"MOBILE GAME FOR COGNITIVE SKILLS DEVELOPMENT AND CONCEPT TEACHING FOR ADULTS WITH INTELLECTUAL DISABILITIES"

Acronym "Game4CoSkills"

Action n.2021-1-FR01-KA220-ADU-000026181

Program Erasmus Plus KA220-ADU Cooperative Partnerships in Adult Education

R4: Policy Recommendation Report

Contents

Executive summary

This collective report provides insights and findings from Cyprus, Italy, Greece, and Turkey as part of the Game4CoSkills project, which aims to improve the cognitive skills and quality of life of adults with intellectual disabilities using digital and game-based learning methodologies. This report lays out a roadmap for effective strategy implementation across European educational landscapes, addressing challenges and opportunities and providing comprehensive policy recommendations.

Introduction

The Erasmus+-funded Game4CoSkills project used digital and game-based learning to promote cognitive skill development and concept teaching for adults with intellectual disabilities. The project addressed the critical need for innovative educational methodologies tailored to adults with intellectual disabilities, effectively integrating them into societal and professional contexts. A consortium of education institutes, NGOs, and ICT and software developers collaborated to meet the project's milestones, including the creation of a mobile game that incorporates multiple cognitive skills and concept teaching strategies.

Methodology

The method utilised in the creation of the Game4CoSkills Policy Recommendation Report was diligently designed in order to obtain a thorough grasp of the possibilities and effects of digital and game-based learning approaches for adults with cognitive disabilities. The two main phases of this complex strategy were surveys and benchmarking analysis.

In order to map out current initiatives that use digital and game-based learning for adults with cognitive impairments, the project started with a benchmarking analysis. In order to take this first step, a comprehensive evaluation of projects conducted throughout Europe was conducted. The projects' approaches, target group methodologies, target group characteristics, key outcomes, tools and technologies used, challenges faced, and best practices identified. The results of this analysis played a crucial role in determining the project's strategic orientation and pinpointing areas in which Game4CoSkills could offer novel perspectives and solutions. This report's annexe, the Benchmarking Analysis Table, provides readers with a comprehensive overview of the state of digital and game-based learning in this industry.

After conducting a benchmarking analysis, the project surveyed professionals in Cyprus, Italy, Turkey, and Greece to obtain firsthand knowledge about the state of education today, the use and effects of digital and game-based learning, and the difficulties associated with putting these

approaches into practice. Understanding the intricacies of each nation's approach to adult education for cognitively impaired individuals and assessing the efficacy of digital and game-based learning approaches in these settings were made possible thanks in large part to the surveys.

Benchmarking analysis

The Benchmarking Analysis conducted as part of the Game4CoSkills project provided a comprehensive look at how digital and game-based learning methodologies are being used across multiple initiatives to support adults with cognitive impairments. This analysis compared the Game4CoSkills project to other notable projects in the same domain, with an emphasis on methodology, target group characteristics, key outcomes achieved, tools and technologies used, challenges encountered, and best practices identified.

Comparative Overview

- **AD Gaming and Bridge:** These projects used serious games to help people with dementia improve their cognitive skills and quality of life, while also engaging carers and healthcare professionals. The co-design platform approach and the creation of methodological guides in Bridge, as well as the selection of 25 serious games in AD Gaming, highlight novel approaches to addressing cognitive impairments.
- **DIGITEACH**: DIGITEACH deployed digital tools and created an online platform and mobile app for education continuity, with the goal of improving teachers' digital competencies and promoting inclusive education. This project's emphasis on Knowledge Building Environments and addressing pandemic-induced educational challenges provides insights into how to adapt to unexpected educational system disruptions.
- **MYH4D**: MYH4D created an online platform for dementia health literacy training with the goal of reaching adult educators and carers. The project's success in exceeding involvement goals and fostering a community of practice demonstrates effective strategies for engaging a larger audience and improving dementia education.
- **My Life in Europe**: This initiative developed an electronic game for educators of dementia patients that uses autobiographical writing as a rehabilitative and recreational tool. The project's emphasis on soft skills development and interpersonal relationship improvement via an electronic game exemplifies innovative approaches to non-formal education.

Key insights

The analysed projects all have the same objective - to use digital and game-based methodologies to improve cognitive development and the quality of life for their target populations. While each initiative focuses on different aspects of cognitive impairment and educational challenges, several key insights emerge:

- **Serious games as a tool for cognitive development:** Projects such as AD Gaming and Bridge demonstrate the efficacy of serious games in stimulating cognitive functions and improving quality of life, highlighting their potential for wider use in adult education.
- **Expanding audience engagement**: MYH4D's success in engaging a larger audience than originally intended highlights the potential for digital platforms and communities of practice to broaden educational reach and impact.
- **Engagement and motivation**: The creation of a mobile game aimed at enhancing cognitive abilities and concept comprehension in adults with intellectual disabilities set the Game4CoSkills project apart. This strategy was contrasted with other programmes that mainly used less interactive digital solutions or conventional learning platforms. The mobile game developed for this project is notable for its accessibility, engagement, and flexibility to meet the needs of different learners.
- **Challenges and opportunities**: The analysis also highlighted common issues with technology infrastructure, teacher preparation, and resource distribution that educational initiatives in this field face. By taking on these obstacles head-on, the Game4CoSkills project not only achieved its goals but also cleared the path for other projects to follow in its footsteps. The project's all-encompassing approach to conquering these challenges provides insightful insights and widely applicable tactics.

In order to meet the educational needs of adults with cognitive impairments, digital and game-based learning methodologies are crucial, as the benchmarking analysis highlights. It is clear from making comparisons with other effective programmes that creative thinking, teamwork, and flexible planning are essential for improving participation, cognitive growth, and quality of life. These observations support the strategies employed by the Game4CoSkills project and add to the expanding corpus of best practices for related future educational initiatives.

The survey data has been combined to create national reports for Cyprus, Italy, Turkey, and Greece. These reports highlight the distinct difficulties and achievements that each nation has had when incorporating digital and game-based learning into their curricula. These national reports, which offer a thorough summary of the project's findings and the diverse landscape of adult education for

people with cognitive impairments throughout the participating countries, will also be appended to this report as annexes.

The Game4CoSkills project has been able to obtain a comprehensive understanding of the state of digital and game-based learning in the education of adults with cognitive impairments thanks to this methodological approach, which combines benchmarking analysis with focused surveys. This has paved the way for significant policy recommendations and well-thought-out interventions.

National-level contexts: Cyprus, Greece, Italy and Turkey

The Game4CoSkills project exposed different educational environments in Greece, Cyprus, Italy, and Turkey, each with distinctive challenges and innovative approaches. The approach and application of digital and game-based learning methodologies varied significantly among these countries, despite a shared commitment to enhance the education of adults with intellectual disabilities. This variation reflected both shared challenges and distinctive solutions.

Cyprus

Cyprus has improved the way its educational programmes incorporate digital learning resources. Unfortunately, the efforts are frequently frustrated by a lack of funding and a general dearth of specialised training for educators in the efficient application of these methodologies. Creative initiatives that cater to the needs of students with cognitive impairments by producing digital content that is accessible have started to surface.

Greece

Greece has issues with infrastructure and teacher preparedness that are comparable to those in Cyprus. However, there are innovative pockets as some programmes are starting to investigate how VR and other immersive technologies can help adults with intellectual disabilities develop their social skills and cognitive abilities.

Italy

Italy is notable for its innovative use of interactive learning environments and digital storytelling to engage students with intellectual disabilities. Even with a strong legislative foundation for disability rights, there are still gaps in the real world, especially when it comes to adult education. Localised efforts that combine technology and traditional education methods to create more inclusive learning environments have shown success across the nation.

Turkey

Turkey differs in that it offers vocational training programmes that are designed to foster both cognitive and practical skills. Although widespread adoption of digital tools is still in its early stages, the nation is investigating how they can complement existing programmes. The infrastructure of technology is not the only issue; cultural perspectives on education and disability also present challenges.

Austria

In Austria, the educational landscape for adults with intellectual disabilities is ruled by life skills and vocational training. The Austrian report emphasises the critical need for modern technologies and teaching methods to align with global educational standards. Despite a well-established network of adult education centres that offer a wide range of courses, the use of digital and game-based learning is limited but growing. Significant challenges include a lack of specialised educator training and inadequate technological infrastructure. Austria's approach focuses on improving accessibility and support within digital/game-based learning frameworks to foster inclusive education environments.

France

France's educational initiatives for adults with intellectual disabilities are largely based on survey data that reflect current practices and challenges. The responses show a small but growing interest in the use of digital and game-based learning methodologies, though widespread adoption is hampered by resource constraints and a lack of institutional support. According to French professionals, these tools have the potential to significantly improve engagement and cognitive development among adults with intellectual disabilities if properly supported by national policies and educator training programmes.

Comparative analysis of national-level contexts

A diversity of experiences and approaches can be observed in the strategies and challenges employed by Cyprus, Italy, Greece, and Turkey, despite their shared commitment to improving education for adults with intellectual disabilities through digital and game-based learning.

Educator training and resources

Significant gaps in educator preparation for the effective use of digital learning tools are reported by both Cyprus and Greece; this issue is also present in Italy and Turkey. Italy, on the other hand,

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demonstrates a more proactive approach to incorporating digital storytelling and other cutting-edge tools, indicating a greater degree of funding dedicated to the professional development of educators in this field. In comparison, efforts in Turkey seem to be concentrated more on vocational training, suggesting a possible area for cross-national learning and assistance in teacher preparation programmes.

Adoption of digital and game-based learning

With Greece experimenting with VR technologies, Greece and Turkey are just beginning to adopt these methodologies. With respect to accessibility and content development, however, Italy and Cyprus have made more strides towards a more organised integration. Greece and Turkey, which have yet to fully realise the potential of digital learning tools, could benefit greatly from Italy's experience in creating content through digital storytelling.

Technological infrastructure

Although it varies in severity, the lack of technological infrastructure is a problem that all four of the countries face. Turkey, for instance, has particular difficulties when it comes to incorporating digital tools into programmes for vocational training, which emphasises the need for specialised infrastructure upgrades. On the other hand, localised initiatives in Italy and Cyprus demonstrate how to overcome these obstacles, indicating a potentially inventive yet more dispersed approach to infrastructure development.

Barriers based on culture and attitudes

The adoption of new learning methodologies is significantly influenced by cultural attitudes regarding education and disabilities. Italy's innovative efforts might be an indication of a culture that is more receptive to innovation in education than Turkey, where traditional perspectives on vocational training are more prevalent. Though at varying stages and with ranging implementation scopes, the willingness to accept new technologies and methodologies in Cyprus and Greece points to a growing shift in cultural attitudes.

Cross-country insights

The survey results across Cyprus, Italy, Greece, and Turkey demonstrate the widely acknowledged potential of digital and game-based learning approaches to improve engagement and cognitive

development among adults with intellectual disabilities. But each nation's path to fully utilising these approaches takes a different course, with unique obstacles and calculated solutions.

All across the world, financial limitations are a major obstacle, but the effects and approaches taken by each nation to address this issue differ greatly. Italy, for example, has been at the forefront of locally driven initiatives that make innovative use of scarce resources to push the frontiers of game-based and digital learning. This strategy provides a workable example that Turkey, Greece, and Cyprus could use as motivation. It implies that despite their daunting nature, financial constraints can be overcome with resource allocation and creative problem-solving.

