometimes	19	26 %
Never	15	21 %
I don't know what this is	1	1 %

Half of the respondents (50%) often send messages, while 26% do so sometimes. However, 21% never send messages. Messaging is widely used, though a notable minority does not engage in it.

Statement 3: I watch videos (e.g. YouTube, music app).

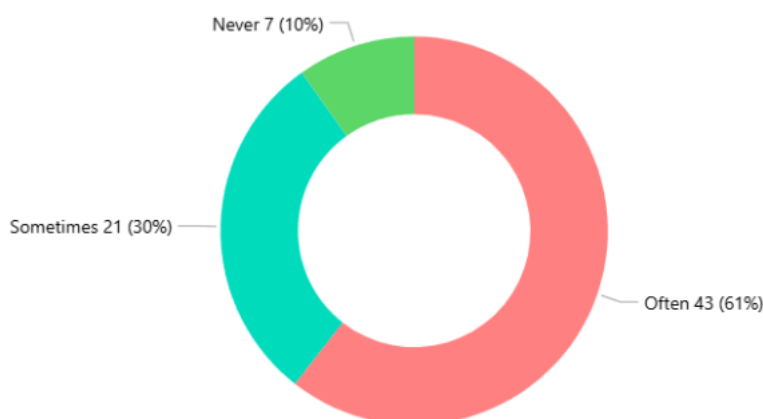
I watch videos (e.g. YouTube, music app).

Answer	Nr. of answers	% of participants
Often	42	58 %
Sometimes	18	25 %
Never	9	13 %
I don't know what this is	2	3 %

Watching videos is very common, with 58% doing so often and 25% sometimes. Only 13% never watch videos. Video content is therefore one of the most frequent digital activities.

Statement 4: I listen to music (e.g. YouTube, music app).

I listen to music (e.g. YouTube, music app).



Listening to music is also very popular, with 61% doing so often and 30% sometimes. Only 10% reported that they never listen to music on their device. Entertainment-related activities are strongly represented.

Statement 5: I look for information I need (for example: bus times, shop opening hours, health information).

I look for information I need (for example: bus times, shop opening hours, health information).

Answer	Nr. of answers	% of participants
Never	31	43 %
Often	26	36 %
Sometimes	10	14 %
I don't know what this is	4	6 %

Statement 6: I use maps or navigation to find places (for example: Google Maps).

I use maps or navigation to find places (for example: Google Maps).

Answer	Nr. of answers	% of participants
Never	37	51 %
Sometimes	16	22 %
Often	15	21 %
I don't know what this is	3	4 %

More than half of participants (51%) never use maps or navigation. Around 21% use them often and 22% sometimes. Navigation tools are therefore used by a minority of respondents.

Statement 7: I use email.

I use email.

Answer	Nr. of answers	% of participants
Never	33	46 %
Often	22	31 %
Sometimes	12	17 %
I don't know what this is	4	6 %

Almost half (46%) never use email. About 31% use it often and 17% sometimes. Email is less common compared to messaging applications.

Statement 8: I do tasks online (fill in a form, pay a bill, book an appointment).

I do tasks online (fill in a form, pay a bill, book an appointment).

Answer	Nr. of answers	% of participants
Never	41	57 %
Sometimes	13	18 %
Often	9	13 %
I don't know what this is	8	11 %

Online tasks such as filling in forms, paying bills or booking appointments are performed often by only 13% of participants and sometimes by 18%. A majority (57%) never perform such tasks online. This indicates limited engagement with more complex digital services.

Statement 9: I use artificial intelligence (for example: ChatGPT).

I use artificial intelligence (for example: ChatGPT).

Answer	Nr. of answers	% of participants
Never	37	51 %
Sometimes	12	17 %
I don't know what this is	11	15 %
Often	11	15 %

Half of the participants (51%) never use artificial intelligence tools. Fifteen percent use them often and 17% sometimes, while 15% do not know what artificial intelligence is. The use of AI tools is still relatively limited.

9. Question: How easy or hard it is for you. Choose answer for each statement.

Statement 1: I can turn my phone or tablet or computer on and off.

I can turn my phone or tablet or computer on and off.

Answer	Nr. of answers	% of participants
Yes	63	88 %
Yes, but I need help	5	7 %
No	3	4 %

A large majority of participants (88%) reported that they can turn their device on and off independently. A further 7% can do so but need help, while 4% cannot do it. Basic operational skills are therefore well developed among most respondents.

Statement 2: I can open an app or program that I use (for example YouTube, WhatsApp, browser).

