



ERASMUS+
KA2 Cooperation Among Organisations and Institutions

**Electronics and Employability Advancement for Adults with
Down Syndrome
FEAT-DS**

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WP4 CONSORTIUM ASSESSMENT REPORT



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1. Purpose and scope

This report consolidates the local piloting reports submitted by all five FEAT-DS consortium partners, Quality Culture (Italy), Latvijas jauniešu attīstības centrs (Latvia), NGO Nest Berlin (Germany), MB Efekto Grupė (Lithuania) and Sporten klub “Special Olympics” Pleven (Bulgaria), following the completion of the piloting phase of the Blended Programme under Work Package 4.

In line with the project application, Quality Culture, as Quality Manager, collected the local assessments and piloting reports from all partners and compiled them into this Assessment Report at consortium level, presenting the learning outcomes achieved by adult learners with Down syndrome through the implementation of the Blended Programme, together with a cross-country analysis of usability, engagement, and areas for improvement.

2. Methodology

Each partner conducted a local piloting event (or series of events) using a shared reporting template covering: organisation and preparation, participant profile, piloting overview, distribution of learners across the five learning modules, implementation of the learning path (Web Platform module, end-of-module quiz, tinkering exercise, coding game), participant feedback, and key recommendations.

This consortium-level report synthesises the five local reports. Where partners provided quantitative breakdowns of learner performance, these are reported as submitted; where partners reported at a qualitative level only, this is indicated rather than estimated. No figures have been inferred beyond what partners recorded in their local reports.

3. Overview of piloting activities

A total of 89 adults with Down syndrome and 9 adults with other cognitive disabilities (98 learners in total) took part in the piloting across the five partner countries, supported by 65 adult educators. The table below summarises the piloting activities by country.

Partner (Country)	Piloting dates	Educators	Adults with Down syndrome	Adults with other cognitive disabilities
Quality Culture (Italy)	13/05/2026 and 27/05/2026	10	20	0
Latvijas jauniešu attīstības centrs (Latvia)	27/02/2026	10	20	0
NGO Nest Berlin (Germany)	05/05/2026	10	11	9
MB Efekto Grupė (Lithuania)	12/05/2026 and 18/06/2026 (Telšiai and Utena)	25	18	0
Special Olympics Club Pleven (Bulgaria)	03/04/2026	10	20	0

All five modules of the Training Format and Web Platform were tested by learners in every partner country. In Italy, Latvia, and Bulgaria all 20 recruited adults with Down syndrome tested all five modules; in Lithuania, all 18 recruited learners tested all five modules; in Germany, the piloting group combined 11 adults with Down syndrome and 9 adults with other cognitive disabilities, all of whom worked through the full module sequence.

One point to flag for the consortium: the application's quantitative WP4 indicator sets a target of at least 20 adult learners per country. Germany's Down syndrome cohort (11, plus 9 participants with other cognitive disabilities) and Lithuania's cohort (18) fall below this figure for adults with Down syndrome specifically, though both partners reached 20 or close to it once the full participant group is counted.

4. Learning outcomes achieved

The consortium partners confirmed in their national reports that learners completed the full learning sequence (module study, quiz, tinkering exercise, and coding game), with the level of independence varying according to each learner's support needs. Across all five countries, tinkering activities were consistently identified as the strongest driver of visible learning: the tangible, immediate feedback of physical circuit-building (for example LED lighting up) was repeatedly reported as the moment learners best connected abstract electronics concepts with concrete outcomes.

MB Efekto Grupė (Lithuania) is the only partner that recorded outcome data at individual level, providing the consortium with its most granular evidence of skill acquisition:

Level of skill acquisition observed	Learners (n=18)
Visibly demonstrated / applied new skills in practice	6
Showed some degree of skill development	8
Showed partial results	3
Showed minimal evidence of acquisition	1

On this basis, 14 of 18 Lithuanian learners (about 78%) visibly demonstrated or showed some degree of new skill development, slightly below the project's 80% target for educational outcomes; the remaining learners showed partial or minimal results, generally linked by educators to more severe support needs or health-related disengagement on the day.

The same activity-level breakdown from Lithuania illustrates where support was most needed:

Activity	Completed independently	Completed with educator support	Unable to complete
Platform navigation / login	8	9	1
Tinkering exercise	7	8	3
Coding game	7	8	3

Bulgaria, Latvia and Italy confirmed completion by all participants, with learners showing increased confidence in digital tools and a good grasp of basic electronics concepts, particularly through the tinkering exercise.

Germany's piloting group, being more heterogeneous (adults with Down syndrome and adults with other cognitive disabilities), showed positive but more variable evidence of learning: educators observed clear progress in digital navigation, problem-solving, and engagement, but noted that outcomes depended strongly on facilitation, pacing, and the availability of individual support, and recommended follow-up sessions to consolidate the gains observed.

5. Cross-Country thematic findings

5.1 Web platform usability

The web platform was found to be technically stable across all countries, with no partner reporting recurring technical faults. The consistent finding across Germany, Lithuania, and Bulgaria is that the main barrier was not technical but linguistic and navigational: learners frequently needed on-screen text simplified, instructions read aloud or rephrased, and step-by-step support to locate the right module and follow the sequence. Latvia was the exception, describing the platform as demonstrating “exceptional technical stability, user-friendly design, and robust accessibility” with several learners navigating independently.