The creation of accessible digital content is another important issue that has been brought to light; Italy and Cyprus have made significant progress in this area. Practices that are considered benchmarks in the field include Cyprus's coordinated efforts to create digital content specifically tailored to the needs of learners with intellectual disabilities and Italy's involvement with digital storytelling. These initiatives highlight the significance of accessibility in digital content and provide useful case studies for Greece and Turkey. The experiences of Italy and Cyprus in this area indicate that it is not only necessary but also feasible to overcome obstacles pertaining to content accessibility, with potential solutions that other nations facing comparable difficulties could adopt.

Policy Recommendations

The policy recommendations outlined below are intended to address the main challenges identified, and they are based on the collective insights obtained from the surveys and the national-level contexts of Cyprus, Italy, Greece, and Turkey. These suggestions highlight how crucial it is to take a calculated approach when improving the educational programme for adults with intellectual disabilities by utilising digital and game-based learning.

Enhanced training for educators

An important suggestion is to improve the preparation and training of educators. Since educators are recognised as major agents of change in the adoption of digital learning, thorough professional development initiatives are crucial. These ought to focus on enhancing educators' pedagogical approaches and technical proficiency in order to make better use of digital tools in the classroom. Drawing inspiration from Italy's regional programmes, focused training sessions can be created, strengthened by virtual learning environments for ongoing education and resource exchange,

guaranteeing that teachers in Cyprus, Italy, Greece, and Turkey are prepared to incorporate digital learning into their curricula.

Improve the infrastructure of technology

It is imperative to address the technology infrastructure. The differences in access to technology underscore the need for infrastructure investments in education. This covers digital platforms that are easily accessible and facilitate inclusive learning in addition to hardware and software. Initiatives could include joint funding efforts by the public and private sectors to give institutions technology grants with the goal of furnishing learning environments with the newest digital resources and guaranteeing accessibility for adults with intellectual disabilities.

Promoting innovative teaching methodologies with policy support

Encouraging policy support is crucial for the successful integration of innovative learning and teaching methodologies. Policies should set standards for producing accessible content in addition to providing incentives for the use of digital and game-based learning. Establishing guidelines for digital learning in adult education for people with intellectual disabilities and advocating for a regulatory environment that fosters creativity and inclusiveness in the educational system are two possible initiatives.

Cooperative networks to share resources

The creation of cooperative networks for resource exchange is intended to alleviate the difficulties caused by scarce resources and disjointed methods of digital education. These networks would make it easier for educational institutions in Cyprus, Italy, Greece, and Turkey to share best practices, digital tools, and instructional materials. Fostering collaborations between academic institutions, tech companies, and non-governmental organisations can increase the accessibility of resources and facilitate the exchange of creative approaches and tactics aimed at improving the educational experiences of adults with intellectual disabilities in all respects.

Accessible digital content

For digital learning to be both effective and engaging, digital content development must be accessible. Collaborative content creation labs could promote innovation in digital material production by modelling the content development successes of Italy and Cyprus. In order to co-create educational materials that are accessible, pertinent, and engaging—and to ensure that digital content meets the diverse needs of all learners—these labs would bring together educators, technologists, and students with intellectual disabilities.

Stakeholders can create a framework for adult education for people with intellectual disabilities that is more inclusive, interesting, and successful by addressing these issues through focused policy recommendations. In order to successfully implement digital and game-based learning methodologies, these recommendations seek to capitalise on the collective insights gained from the Game4CoSkills project. They emphasise the crucial roles played by educator training, technological advancement, content accessibility, policy support, and collaborative networking.

Conclusion

The potential of digital and game-based learning methodologies to redefine the educational landscape for adults with intellectual disabilities has been made evident by the Game4CoSkills project. After conducting a thorough investigation in Cyprus, Italy, Greece, and Turkey, the project determined the enormous potential presented by these technologies as well as the major obstacles that need to be removed in order to fully reap their advantages.

It is evident that even though digital and game-based learning hold great promise, the future calls for deliberate effort and preparation. The aforementioned challenges, which span from inadequate training for educators to the lack of adequate technological infrastructure to the requirement for digital content that is accessible, underscore systemic problems that may impede the successful execution of these approaches. All parties involved, though, have a chance to work together and be creative in addressing these issues and bringing about improvements that have the potential to revolutionise the educational opportunities available to adults with intellectual disabilities.

The Game4CoSkills project concludes with a call for targeted policy changes, increased funding, and comprehensive training programmes, urging governments, educational institutions, and non-governmental organisations to embrace reforms that support the integration of digital and gaming-based learning. This multifaceted approach seeks to break down existing barriers by prioritising policies that promote innovation and inclusivity, securing financial investments for infrastructure and content development, and improving educator and carer competencies. Such collaborative efforts are required to fully leverage these methodologies, ensure accessible, engaging, and transformative learning experiences for adults with intellectual disabilities, and reinforce the commitment to inclusive education.

Finally, the Game4CoSkills project represents an important milestone towards a future in which digital and game-based learning play a central role in the education of adults with intellectual disabilities. The journey ahead is complex and difficult, but with targeted policy changes, increased

funding, and comprehensive training programmes, we can fully realise the benefits of these innovative methodologies. This endeavour is about more than just improving educational outcomes; it is about affirming all individuals' rights to access quality education and fostering a more inclusive society in which every learner can thrive.

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Annexes

Annex A: Benchmarking analysis table

R4 - Benchmarking Analysis Table

Partner	Project/Initiative Name	Project' website	Country/Region	Methodology Used	Target Group Characteristics	Key Outcomes Achieved	Tools and Technologies Used	Challenges Faced	Best Practices Identified
Alzheimer Hellas - Greece	Development of a Training Program for the Improvement of the Quality of Life of Persons with Alzheimer's through "Serious Games" – AD Gaming	https://adgaming.ibv.org/en/training-content/	Spain, Greece, Slovenia, UK, Romania	Co-design platform including serious games for people with dementia and caregivers	Adults with cognitive impairments and dementia, Caregivers, Health care professionals	Improved cognitive skills and quality of life	Serious games, e-platform	Challenges to decide which are the best 25 serious games	Serious games for cognitive development

Partner	Project/Initiative Name	Project' website	Country/Region	Methodology Used	Target Group Characteristics	Key Outcomes Achieved	Tools and Technologies Used	Challenges Faced	Best Practices Identified
Alzheimer Hellas - Greece	Bridge	https://projectbridge.eu/	Greece, Romania, Italy	Methodological Guide, CO-design sessions with all target groups, Game development, Game testing	Adults with cognitive impairments and dementia, Caregiver, Health care professionals Young people, children	Improved cognitive skills and quality of life, And intergenerational relationships	8 serious games acting on cognitive and behavioural symptoms of dementia	The cultivation and support of intergenerational relationships for the creation of game ideas	8 new serious games (4 digital and 4 board games) for boding the intergenerational relationships and cultivating cognitive skills
SYNTHESIS Center for Research and Education - Cyprus	DIGITEACH	https://www.digi-teach.eu/	Bulgaria, Cyprus, Greece, Hungary, Italy, Malta, Portugal, Spain	DIGITEACH deployed digital tools, emphasizing Knowledge Building Environments. Inspired by ELE, it enhanced teachers' digital	Teachers, Students, School leaders, School staff, Academics	Analysis of Local Contexts (WP1): Comparative Report on the Pandemic's Impact on Education	DIGITEACH addressed pandemic-induced educational challenges by deploying digital tools and giving	Inclusive Education Complexity: Special needs students faced challenges. Pandemic Disruption:	Inclusive Approach: Tailored training for special needs and ADHD learners. Collaborati

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Partner	Project/Initiative Name	Project' website	Country/ Region	Methodology Used	Target Group Characteristics	Key Outcomes Achieved	Tools and Technologies Used	Challenges Faced	Best Practices Identified
				competences and fostered cooperation for education development and teacher training integration.		Systems. Training on Digital Pedagogies (WP2): Self-paced online program enhancing teachers' digital skills. Open Educational Resources (IO2) and Virtual Learning Community Platform (IO3) provided. Evaluation and Follow-up (WP3): Control	special needs students priority. The initiative included an online platform and a mobile app for inclusive education, with a focus on continuity in the face of disruptions.	Extensive impact on education systems. Evaluation Struggles: Challenges in assessing impacts. Tool Implementation: Hurdles in technology use.	ve Design: Engaging teachers in digital tool creation. Contextual Analysis: Evidence-based understanding of pandemic impact. Flexible Learning: Self-paced online program and mobile app availability.

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Partner	Project/Initiative Name	Project' website	Country/ Region	Methodology Used	Target Group Characteristics	Key Outcomes Achieved	Tools and Technologies Used	Challenges Faced	Best Practices Identified
						Group Method used for evaluation. Analysis and recommendation manual for increasing digital pedagogy (IO4) delivered.			
SYNTHESIS Center for Research and Education - Cyprus	MYH4D - Move Your Hands For Dementia	https://myh4d.eu/	Italy, Cyprus, Bulgaria, Spain, Belgium, Greece, Slovenia		Adult educators, people living with dementia, family caregivers	The "Be Connected" M.O.O.C. enhances adult and senior teachers' skills in dementia health literacy (https://www.myh4d.eu/mooc/).	Online platform for dementia health literacy training and online hub for sharing ongoing learning and training for	Exceeded Involvement Goals: Unforeseen challenge in surpassing the initial target of involving 30 adult educators, 22 persons living with dementia,	Collaboration with 52 educational institutions as associated partners ensured a diverse and comprehensive approach to project goals.

17

Partner	Project/Initiative Name	Project' website	Country/ Region	Methodology Used	Target Group Characteristics	Key Outcomes Achieved	Tools and Technologies Used	Challenges Faced	Best Practices Identified
						The Community of Practice for adult educators promotes ongoing learning for persons with dementia and family caregivers (https://www.myh4d.eu/cop/index.php). Recommendations for EDA leaders and policymakers enhance sustainable educational strategies on dementia (https://myh	persons with dementia and family caregivers	and 45 family caregivers, leading to the engagement of a larger audience. Title Alignment Decision: The need for aligning the deliverable title with its content prompted a change from "Guidelines" to "Recommendations" after thorough	Expert Training Event: Hosted a training event with 18 participants to increase partners' expertise in dementia-related issues.