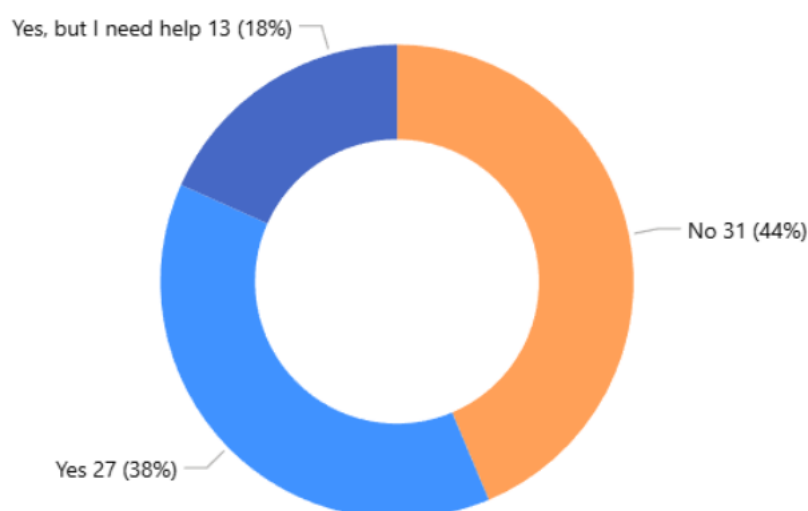
I can open an app or program that I use (e.g. YouTube, WhatsApp, browser).

Answer	Nr. of answers	% of participants
Yes	59	82 %
Yes, but I need help	8	11 %
No	4	6 %

Most participants (82%) can open apps or programs independently. However, 11% need help and 6% cannot do this on their own. This indicates generally good functional skills, although some still require support.

Statement 3: I can join a video call (for example Zoom or Teams).

I can join a video call (e.g. Zoom or Teams).



Only 38% can join a video call independently, while 18% can do so with help. A significant proportion (44%) reported that they cannot join a video call. Compared to other basic skills, this is an area where participants face more difficulties.

Statement 4: I feel safe when I am on the internet.

I feel safe when I am on the internet.

Answer	Nr. of answers	% of participants
Yes	47	65 %
Yes, but I need help	15	21 %
No	9	13 %

Around 65% feel safe online, while 21% feel safe but need help. However, 13% do not feel safe when using the internet. Although most participants report feeling safe, a notable minority experience insecurity.

Statement 5: I know what to do if I do not feel safe online (for example tell a trusted person or block someone).

I know what to do if I do not feel safe online (for example tell a trusted person or block someone).

Answer	Nr. of answers	% of participants
Yes	36	50 %
Yes, but I need help	21	29 %
No	14	19 %

Half of the respondents (50%) know what to do independently if they do not feel safe online. Another 29% know what to do but need help, while 19% do not know what to do. This suggests that digital safety knowledge could be further strengthened.

Statement 6: I like learning new things on my phone, tablet, or computer.

An overwhelming majority (88%) stated that they like learning new things digitally. Only 6% said no, and 6% need help. This shows strong motivation and openness to digital learning.

10. Question: What makes it difficult for you to use a phone, tablet, computer, or internet?

While 42% reported that they do not have special difficulties, many participants identified specific barriers. The most common difficulty is fear of doing something wrong (38%). Participants also reported that materials are too difficult to understand (33%) and that explanations are not clear or simple (28%). A quarter (25%) feel they do not have the right information, and 21% experience poor or slow internet. Other challenges include not getting enough help (15%), not having enough time to practice (15%), not having a device (7%), or limited support from family or carers (7%). The findings highlight both emotional and structural barriers to digital participation.

11. Question: What would help you learn to use a phone, tablet, or computer more easily?

The most helpful factor identified was having someone next to them who shows them slowly (67%). Half of the participants (50%) would benefit from more time and no rush. Visual support such as pictures and icons (46%), workshops or courses in small groups (43%), and very

simple language and short texts (40%) were also frequently mentioned. Step-by-step video instructions (32%) and practice on a real device (24%) were seen as helpful. These results emphasise the importance of personalised, clear and patient support.

12. Question: How do you like to learn?

Most participants prefer one-to-one learning with a trainer (64%). Learning in a small group (43%) and learning with help from a friend (43%) are also popular options. Around 29% like learning independently through videos and pictures, while 26% prefer help from family members. Only 3% reported that they do not know how they prefer to learn. The results show a clear preference for supported and interactive learning formats.

Conclusion

The analysis of questionnaires completed by adults with intellectual disabilities in Slovenia, Lithuania and Italy provides valuable insights into their current patterns of digital technology use, their level of access to digital devices and infrastructure, and the ways in which digital tools are integrated into their everyday lives. Overall, the results reveal that digital technologies are already present in the lives of most respondents, but their use is still largely concentrated around entertainment and communication rather than practical activities related to independent living.