5.2 Quizzes

Most partners (Latvia, Germany, Bulgaria, Lithuania) moved away from individual quiz toward a collective, facilitator led format, reading questions aloud and discussing answers as a group, specifically to reduce pressure and cognitive load. This adaptation was consistently described as effective: it preserved the quiz's role in reinforcing module content while making the activity more inclusive. As a consequence, individual quiz scores are not available for most countries; Germany explicitly noted that measuring individual performance was not the focus of its piloting approach.

5.3 Coding game

The coding game was the most consistently challenging element of the Blended Programme across the consortium. Germany, Lithuania, and Bulgaria all reported that most learners needed direct educator support to understand the game's objective, and Lithuania recorded that 3 of 18 learners could not complete it even with assistance, while noting the opposite issue for a learner with a milder Down syndrome presentation, who found it insufficiently challenging. Latvia was again the most positive, describing the game as “highly innovative, interactive, and stimulating” once supported by educators. Every partner that addressed this activity recommended the same fix: a short introductory tutorial and simpler initial levels, ideally with differentiated difficulty settings.

5.4 Tinkering activities

Tinkering was the single most positively and consistently rated component across all five countries. It was highlighted as the clearest driver of engagement and of visible, tangible learning. Furthermore, it fostered a collaborative learning environment; the practical demonstration and peer interaction reduced reliance on individual screen time and boosted collective engagement. The main improvement requested, raised independently by Italy, Latvia, and Lithuania, is for more detailed, practically tailored instructions for the tinkering exercises, specifically adapted to the target group; Latvia and Lithuania both also suggested larger physical components to support fine motor coordination, and Lithuania proposed short instructional videos as an alternative to written guidance.

6. Key recommendations for future implementation

- Provide more detailed, practically tailored instructions for the tinkering exercises, adapted specifically to the needs of adult learners with Down syndrome, the single most frequent recommendation across partner reports.
- Add a short introductory tutorial and simplified entry level to the coding game, with differentiated difficulty settings to accommodate the wide range of learner profiles observed.
- Further simplify on-screen language and navigation on the Web Platform: larger interactive elements, plain-language instructions, clearer visual step-by-step guidance, and embedding short instructional video clips directly within the modules as an accessible alternative to written text.
- Retain the option of a collective, facilitator-led quiz format as an inclusive alternative to individual testing, particularly for groups with higher support needs.
- Where feasible, maintain a favourable educator-to-learner ratio (Latvia's 1:2 ratio was associated with its most uniformly positive results) and group learners by support-need level rather than mixing widely different levels in the same session. As observed during piloting, mixing different levels can result in the pace being dictated by those with higher support needs, causing participants with milder presentations to become disengaged or find the material insufficiently challenging.
- Distribute the learning path across multiple shorter sessions rather than a single extended event to prevent cognitive fatigue and overstimulation. Planning follow-up or repetition sessions allows for skill consolidation at a calm, flexible rhythm, a recommendation raised by Germany, Latvia and Lithuania alike.
- Host future sessions in accessible, barrier-free venues that the learners are already familiar with (such as their regular day centres). Familiar environments significantly reduce baseline anxiety and contribute to a calmer, more focused learning atmosphere.
- Leverage the Blended Programme as a continuous professional development tool. Facilitating these activities allows educators to observe learners engaging with digital tools in novel ways, highlighting the need for ongoing staff upskilling to maximize the potential of inclusive digital resources.

7. Notes and limitations

This consortium-level synthesis reflects differences in how partners recorded their local results, which the consortium should be aware of when using this report:

- Only Lithuania (MB Efekto Grupė) recorded individual-level quantitative outcome data; the other four partners reported at a qualitative, group level. A shared, simple scoring approach across partners would strengthen quantitative evidence for any future edition of the programme.
- Italy's local report left the four structured feedback fields (Web Platform usability, quiz performance, coding game, learning outcomes) blank as separate entries, though the same content is substantively covered in its “key recommendations” and “facilitator notes” sections, which have been drawn on here.
- Germany's piloting group combined adults with Down syndrome (11) and adults with other cognitive disabilities (9); outcome figures for Germany in this report refer to the combined group of 20, as reported by the partner.
- Lithuania's report lists piloting dates for its two locations (Telšiai and Utena) in a way that is internally inconsistent between the summary line and the detailed organisation section; this report reproduces the dates as submitted and flags the discrepancy for the partner's own records.

8. Conclusion

The piloting phase confirms that the FEAT-DS Blended Programme is a viable and valued learning pathway for adult learners with Down syndrome across all five partner countries. Learners in every country engaged with and completed the full learning sequence, with tinkering activities standing out as the strongest and most consistent driver of visible learning outcomes, and the coding game emerging as the component most in need of accessibility refinement before wider rollout. Taken together, the five local reports provide the consortium with a consistent, actionable picture: the core structure of the Blended Programme works, and the priority for the remaining project period is to sharpen instructions and scaffolding, particularly for tinkering and coding, rather than to change the overall model.

Disclaimer

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