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Partner	Project/Initiative Name	Project' website	Country/ Region	Methodology Used	Target Group Characteristics	Key Outcomes Achieved	Tools and Technologies Used	Challenges Faced	Best Practices Identified
						4d.pixel-online.org/guidelines.php), now titled "Recommendations."		discussion and analysis.	
EURO-NET	My Life in Europe	https://www.mylifeineurope.nkey.it/en/	Italy, Portugal, Poland, Romania, France	The project developed an egame for educators of persons with dementia who can use the technique of autobiographical writing in an easy and fun way, as a useful path in therapeutic, rehabilitative and recreational programs, particularly useful with patients with Alzheimer's or senile dementia	Educators, people with Alzheimer's or senile dementia	The egame promotes the acquisition of those personal and transversal skills (soft skills) that are fundamental in communication processes and interpersonal relationships.	E-game and manual for trainers	The electronic game allows to introduce an autobiographical writing project into any non-formal educational path to see how many other players across Europe have had the same experience or sensation and to discover that we are not that different, on the contrary.	Serious games for cognitive development

Partner	Project/Initiative Name	Project' website	Country/ Region	Methodology Used	Target Group Characteristics	Key Outcomes Achieved	Tools and Technologies Used	Challenges Faced	Best Practices Identified
EURO-NET	AD-GAMING	https://adgaming.ibv.org/en/home/	Greece, Romania, Spain, UK, Slovenia, Romania	The project developed a training platform to improve the quality of life of Dementia patients through serious games.	People with Alzheimer's Disease, their families and peers	The project is directed to encourage the target groups to engage with games and other forms of technology to support their well-being, such as ICT-Based Assistive Technologies.	List of serious games for people with dementia	Some challenge to choose the games	The platform contains youtube videos to explain how to access to platform, materials and egames

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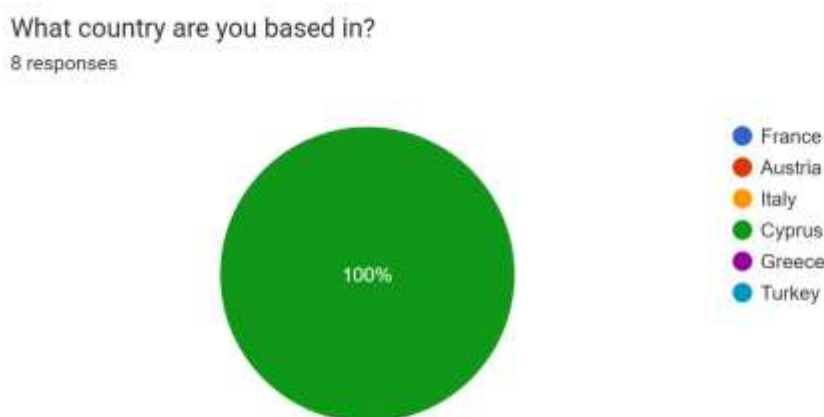Program Erasmus Plus KA220-ADU Cooperative Partnerships in Adult Education

R4: Policy Recommendation Cyprus National Report
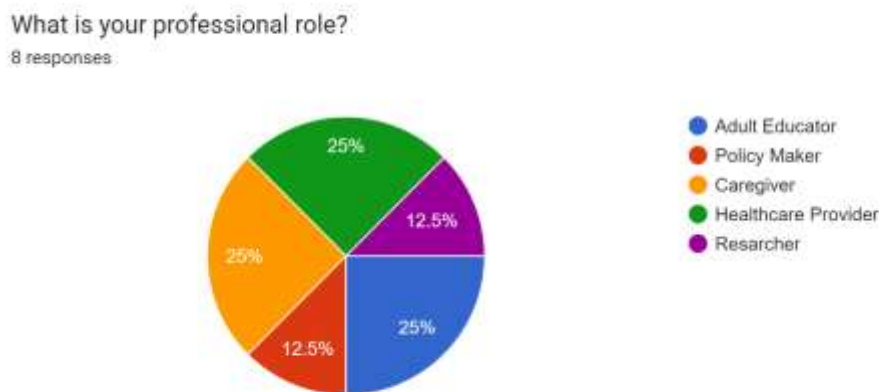
Executive summary

This report provides an analysis of Cyprus' current educational framework for adults with intellectual disabilities, focusing on the use, impact, and challenges of incorporating digital and game-based learning methodologies. This report, compiled from a variety of professional perspectives—including adult educators, healthcare providers, caregivers, a researcher, and a policymaker—identifies key challenges, unmet needs, and existing policies, as well as recommendations for improving educational outcomes through policy changes and support for digital/game-based learning.

Section 1: Participant Information

1.2. What country are you based in?

What country are you based in?
8 responses

100%

- France
- Austria
- Italy
- Cyprus
- Greece
- Turkey

1.3. What is your professional role?

What is your professional role?
8 responses

25%
12.5%
25%
25%
12.5%

- Adult Educator
- Policy Maker
- Caregiver
- Healthcare Provider
- Resarcher

Section 2: National Education Framework

In Cyprus, the educational framework for adults with intellectual disabilities emphasises life skills and vocational training. Despite efforts to promote inclusion, there is still a significant gap in the integration of modern technologies and teaching methods, which are required to meet global educational standards. The current framework has significant deficiencies, including the need for specialised educator training and the integration of health education into the curriculum

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2.1 Describe the current educational framework for adults with intellectual disabilities in your country.

- The focus is on life skills and vocational training, but we need to integrate more tech-based learning to keep up with the modern world.
- Working as a healthcare provider, I see a gap in integrating health education into the curriculum for adults with intellectual disabilities, which is crucial for their independence and well-being.
- Supportive but lacking in personalised and adaptable learning options that consider the individual's needs and capabilities
- Minimal use of digital tools. More support and resources are needed for educators to implement innovative teaching methods
- Educational programs seem disconnected from healthcare. An interdisciplinary approach could enhance learning outcomes significantly.
- Program quality varies, impacting effectiveness. Consistent and comprehensive educational frameworks are needed.
- Cyprus could benefit from integrating more evidence-based practices and technology to improve educational outcomes for this group.
- Efforts towards inclusion are commendable, but there's a significant gap in tech integration and teacher training.

2.2 Are digital or game-based learning methodologies commonly used in this sector? Please elaborate.

- Digital tools have proven beneficial for engagement but aren't widely used due to resource limitations.
- In healthcare settings, we occasionally use digital tools for educational purposes, but it's not systematic. There's potential for much more use in educational contexts.
- Effective when used but needs to be more accessible and integrated into regular education programs for these individuals.
- Promising, yet lacking institutional support and educator training on these methodologies.
- Potential is huge in healthcare education, but adoption rates are disappointingly low.
- Not common, but the potential for enhancing practical skills and independence is evident.
- Underutilized despite showing significant benefits in cognitive and social abilities.
- Early stages of policy support, indicating a need for greater investment.

Section 3: Digital/Game-based Education

The use of digital and game-based learning methodologies in this sector is limited, owing to resource constraints and a lack of institutional support. Where implemented, these methodologies have shown promise in improving learner engagement, motivation, and cognitive functions. However, widespread adoption is hampered by issues such as insufficient educator training, technological infrastructure gaps, and a scarcity of easily accessible digital content.

3.1 If digital or game-based learning is used, what impact has it had on the education of adults with intellectual disabilities?

- Significant improvements in engagement and motivation among students when using digital tools.

- From a healthcare perspective, the use of digital tools has shown to improve cognitive functions and emotional well-being among learners, suggesting a strong case for their broader implementation.
- Facilitated better communication skills and social interactions, promoting greater independence.
- Allowed for more personalised learning experiences, leading to observable progress in individual goals.
- Benefit in using digital tools for health education, leading to improved self-care skills.
- Positive effects on daily living skills, promoting greater independence where game-based learning is implemented.
- Digital and game-based learning enhances cognitive and social abilities, though adoption is limited.
- Positive, indicating potential for policy-driven expansion of these methodologies.

3.2 What are the barriers or challenges to implementing digital or game-based learning in your country?

- Lack of training and resources for educators to implement technology in education effectively.
- As healthcare providers, we see a disconnect between educational and healthcare settings in adopting digital tools, primarily due to budget constraints.
- Lack of accessible, user-friendly digital content for individuals with intellectual disabilities.
- Resistance to change and lack of technological infrastructure in educational institutions.
- Challenge in integrating digital educational tools that are also medically approved.
- Lack of appropriate devices and internet access for implementing game-based learning at home.
- Limited research hinders evidence-based implementation and funding.
- Need for more supportive policies and funding mechanisms to overcome systemic barriers.

Section 4: Challenges and Needs

The key challenges in educating adults with intellectual disabilities are ensuring equitable access to education, effectively integrating health education, and creating supportive and inclusive educational environments. Unmet needs in this sector include specialised educator training, enhanced technology integration, and the creation of flexible and adaptable programmes that meet the needs of individual learners.

4.1 What are the key challenges faced in educating adults with intellectual disabilities in your country?

- Ensuring equitable access to education for all ability levels, with a lack of specialised educators.
- Integrating health education effectively into the curriculum is difficult due to fragmented systems, as observed in the healthcare sector.
- Creating a supportive and inclusive educational environment that caters to individual needs is challenging.
- Significant hurdle in updating the curriculum to include modern technologies and methodologies.

- Aligning educational goals with health outcomes requires more interdisciplinary collaboration.
- Finding educational programs that are flexible and adaptable to the changing needs of these adults is difficult.
- Need for more research on effective educational strategies for this population.
- Complex issue in developing and implementing policies that address the unique needs effectively.

4.2 Based on your experience, what are the unmet needs in this sector?

- More specialised training for educators to improve digital and inclusive teaching strategies.
- Enhanced integration of health education in educational programs, ensuring a holistic approach to learning.
- Accessible, tailored learning materials that cater to the diverse needs of learners.
- Increased support for integrating technology into education, including funding for digital tools and resources.
- Closer collaboration between educational and healthcare professionals to address the comprehensive needs of learners.
- Programs that offer flexibility and adaptability, meeting the evolving needs of individuals with intellectual disabilities.
- Funding for research into effective educational methods and technologies for adults with intellectual disabilities.
- Policies that support the development and use of digital and game-based learning tools in educational settings.

Section 5: Existing Policies and Practices

While government-funded programmes and non-profit initiatives provide a foundational support structure, they frequently lack the specificity and resources required to fully address the unique needs of adults with intellectual disabilities. The efficacy of these initiatives varies, with some success in vocational training and social skills development. However, there is a clear need for policies that promote the use of digital and game-based learning methodologies.

5.1 What policies or initiatives currently exist in your country to support the education of adults with intellectual disabilities?

- Government-funded programs focusing on vocational training but lacking in tech-based learning initiatives
- Some healthcare-related educational programs, though not sufficiently integrated with general adult education
- Initiatives by non-profits offer valuable services but lack the scale and support needed for widespread impact.
- Policies aimed at inclusion are present but need stronger implementation and specific support for digital learning.
- Educational subsidies exist, yet more targeted policies for digital education are necessary.
- Local inclusive education projects show promise but need national scaling and support.
- Professional development programs for educators, though not as widespread or accessible as needed.
- Participation in EU initiatives provides a framework, yet local implementation lags behind.

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5.2. How effective are these policies and initiatives? Please provide examples if possible.

- Initiatives lay the groundwork for inclusion but lack comprehensive support for technology integration in education.
- Healthcare and education integration shows promise in isolated cases but requires broader policy support.
- Effective in specific instances, especially in promoting social skills and independence, though not widespread.
- The impact of technology in education is positive where applied, but broader adoption is needed for significant change.
- Subsidies and support programs provide a foundation, but targeted efforts towards digital learning are lacking.
- Successful local projects indicate potential, yet scaling and national policy support are critical for broader impact.
- Professional development initiatives are valuable but need to be more accessible to all educators.
- EU frameworks offer guidance, but the effectiveness depends on local implementation and support.

Section 6: Policies recommendation

To improve the education of adults with intellectual disabilities, particularly in terms of digital/game-based learning, several policy changes are recommended:

1. Develop and offer accessible digital learning tools that are tailored to the needs of adults with intellectual disabilities.
2. Make it mandatory for educators and carers to receive training in digital learning methodologies and inclusive teaching practices.
3. Increase funding for educational programmes that incorporate technology and innovative teaching methods.
4. Develop national educational content standards and conduct research to identify effective educational methodologies.
5. Encourage collaboration in technology development and support legal frameworks that ensure educational access and technology use.