Firstly, the findings indicate that access to digital devices among participants is relatively high. Almost all respondents reported using at least one digital device, with smartphones clearly representing the dominant technology. Most participants use their devices primarily at home, which suggests that the home environment plays a central role in shaping their digital experiences. In addition, the majority of respondents reported having stable internet access, although some indicated occasional connectivity problems. These results demonstrate that the basic technological conditions for digital participation are largely present among the surveyed group.

However, the analysis also shows that the ways in which digital technologies are used remain relatively limited in scope. The most common activities include watching videos, listening to music, making phone or video calls and sending messages. These activities are mainly related to communication and entertainment. In contrast, more functional digital skills—such as searching for information online, using navigation tools, working with email or completing online tasks such as filling in forms, booking appointments or paying bills—are used by a significantly smaller proportion of respondents. This suggests that although adults with intellectual disabilities frequently interact with digital devices, they may lack the skills, confidence or support needed to use digital technologies for practical daily-life purposes.

Another important finding relates to the living situation of respondents. Most participants live either with family members or in organised residential settings, while only a small proportion live independently. This context is relevant when considering opportunities for learning and practicing digital skills, as individuals who rely on family members or institutional support may have fewer opportunities to independently explore digital services or make decisions related to online activities.

Taken together, the results highlight a clear gap between access to digital technologies and the ability to use them in ways that support greater independence and participation in everyday life. While adults with intellectual disabilities show strong engagement with basic digital functions, their use of digital tools for practical life management, access to services and independent decision-making remains limited. This finding confirms the importance of developing structured, accessible and practical learning opportunities that support the acquisition of functional digital skills.

In this context, the LIDDA project responds directly to the needs identified in the survey. By developing accessible microlearning modules focused on everyday digital activities and safe internet use, the project aims to empower adults with intellectual disabilities to use digital technologies more confidently and independently. In addition, by strengthening the competences of educators through the MOOC platform and methodological guidance, the project seeks to ensure that learning opportunities are designed in ways that are cognitively accessible, practical and directly applicable to real-life situations. Through this dual approach—supporting both learners and educators—the LIDDA project has the potential to significantly contribute to improving digital inclusion, autonomy and social participation of adults with intellectual disabilities across the participating countries.

6. SUMMARY OF IDENTIFIED NEEDS

The results of the needs assessment conducted among educators and adults with intellectual disabilities across the partner countries highlight several common priorities and challenges.

On the one hand, educators demonstrate a clear interest in strengthening their methodological competences in designing and delivering digital learning opportunities adapted to the needs of people with intellectual disabilities. Many educators already use digital tools in their practice, but they often lack structured guidance, practical examples and confidence in creating accessible digital learning materials.

On the other hand, adults with intellectual disabilities show strong motivation to learn and use digital technologies but require simplified learning materials, visual supports and step-by-step guidance. While many already use smartphones and digital devices, their activities are often limited to entertainment or basic communication, and fewer users engage in more complex digital tasks such as accessing online services or managing digital information independently.

The findings therefore confirm the need for educational solutions that simultaneously address both groups: strengthening educators' competences in inclusive digital education and providing accessible, practical learning opportunities for adults with intellectual disabilities. These insights directly informed the design of the LIDDA project outputs, including the development of the MOOC platform for educators and the set of microlearning modules focused on everyday digital activities and safe internet use.

7. SECONDARY TARGET GROUPS

Secondary target groups who will also benefit include:

- families and informal carers of adults with ID
- organisations providing services for adults with disabilities
- national and local authorities responsible for adult education and social inclusion
- other vulnerable groups (e.g. adults with learning difficulties, older adults with cognitive decline) who can later use the adapted materials.

8. NEEDS AND GAPS (GAP ANALYSIS)

Across partner countries, the analysis shows that:

- Needs are high – both adults with ID and educators express strong interest in digital skills and in adapted teaching resources.
- Existing provision is very low – only sporadic or project-based initiatives exist; no systematic programmes.
- There is a clear gap between policy goals (digital inclusion, independent living) and the reality on the ground (lack of support and tools).

LIDDA is designed to close part of this gap by providing concrete, usable tools and training.

9. IMPLICATIONS FOR THE LIDDA PROJECT

The results of the needs assessment confirm that digital inclusion remains an important challenge for adults with intellectual disabilities across the partner countries. While digital technologies are increasingly present in everyday life, many adults with intellectual disabilities still face barriers in using them independently and safely. At the same time, educators and professionals working with this target group express a clear need for additional methodological guidance, practical tools

and training opportunities that would support them in developing accessible digital learning activities.