6.1. What policy changes would you recommend to improve the education of adults with intellectual disabilities, especially regarding digital/game-based learning?

- Invest in the development and dissemination of accessible digital and game-based learning tools
- Mandatory training for educators in digital learning methodologies to enhance the educational experience.
- Increase funding for programs designed specifically for adults with intellectual disabilities, focusing on technology integration.
- Develop national standards for educational content and accessibility for digital learning tools.
- Promote partnerships between technology companies and educational institutions for developing digital learning solutions.

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- Establish a national centre for educational technology for adults with intellectual disabilities to guide policy and practice.
- Create incentives for educational institutions to develop vocational training programs using digital methodologies.
- Support legal frameworks that ensure access to education and technology for all, monitoring their enforcement.

6.2. Are there specific areas or aspects of digital/game-based education that need more support or development?

- Development of customizable content that caters to the diverse needs of learners with intellectual disabilities.
- Support for assistive technologies to facilitate access to digital and game-based learning.
- Investment in research to identify effective educational methodologies for adults with intellectual disabilities.
- Inclusive design of user interfaces for digital learning tools, considering the needs of all learners.
- Training for educators and caregivers on the effective use of digital and game-based learning tools.
- Improvements in infrastructure to ensure access to digital resources, especially in underprivileged areas.
- Development of collaborative platforms for sharing resources and experiences among educators, learners, and caregivers.
- Funding for ongoing maintenance and updating of digital learning tools to keep up with technological advancements.

Conclusion

The Cyprus National Report emphasises the critical need for systemic changes to improve the education of adults with intellectual disabilities. Emphasising the integration of digital and game-based learning methodologies provides a path to more engaging, inclusive, and effective education. By addressing the identified challenges and implementing the recommended policy changes, Cyprus can significantly improve educational outcomes for adults with intellectual disabilities while also aligning with global best practices and ensuring equitable access to lifelong learning opportunities.

Game4CoSkills

Mobile Game for Cognitive Skills Development and Concept Teaching for Adults with Intellectual Disabilities (Game4CoSkills)
2021-1-FR01-KA220-ADU-000026181

PR4: Policy recommendation

Author: Aristi Alopoudi, Marina Makri (Alzheimer Hellas)

Project Identification	Mobile Game for Cognitive Skills Development and Concept Teaching for Adults with Intellectual Disabilities (Game4CoSkills) 2021-1-FR01-KA220-ADU-000026181
Deliverable Name:	PR4-Policy recommendation report
Project Result:	4
Task ID:	Prepare the report's national level parts related to existing status and problems in each partner country
Circulation:	Public
Status:	Final version
Due date of deliverable:	30/01/2024
Actual submission date:	04/01/2024
Responsible partner:	Alzheimer Hellas
Contributor partner:	-

Participant Information

The survey was filled out online by 8 health professionals and/or caregivers.

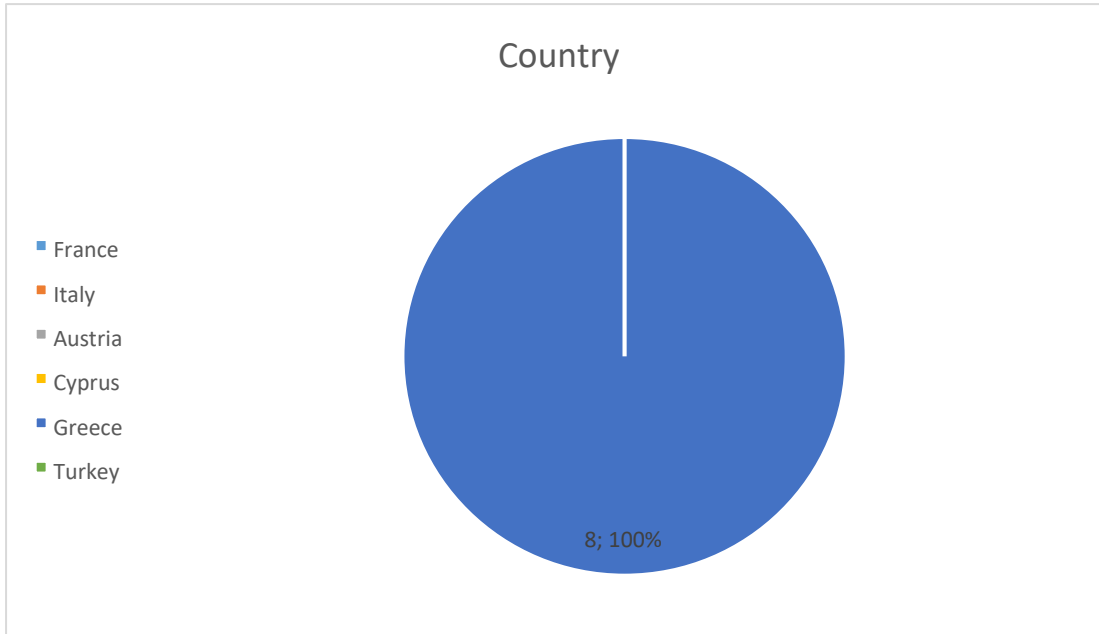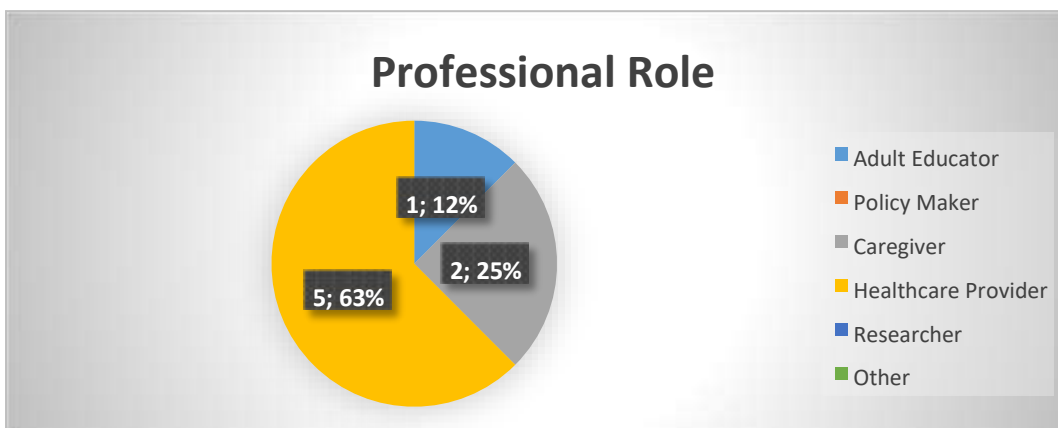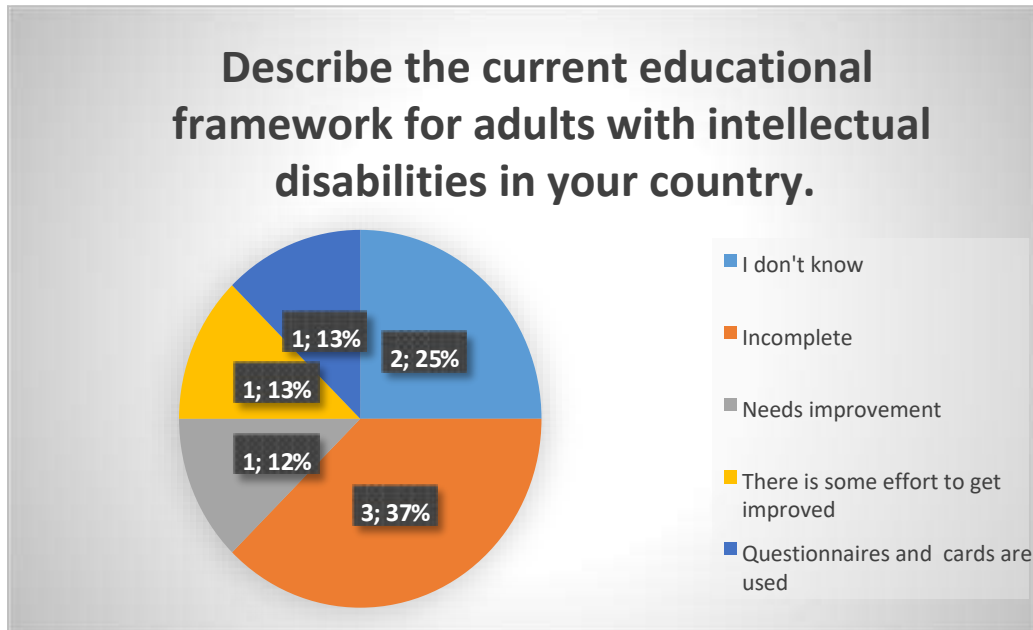Table 1 shows their response of where they are living.

Table 2 shows the responders' professional training. Most of them (5) are healthcare providers, while only 1 is an adult educator and 2 of them are caregivers.

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National Education Framework

Table 3 describes the current educational framework for adults with Intellectual Disabilities in Greece.

Most of the responders (3) responded that the current educational framework is incomplete, while 2 of them referred that they do not know anything specific, and the others referred to some effort which is done in Greece, that the educational framework needs improvement and in some cases, questionnaires and cards are used for the educational process.

Table 4 presents if any digital or game-based learning methodologies commonly used in this sector in Greece.
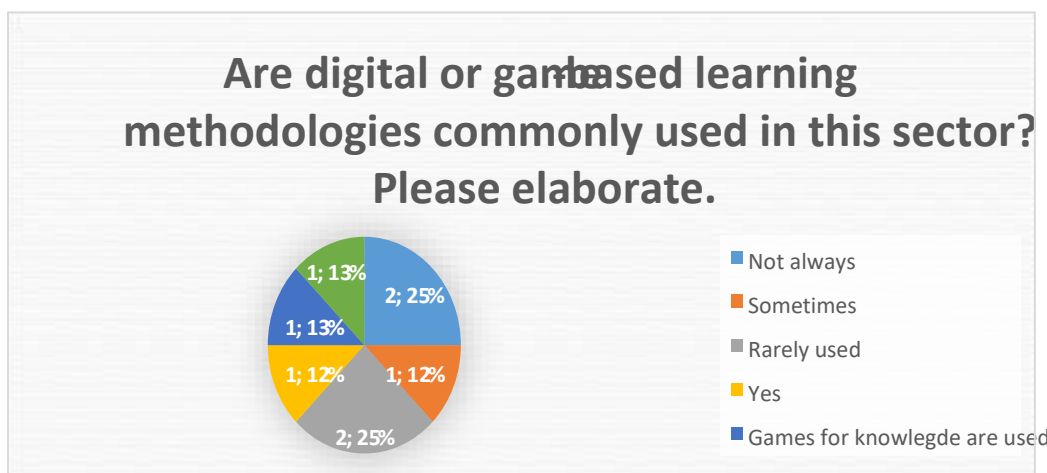
The majority of the responders said that not always (25%) and rarely used digital or game based learning methodologies. All the others responded that they used some knowledge games, or just a few methods.

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Digital/Game-based Education

If digital or game-based learning is used, what impact has it had on the education of adults with intellectual disabilities?

- Positive — 3; 37%
- Interactive — 3; 38%
- Incomplete to be used — 2; 25%

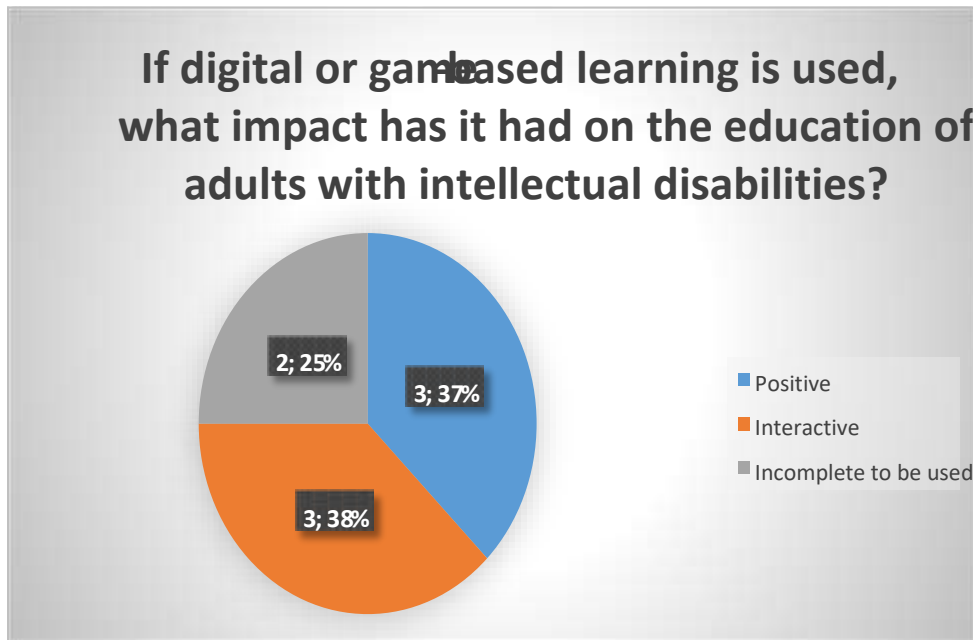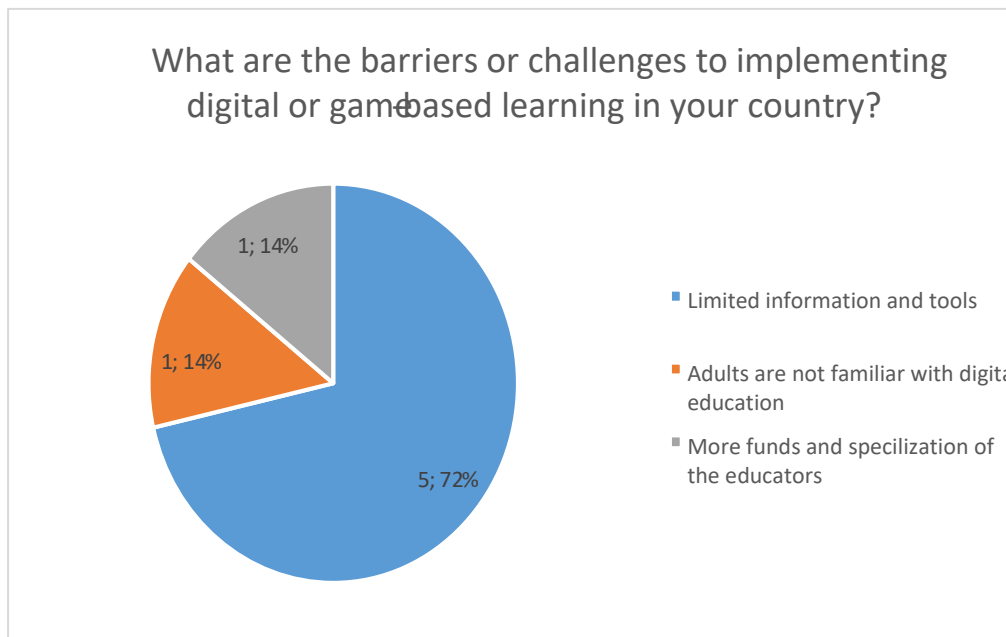Table 5 refers to the impact of digital or game-based learning when it is used during the education of adults with intellectual disabilities.

Most of them responded that the digital or game-based learning process is positive and interactive, while only 2 of the responders said that this is incomplete to be used.

Table 6 answers the question about the barriers or challenges to implementing digital or game-based learning in Greece.

What are the barriers or challenges to implementing digital or game-based learning in your country?

- Limited information and tools
- Adults are not familiar with digital education
- More funds and specilization of the educators

1; 14%

1; 14%

5; 72%

The majority (72%) responded that the information and the tools that are able to be used are limited, while the others (28%) responded that adults are not familiar with digital learning and digital learning needs more funds and specialisation of the educators.

Challenges and Needs for Action

Table 7 informs us about the responders' opinion about the key challenges faced in the education of adults with Intellectual disabilities.

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What are the key challenges faced in educating adults with intellectual disabilities in your country?

- 2; 25%
- 1; 13%
- 5; 62%

Legend:
- Limited Funds
- New technologies and information
- Stereotypes
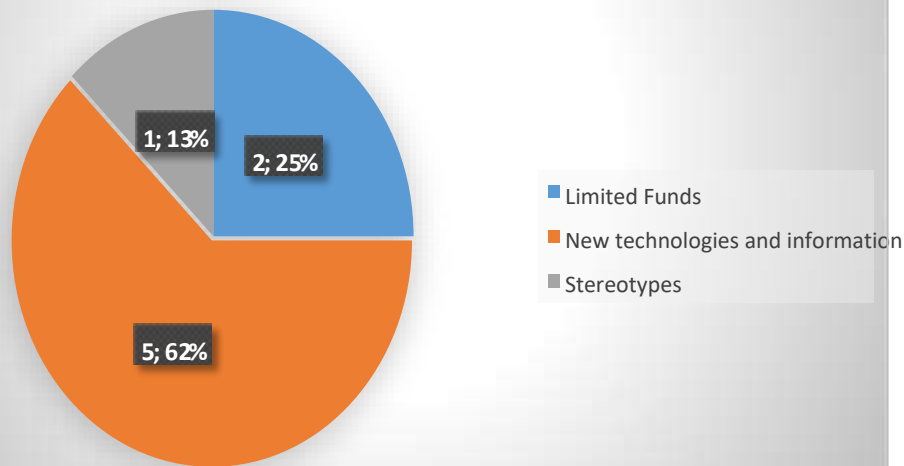
According to the table above, 62% of the responders claimed that new technologies and more information are the key challenges in the education of adults with Intellectual disabilities, while 13% of them claimed the stereotypes and 25% of the responders referred to the limited funds.

Based on your experience, what are the unmet needs in this sector?

- 1; 12%
- 2; 25%
- 2; 25%
- 1; 13%
- 2; 25%

Legend:
- Socializing
- Interactive methodologies
- More tools
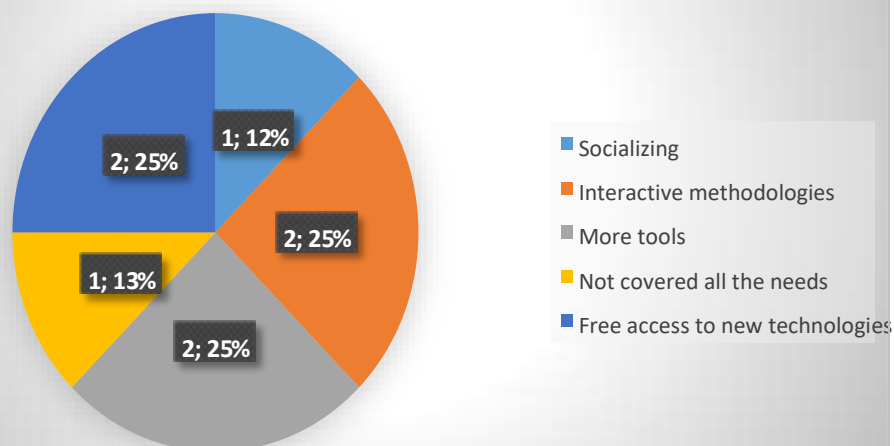- Not covered all the needs
- Free access to new technologies

Table 8 shows the unmet needs in the sector of digital learning of adults with Intellectual disabilities. The results show that more tools (25%), free access to new technologies (25%), and interactive methodologies (25%) are in high demand for digital education. Then, 13% responded that the needs of adults are not covered, and 12% that social skills are unmet.

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Existing Policies and Practices

Table 9 presents the answers about the policies or initiatives that currently exist in Greece to support the education of adults with Intellectual Disabilities.
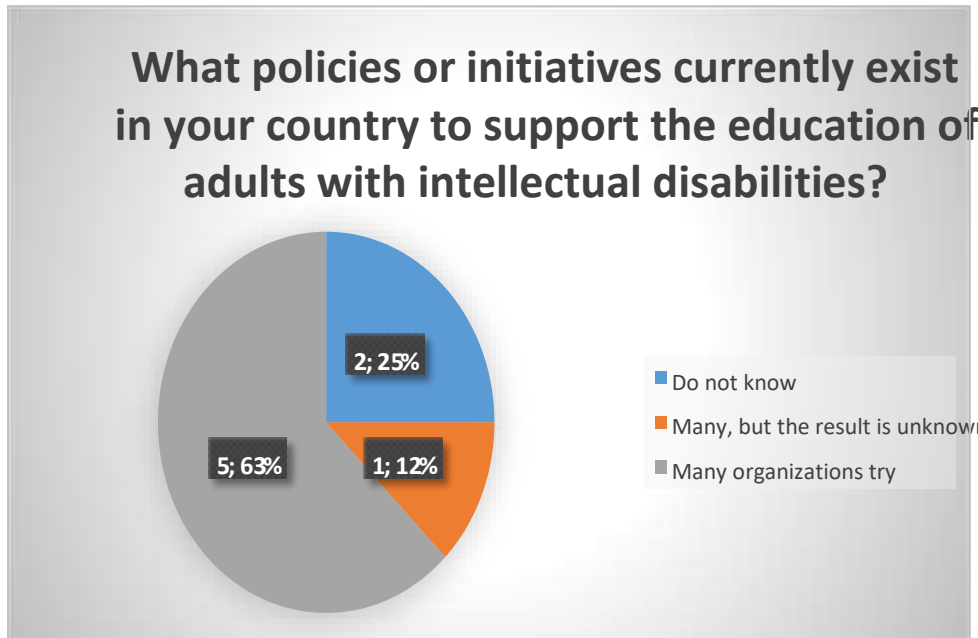
The table shows that 63% (5 responders) referred to many organisations that try for it. Additionally, 25% (2 responders) claimed that they do not know, while only 12% said that many policies and initiatives currently exist but the result is unknown.
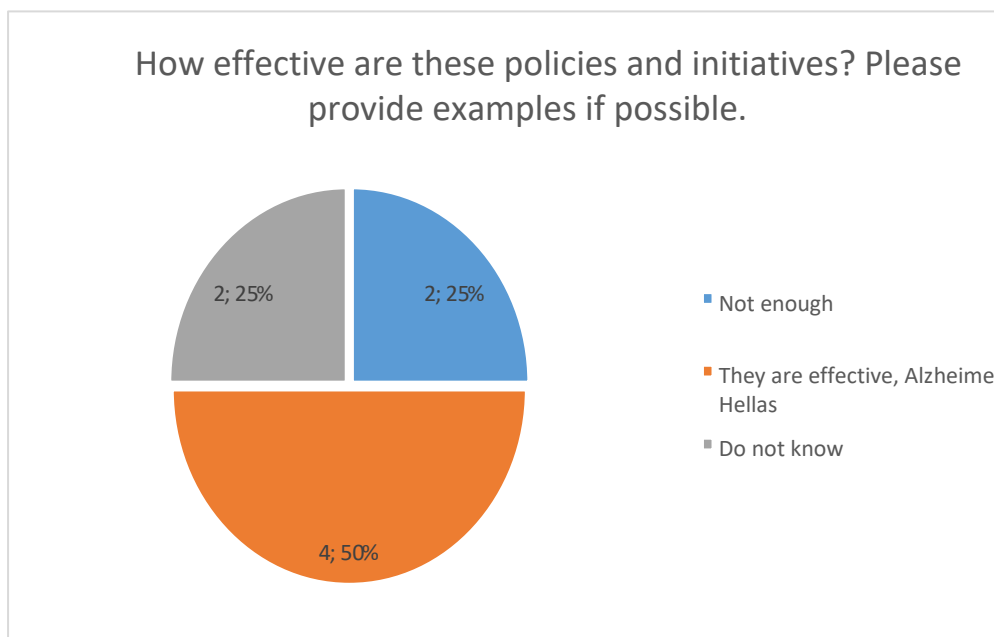

Table 10 shows how effective the responders think that policies and initiatives are.