The findings highlight that both target groups require complementary forms of support. Adults with intellectual disabilities benefit from structured learning opportunities that focus on practical everyday digital skills, presented in simple, visually supported and step-by-step learning formats. Educators, on the other hand, require methodological knowledge and practical guidance on how to design such accessible digital learning content and how to effectively integrate digital tools into their educational practice.

These insights directly informed the design and structure of the LIDDA project outputs. The project therefore focuses on two interconnected results. The first is the development of a MOOC (Massive Open Online Course) platform aimed at educators and professionals working with adults with intellectual disabilities. The MOOC will provide methodological guidance, practical examples and step-by-step instructions for designing innovative microlearning modules adapted to the needs of learners with intellectual disabilities.

The second key result is the development of a set of microlearning modules designed specifically for adults with intellectual disabilities. These modules will focus on practical digital activities relevant to everyday life, such as the use of online services, communication tools and safe internet practices. The microlearning approach allows complex topics to be presented in small, manageable learning units that are easier to understand and apply in practice.

By addressing the needs of both educators and learners simultaneously, the LIDDA project aims to strengthen digital competences, support independent participation in digital environments and promote more inclusive approaches to digital education for adults with intellectual disabilities.

10. POLICY AND STRATEGIC FRAMEWORK

LIDDA aligns with several key European and national policy frameworks:

- the EU Strategy for the Rights of Persons with Disabilities 2021–2030, which emphasises independent living, access to services and full participation of persons with disabilities;
- the European Pillar of Social Rights, which states that everyone has the right to quality and inclusive education, training and lifelong learning;
- EU priorities on inclusion and diversity and digital transformation within the Erasmus+ programme.



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National strategies in Slovenia, Lithuania and Italy on digitalisation, inclusion and adult education all highlight the importance of reaching vulnerable groups, but show that concrete tools for adults with ID are largely missing. LIDDA offers a practical way to operationalise these policy goals.

11. STAKEHOLDER ANALYSIS

Key stakeholders include:

- **Project partners** – organisations with experience in adult education, digital learning, easy-to-read communication and support for people with ID. They co-design and implement the project.
- **Associated partners** – disability organisations, networks and service providers who will help pilot and disseminate results.
- **Families and carers** – they support adults with ID and can encourage the use of LIDDA tools.
- **Policy makers and public authorities** – they can embed LIDDA's approach into programmes and policies.
- **European networks and platforms** – which can help spread results beyond the partner countries.

Each stakeholder has different interests, but all share a common goal: improving digital inclusion and independence of adults with ID.

12. EVIDENCE AND METHODS USED

The needs analysis for LIDDA is based on:

- partners' practical experience in working with adults with ID and educators;
- informal consultations with adults with ID and their families about their digital challenges;
- feedback from educators on their training needs and existing gaps;



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- review of research and previous European projects dealing with digital inclusion, cognitive accessibility and adult education.
- This mixed evidence confirms that there is:
- a clear lack of adapted digital literacy opportunities for adults with ID, and
- a strong need for educator training in this specific area.

The most important source of empirical evidence was the survey conducted among educators and adults with intellectual disabilities in the partner countries, the results of which are presented in Chapter 3.

13. PROJECT RATIONALE

LIDDA is justified because it directly addresses the identified gaps:

- **MOOC for educators**
 - provides structured, flexible training for educators on *how* to design and deliver digital skills training for adults with ID;
 - helps educators assess their own digital competences and improve them;
 - offers practical examples, tools and guidance.
- **Microlearning modules for adults with ID**
 - provide short, visual, easy-to-understand units focused on daily digital tasks and online safety;
 - can be used in guided sessions or independently;
 - fill the gap in accessible digital literacy materials.
- **Pilots and policy recommendations**
 - ensure that the tools are tested and refined with real users;
 - produce evidence and guidance for integrating this approach into mainstream adult education and disability services.

The **transnational partnership** is necessary because:



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- the problem is shared across countries,
- partners bring complementary expertise (digital learning, easy-to-read, disability services),
- joint development increases the quality, visibility and transferability of results.

14. EXPECTED IMPACT

On adults with ID

- increased digital confidence and basic skills;
- more independence in daily digital activities;
- better protection from online risks;
- greater participation in community and digital life.

On educators

- higher digital competences and methodological skills;
- access to concrete tools and materials;
- engagement in a European community of practice.

On organisations

- improved quality and innovation in adult education programmes;
- stronger capacity to support digital inclusion of vulnerable groups.

On systems and policy

- evidence and recommendations that can feed into national and European strategies;
- potential integration of adapted digital literacy for adults with ID into regular programmes.

Sustainability

- MOOC and microlearning modules will be openly available and reusable;
- partners plan to integrate them into their regular work and continue promoting them after the project.



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