25% of them claimed that they did not know, and 25 % that they were not effective enough. 50% of the responders said that they are effective and gave the example of the organisation of Alzheimer Hellas, which creates initiatives and policies.

Policies Recommendation

Table 11 shows what changes are recommended to be done to improve the digital education of adults with Intellectual disabilities.
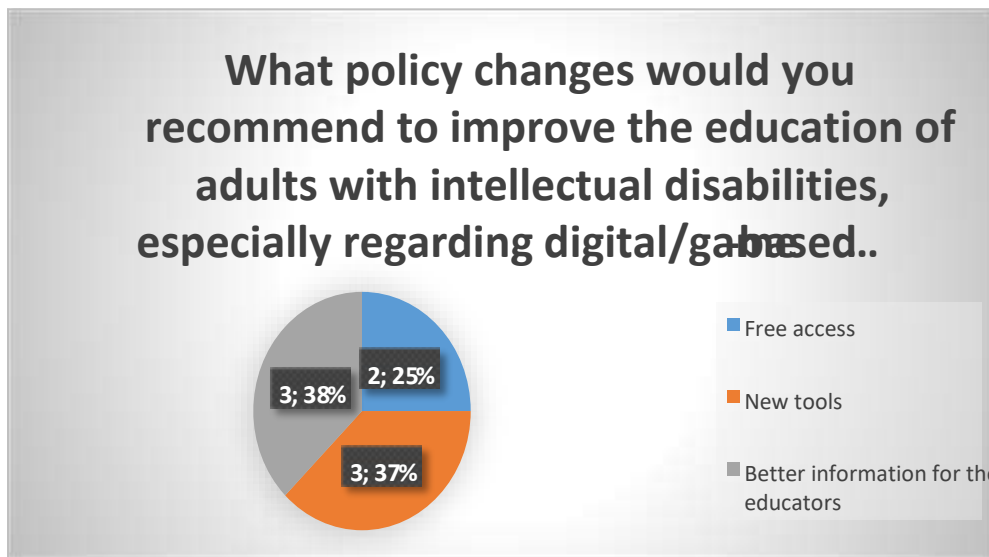
The table shows that 38% of the responders claimed that better information for educators is needed, while 37% of them responded that new tools are necessary. Only 25% referred to the free access.

Table 12 refers to the specific areas or aspects that need more support and development.

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Are there specific areas or aspects of digital/gamebased education that need more support or development?

- Yes
- Do not know
- Cognitive skiils and psychology

2; 25%

1; 12%

5; 63%
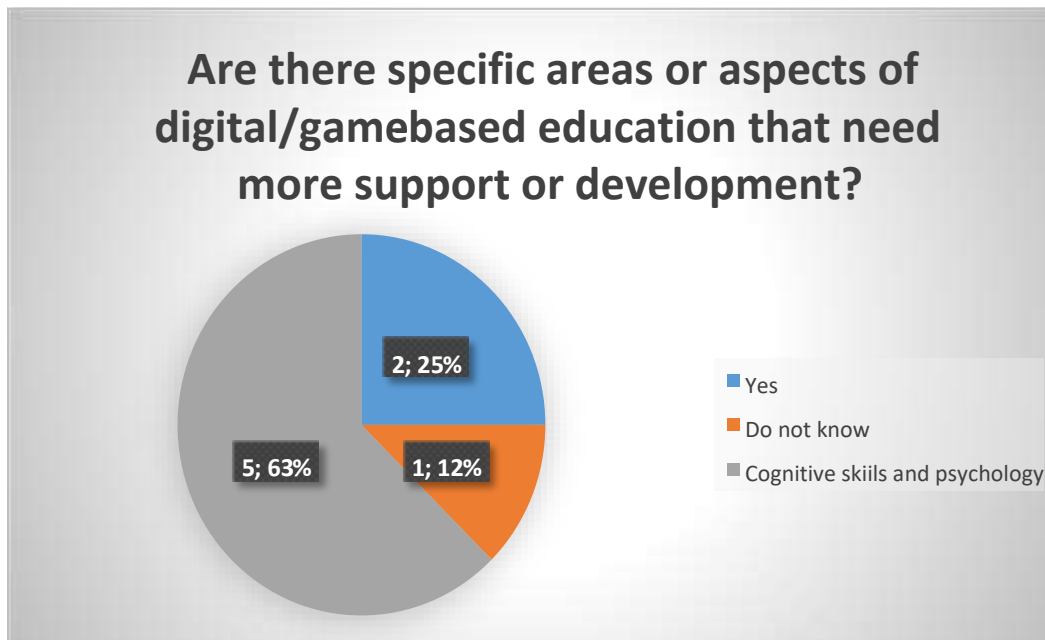
The results show that the majority (63%) think that cognitive skills and psychological aspects are in need of development and support. Two of the responders (25%), did not classify the areas and aspects but they responded that there are areas for development, while only 12% responded that they do not know.

Privacy Policy Statement

No organisational or personal information will be disclosed beyond the project partners and the EU. Under the General Data Protection Regulation (GDPR) (EU) 2016/679, we have a legal obligation to protect any information we collect from you. All information you provide will not be passed on to third parties and will be treated in full compliance with the Privacy Policy.

By submitting this form, you allow us to store information that you have the right to access, edit, or delete at any time. The personal or organisational information collected will be used for the Game4Coskills project and will not be disclosed to any third party.

Game4CoSkills

By submitting this form, you confirm to have:

■ Read and agreed to the Privacy Policy Statement

8; 100%
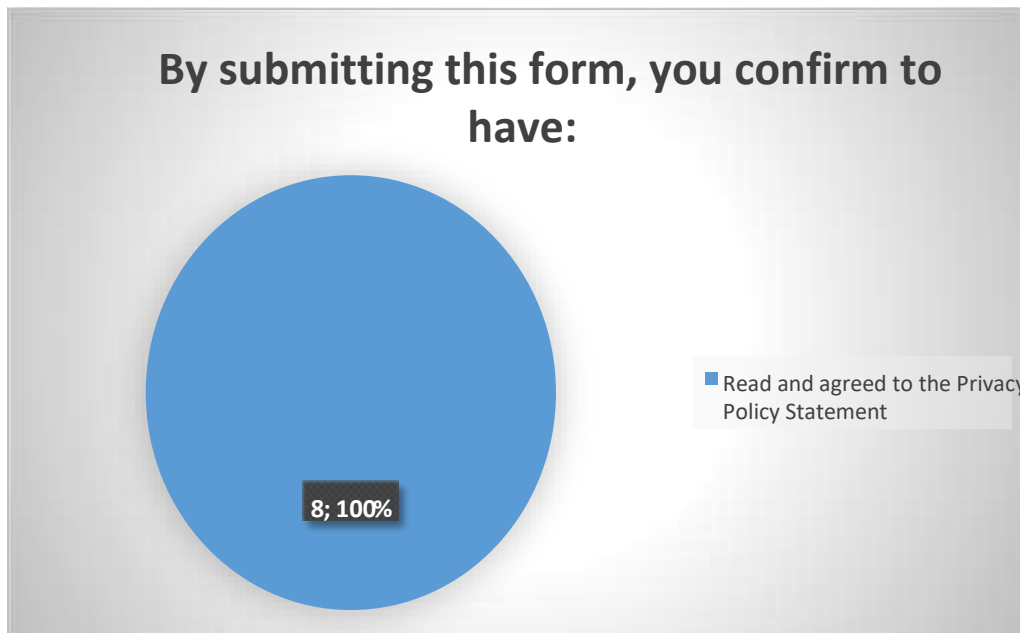
Table 13 shows that all participants (100%) read and agreed to the Privacy Policy Statement.

Conclusion

This online survey shows that although, in Greece, there are some policies and initiatives for the digital learning of adults with Intellectual Disabilities, there are many aspects to be developed. People need to be informed about digital learning and game-based education, well-skilled educators and new tools for free access are some of the changes which were referred to during the survey. Additionally, some actions have been done to improve the process of adult education and people think that through better policy, information, and initiative adult education could be positive, interactive, and with major benefits.

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"MOBILE GAME FOR COGNITIVE SKILLS DEVELOPMENT AND CONCEPT TEACHING FOR ADULTS WITH INTELLECTUAL DISABILITIES"

Acronym "Game4CoSkills"

Action n.2021-1-FR01-KA220-ADU-000026181

Program Erasmus Plus KA220-ADU Cooperative Partnerships in Adult Education

R4: Policy Recommendation Italy National Report

Section 1: Participant Information

1.1. What country are you based in?

In quale paese risiedi?
8 risposte
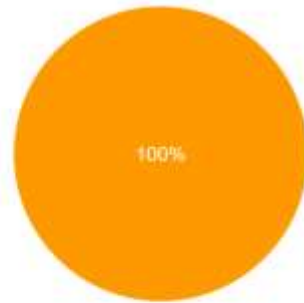
- Francia
- Austria
- Italia
- Cipro
- Grecia
- Turchia

100%

All the participants at our survey were Italians.

1.4. What is your professional role?

Qual è il tuo ruolo professionale?
8 risposte

- Educatore per adulti
- Policy Maker
- Caregiver
- Fornitore di servizi sanitari
- Ricercatore
- Docente

Adult Educators: 4
Caregivers: 1
Teachers: 3

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Section 2: National Education Framework

2.3 Describe the current educational framework for adults with intellectual disabilities in your country.

The 8 answers received are the followings:

1. In Italy there is a framework law (Law 104) which is the reference legislation regarding all types of disabilities and is aimed at individuals who present "a physical, mental or sensory impairment, stabilised or progressive, which causes difficulties of learning, relationships or integration. Education is considered as a means for the social integration of the disabled person.
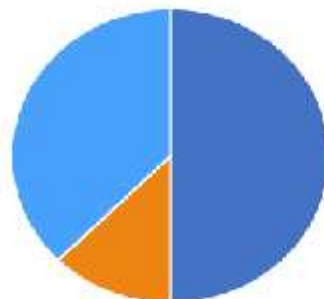2. The educational framework for adults with disabilities depends on the degree of cognitive disability.
3. In Italy there is a strong phenomenon of returning literacy, if so much has been done in schools for special needs. However, there is still a lot to do for post-compulsory education.
4. Specialised support teachers are provided who are responsible for drawing up personalised educational plans.
5. Difficult
6. The scholastic integration of pupils with disabilities is a strong point of the Italian school which wants a welcoming community where all pupils can achieve experiences of individual and social growth regardless of their handicap. There are various forms of measures to accompany integration such as support teachers, the financing of projects, activities for integration and training initiatives for support and curricular teaching staff as well as ATA staff.
7. Creation of personalised paths that respond to the needs and aspirations of the person with intellectual disabilities
8. The Italian framework is still not totally complete and requires new legislation that opens up innovation in this sector and the support of new types of useful products.

2.4 Are digital or game-based learning methodologies commonly used in this sector? Please elaborate.

The 8 answers received are the followings:

1. When accessible, video games can become tools for learning, socialisation, participation and entertainment for those living with a disability.
2. They are used for pupils with disabilities, especially in primary schools
3. Digital storytelling, Digital soft skills, Eplatform, Online micro learning
4. Yes. Teachers use apps and play materials to encourage the learning of disabled people.
5. Not very much
6. Inclusive teaching has the task of deploying all available tools to facilitate the participation of disabled students in school life. The so-called digital compensatory tools are often at the basis of the education of this category of people. Game based learning and gamification can become very useful methods at school and in learning
7. Digital learning methodologies are not yet widely used.
8. Yes, but from a few organisations

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Section 3: Digital/Game-based Education

3.1 If digital or game-based learning is used, what impact has it had on the education of adults with intellectual disabilities?

The 8 answers received are the followings:

1. The results of a study on subjects with Specific Learning Disability (DSA) with the aim of investigating the influence of video games on attentional capacity while carrying out a task found that the moderate use of video games had an impact positive on the visual attention of DSA
2. Very effective
3. Gamification for training certainly has a strong impact on intellectual disabilities because it generates affectivity
4. Greater involvement and satisfactory results
5. I don't know
6. For adults with disabilities, the use of digital technologies has a double positive aspect. The first concerns the help that technologies bring to the cognitive development of disabled people and the second is the possibility for them to compensate for some communication, motor and cognitive disabilities
7. Senses, emotions and feelings develop because self-motivation is triggered
8. It certainly has a good impact because it involves people with disabilities and arouses their curiosity by making them participate actively (obviously depending on their degree of disability)

3.2 What are the barriers or challenges to implementing digital or game-based learning in your country?

The 8 answers received are the followings:

1. We need to train trainers and allow greater use of these tools. In fact, they are not used always and by everyone
2. Lack of knowledge of educational software for disabled people
3. We need more supply
4. Sometimes there is no space to work in small groups
5. I don't know
6. Unfortunately, cultural legacies often slow down technological and learning processes but this is not the case with Italian schools which always remain in step with the times and propose themselves as a starting point for a leap in quality in support of people with disabilities and their total integration into society
7. Digital learning is not integrated into educational design, but is still perceived as a support method or relegated to moments of leisure
8. There is still a lack of tools, laws, funding and specific training for operators.

Section 4: Challenges and Needs

4.1 What are the key challenges faced in educating adults with intellectual disabilities in your country?

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The 8 answers received are the followings:

1. The strategic nature and significant growth of the sector have led to ever greater attention from the institutions, but the national regulatory context has been strongly conditioned by the impact of video games on the lives of young players, an obviously age-old subject. But at least in the last period, the "Fund for digital entertainment" was created at the Ministry of Business and Made in Italy (formerly the Ministry of Economic Development) with the aim of supporting the development of educational games aimed at various groups, including intellectually disabled people.
2. I don't know specifically
3. They suffer from the lack of specific courses for them
4. I would not know
5. I don't know
6. Overcoming architectural and mental barriers has often slowed down the time needed to achieve the objectives we had set ourselves and also people's distrust in using new teaching technologies or new compensatory tools has played a key role at the beginning of the process of transformation of the teaching
7. The challenges are the very application of the new methodologies that subvert the roles and habits of the frontal lesson
8. The education of adults with intellectual disabilities needs to make a leap in quality, but at least with the latest regulations it has begun to be considered with greater attention..

4.2 Based on your experience, what are the unmet needs in this sector?

The 8 answers received are the followings:

1. First of all, there is a lack of appropriate knowledge and training in the sector
2. A coherent life plan at the end of secondary school
3. Lack of adequate training offer
4. The precariousness of teachers
5. Listening
6. We are moving in the right direction. There are no big problems or there are no big unexpressed or unmet needs
7. The teaching contexts, places and structures in which new approaches are not very usable
8. I repeat myself by saying that we need funding, new laws and training

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Section 5: Existing Policies and Practices

5.1 What policies or initiatives currently exist in your country to support the education of adults with intellectual disabilities?

The 8 answers received are the followings:

1. With the Decree of the President of the Republic of 4 October 2013, Italy adopted the first "Biennial Action Program for the promotion of the rights and integration of people with disabilities" which effectively opened a new reference scenario political and programmatic on the topic. The line of intervention relating to education and training outlines a rich series of actions which all aim to consolidate and make the inclusion process more effective through various educational tools.
2. I would not know.
3. There are new laws in a structured plan for education
4. Individualised educational plan.
5. There are specific laws that regulate the inclusion of disabled people in schools and regulate teaching activities.
6. The MIUR, with the participation of associations and people with disabilities, have drawn up the guidelines which bring together a series of directives which aim to improve the process of integration of pupils with disabilities. This process can now be considered irreversible in the sense that Italian schools will increasingly be a "normal" school for everyone.
7. The support of the professional socio-pedagogical educator.
8. From my experience I can say that there is a framework law on disability in general and then normally some calls for tenders that are launched by Ministries and regions.

5.2. How effective are these policies and initiatives? Please provide examples if possible.

The 8 answers received are the followings:

1. I would not know
2. I don't have specific data but certainly the contribution of video games on the lives of people with disabilities, whether permanent or temporary, is still positive even if it still requires greater use and development.
3. An example would be the FightTheStroke pilot project which brought families and operators together and discovered the potential benefits of digital gaming.
4. Greater inclusion in training programs.
5. I don't know.
6. People with disabilities feel their difficulties much less within the school context because they are placed in the same conditions as able-bodied people.
7. Educators and therapists together can make the person with disability autonomous in achieving simple goals and a better quality of life. Effectiveness depends on working synergistically.
8. They have a good degree of effectiveness but if supported by new "blood" they could provide greater results.

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Section 6: Policies recommendation

6.1. What policy changes would you recommend to improve the education of adults with intellectual disabilities, especially regarding digital/game-based learning?

The 8 answers received are the followings:

1. As already indicated, it would be necessary to develop extensive and complete training for trainers on this topic and for this training to be part of the normal educational policies to be guaranteed.
2. I have no idea from a political point of view what steps should be taken, other than further investments in social policies.
3. I would make sure to increase the training offer
4. I would not know
5. Financing for companies that manage the sector
6. The hope would be to create through capacity building, in-depth information on best practices, policy recommendations and dissemination to increase awareness of people with disabilities to have universal access to their fundamental human rights so that they can encounter more employment opportunities and enjoy active and equal participation in cultural and social life. But Europe is already moving in this direction and other projects have already been implemented in this regard
7. Create multiple environments with digital teaching tools and multimedia teaching laboratories
8. Insert this dynamic as a topic/subject of adult training centres

6.2. Are there specific areas or aspects of digital/game-based education that need more support or development?

The 8 answers received are the followings:

1. I wouldn't know
2. I don't know
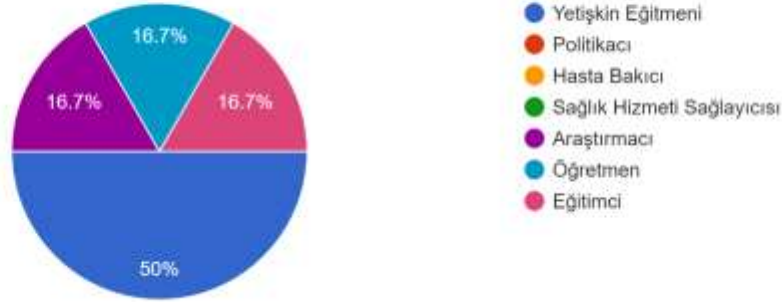3. Honestly, I don't know what to answer.
4. To answer this question, I think you have to be a gaming expert
5. The training of teaching staff or those responsible for training people with disabilities in the use of digital technologies and/or games.
6. Training of trainers.
7. In general, we are still faced with digital educational poverty
8. As already mentioned, training

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Annex E: Turkey National Policy Recommendation Survey Report

Mesleki rolünüz nedir?
6 responses

- Yetişkin Eğitmeni
- Politikacı
- Hasta Bakıcı
- Sağlık Hizmeti Sağlayıcısı
- Araştırmacı
- Öğretmen
- Eğitimci

Eğitimci: trainer

Öğretmen: teacher

Araştırmacı: researcher

Yetişkin eğitmeni: adult trainer

1. Describe the current education system for adults with intellectual disabilities in your country.

   - There are job and vocational schools for adult groups.
   - In our country, there are Public Education Centers and Special Education and Rehabilitation Centers for adults with intellectual disabilities.
   - Adults with intellectual disabilities can receive education in special education and rehabilitation centres. In addition, there may be courses offered at public education centres.
   - Zihinsel engelli yetişkinlere sunulan eğitim sistemi oldukça zayıftır. Özellikle mesleki eğitim programlarının geliştirilmesi, bilimsel dayanaklı uygulamaları içermesine yönelik planlamalara ihtiyaç duyulmaktadır.
   - lise eğitiminden sonra genellikle eğitim süreçleri sonlanıyor
   - Hizmetler yeterli düzeyde değil.

2. Are digital or game-based learning methodologies widely used in this sector?
   - Please elaborate. I do not think that it has become widespread enough, I think that educators should be informed about this issue through in-service training and courses.

- Educational games for young children are common. Applications for adults are available internationally. It has started to increase in our country in recent years.
- In recent years, digital and game-based learning methodologies have started to increase. There is an intensity especially in international studies. However, we observe that the prevalence of use in our country is limited.
- Very little
- No
- No

3. If digital or game-based learning is used, what impact has it had on the education of adults with intellectual disabilities?

- This may vary from person to person, but I think it has a positive effect if it is well planned.
- When used, it is likely to be effective as it will be an alternative form of learning.
- As I explained in the previous question, we observe that its use in our country is limited, but if it is used, it can create a more interactive working environment and contribute to the individual to stay in education for a long time. It can prepare for the situations they may encounter in social life. It can give the opportunity to work more intensively in a short time.
- May not have the same effect with every adult.
- I know there isn't one.
- Not used but would be positively engaging if used.

4. What are the barriers or challenges to the implementation of digital or game-based learning in your country?

- Explaining the facilitative and effective use of digital platforms more and disseminating them through case studies.
- One of the most important challenges is the inability of teachers and parents to use the apps. The second could be sustainability.
- Inadequacy of trainers and caregivers in the use of digital or game-based learning applications. It may be more financially feasible to incorporate such learning applications into training activities than a printed resource in the first stage. Inadequacy in adapting existing applications for the use of adults with intellectual disabilities.
- Lack of knowledge and skills in these subjects, educators' attitudes towards this type of learning, lack of widespread technological conditions
- digital literacy. lack of awareness of good examples of these learning methods
- No trained personnel and resources

5. What are the main challenges in the education of adults with intellectual disabilities in your country?

- Like other disability groups, individuals with intellectual disabilities have been raised from childhood with the perception that they cannot succeed and society's negative view of their ability to become independent.
- The lack of qualified and comprehensive adult education curricula, the fact that adults with intellectual disabilities are not seen as adults, the insufficiency of activities for independence, and the insufficiency of teachers, specialists and health personnel working in this field.
- Failure to plan qualified and comprehensive education curricula. Insufficient number of specialists who can use relevant applications or who work with individuals with special needs. Insufficient studies on the independence of adults with intellectual disabilities in the education of these individuals. Adults with intellectual disabilities are not seen as adults.
- First of all, it is necessary to identify the needs for the education of adults with intellectual disabilities. If there is sufficient information in the literature on this subject, the lack of knowledge and skills of experts regarding the results of these studies, the lack of on-the-job training support for experts, the lack of an accountable system for effective practices.
- The number of experts and institutions that can provide this training is very limited. At the same time, sometimes it cannot be done because families have to pay for it.
- Insufficient centres where they can receive education, insufficient number of experts working with adults, insufficient curricula, insufficient state policies.

6. Based on your experience, what are the unmet needs in this sector?

- Key challenges are also needs that need to be met.
- The above questions actually explain the needs.
- In our country, there is a lack of comprehensive support programs for education, employment, daily life, social and community life and independent living skills of adults with special needs.
- Lack of age-appropriate leisure skills, independent living skills.
- Curriculum and training of trainers.

7. What policies or initiatives are currently in place in your country to support the education of adults with intellectual disabilities?

- Rehabilitation training in accordance with the special education regulation, special subclass support.
- There are initiatives such as supporting employment activities, increasing the quality of education to provide vocational skills, updating the curricula of rehabilitation centres to provide skills that contribute to independent living, and making improvements to care centres for adults.

- There are efforts to improve vocational skills, there are supported employment efforts, and there are initiatives to improve the conditions of individuals in care centres. These initiatives also apply to rehabilitation centres.
- I don't know exactly
- It may be an initiative for them to start taking part in employment, even if it is a small one.

8. How effective are these policies and initiatives? Please give examples if possible.

- I don't know.
- I don't think there are enough policies based on the fact that we see few people with intellectual disabilities reaching the adult level independently in society.
- These policies and initiatives are currently in the planning process. Public, NGO and academic collaborations are at the forefront when considering these plans.
- These policies and initiatives are more at the planning stage. Unfortunately, it takes a long time to put them into practice. In this process, there is public-stock cooperation. Opinions are received from NGOs. I can give the "Autistic Individuals in the Workforce" project, which our foundation has carried out at the point of employment of individuals with autism, as an example of an initiative.
- They were able to succeed with the necessary support in the workforce.

9. What policy changes would you recommend to improve the education of adults with intellectual disabilities, especially with regard to digital/game-based learning?

- For adults, there may be content to facilitate their daily life, such as directions to places, riding the bus, support in shopping.
- Digital and game-based content should be handled with multiple techniques. For example, apps, augmented reality or artificial intelligence. Develop policies based on cultural harmony.
- Policy changes will be important in creating an environment that will internalise technological developments. I would also suggest updating the curriculum to make more use of this learning method (such as increasing the number of class hours or environments based on digital/game-based learning) and developing policies to this end.
- A curriculum can be developed for this purpose. Experts can be trained in pilot studies for the curriculum and effective practices can be disseminated.
- simple age-appropriate games.
- Curriculum can be improved by allocating sufficient resources.

10. Are there specific areas or aspects of digital/game-based education that need further support or development?

- Education system as a whole.
- There is a need for support for more frequent use and dissemination by teachers, family members and individuals with developmental disabilities.
- It is important to develop it in a way that the user can easily adapt to it. Requirements-based creation can also be one of the aspects that need to be improved.
- I don't know.
- I think that experts should first of all believe that these practices can be effective.
- Need specialised staff support and adequate equipment.

"MOBILE GAME FOR COGNITIVE SKILLS DEVELOPMENT AND CONCEPT TEACHING FOR ADULTS WITH INTELLECTUAL DISABILITIES"

Acronym "Game4CoSkills"

Action n.2021-1-FR01-KA220-ADU-000026181

Program Erasmus Plus KA220-ADU Cooperative Partnerships in Adult Education

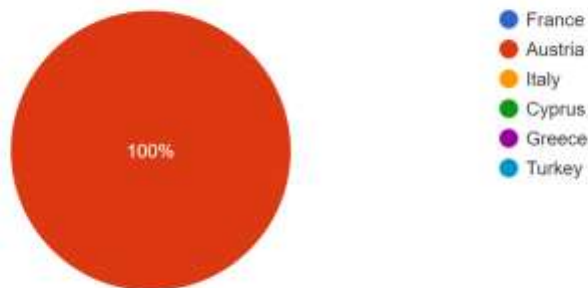**R4: Policy Recommendation Austrian National Report**

Executive summary

This report provides an analysis of the current Austrian educational framework for adults with intellectual disabilities, focusing on the use, impact, and challenges of incorporating digital and game-based learning methodologies. This report, compiled from a variety of professional perspectives—including adult educators, healthcare providers, caregivers, a researcher, and a policymaker—identifies key challenges, unmet needs, and existing policies, as well as recommendations for improving educational outcomes through policy changes and support for digital/game-based learning.

Section 1: Participant Information

1.1. What country are you based in?

What country are you based in?
8 responses

- France
- Austria
- Italy
- Cyprus
- Greece
- Turkey

100%

1.2. What is your professional role?

What is your professional role?
8 responses

- Adult Educator
- Policy Maker
- Caregiver
- Healthcare Provider
- Resarcher

62.5%
25%
12.5%

Section 2: National Education Framework

In Austria, the educational framework for adults with intellectual disabilities emphasises life skills and vocational training. Despite efforts to promote inclusion, there is still a significant gap in the

integration of modern technologies and teaching methods, which are required to meet global educational standards. The current framework has significant deficiencies, including the need for specialised educator training and the integration of health education into the curriculum

2.1 Describe the current educational framework for adults with intellectual disabilities in your country.

- Although there's some institutions that work with adults with intellectual disabilities there is still much to do. The overall monitoring of adult people who need special education in the country is not easy to find if there is any.

- Austria has a network of adult education centres (Volkshochschulen) that offer a wide range of courses for adults, including those with intellectual disabilities.

- Austria has educational programs for adults, including those with intellectual disabilities. These programs offer vocational training, teach life skills, and help with social integration through classroom and practical activities. Support services are also available.

- Austria provides comprehensive educational opportunities tailored to the specific needs of adults with intellectual disabilities, offering specialised programs and support services to foster their personal and academic growth.

- In Austria, the educational framework for adults with intellectual disabilities includes initiatives and funding from the European Social Fund for inclusive education and professionalisation. The Adult Education Initiative offers programs and support to ensure accessible learning environments (BMBWF) (BMBWF).

- The current framework presents Austria's commitment to inclusivity and lifelong learning. From a legal and policy perspective we can see that these values are embedded in society through laws, protecting the rights of disadvantaged groups and people with disabilities in particular. Additionally, we adhere to international agreements such as the UN Convention on the Rights of Persons with Disabilities, which emphasises the right to inclusive education.

- Especially in caregiver centres, various integration and cognitive activities are carried out for adults with intellectual disabilities. Comprehensive education is also provided in special education schools. The instructors in these schools and courses are carefully selected. They can also work in some social jobs to integrate into social life. Of course, these jobs have to be quite simple.

- Special Needs education centres (Sonderschulen) -education to meet their specific learning needs. Supported Employment Programs and initiatives for the integration of adults with intellectual disabilities into the workforce.

2.2 Are digital or game-based learning methodologies commonly used in this sector? Please elaborate.
- Digital tools are not commonly used in this sector, they're mostly used prior to working with adults. Game-based methodologies are indeed used when working with adults with intellectual disabilities or the elderly.

- Many educational institutions have adopted digital learning platforms to deliver content and support learning with interactive tools and resources that can adapt to diverse learning styles or needs.

- They are not as commonly used in this sector.

- In Austria, educators are increasingly using digital and game-based learning to engage adults with intellectual disabilities in more interactive and personalised ways, fostering skill development and social interaction.

- I am not well aware of applied methodologies in Austria. However, there is evidence of growing interest and research into the efficacy of such methodologies globally.

- There are various institutions providing education for adults with ID, however, it is common that the educators themselves would lack training in using particular tools such as digital tools. Currently, there is a growing interest and development in implementing these tools also in ID education. However, there might be potential barriers to accessing and providing appropriate support and training for educators and caregivers.

- In general, face-to-face game-based methodology is used instead of mobile applications. These games cover easy cognitive skills such as colour discrimination, number recognition and so on. In addition, games that require hand-eye coordination can be used to improve motor skills.

- Yes.

Section 3: Digital/Game-based Education

The use of digital and game-based learning methodologies in this sector is limited, owing to resource constraints and a lack of institutional support. Where implemented, these methodologies have shown promise in improving learner engagement, motivation, and cognitive functions. However, widespread adoption is hampered by issues such as insufficient educator training, technological infrastructure gaps, and a scarcity of easily accessible digital content.

3.1 If digital or game-based learning is used, what impact has it had on the education of adults with intellectual disabilities?

- Game-based learning is more dynamic and usually helps activate the receptors in ways classical methods of education would not.

- Game-based learning can be particularly effective for individuals with intellectual disabilities, as it provides a fun and motivating way to learn and practise new skills in a safe and supportive environment.

- These methods offer interactive and engaging experiences that can increase motivation and participation. Additionally, they cater to diverse learning styles and abilities, fostering skill development in problem-solving, critical thinking, and social interaction.

- Digital and game-based learning has made education more engaging and personalised for adults with intellectual disabilities in Austria since it is widely used.

- Digital or game-based learning for adults with intellectual disabilities can enhance cognitive skills, increase engagement, and provide inclusive learning environments, positively impacting their education and personal growth.

- It provides another opportunity for inclusion, increases engagement and allows for a variety of tools that can be more appropriate for the learners. Digital tools are used to support for example learners with dyslexia and interactive games are good for learners with improving social skills. For adult learners, these tools would be especially effective in providing them with a sense of independence and work. These are some examples regarding inclusive adult education in Austria: https://erwachsenenbildung.at/themen/barrierefreie-eb/barrierefreiheit-in-der-praxis/digitalisierung.php#digital-inklusive

- It definitely has a positive effect. Because in this way they experience a fun and qualified education process. Apart from this, sometimes there may be requests for learning from them.

- Through entertaining and simplified online tools (tailored to their specific disability) they further expand their knowledge

3.2 What are the barriers or challenges to implementing digital or game-based learning in your country?

- Centres that help or work with adults with intellectual disabilities often lack enough resources to educate more trainers or hire trainers with this type of knowledge.

- Digital learning may not always be fully adaptable to meet the diverse needs of individuals with intellectual disabilities. Also, some adults with intellectual disabilities may have limited digital literacy skills.

- Not all individuals may have access to the necessary digital devices or internet connectivity required for effective participation in digital learning activities. 2. Educators may require training and support to effectively integrate digital or game-based learning into their teaching practices. 3. Ensuring that digital learning platforms and games are accessible to individuals with diverse needs, including those with disabilities, may require additional resources and expertise. 4. Aligning digital or game-based learning activities with educational goals and curriculum standards may pose challenges in ensuring relevance and effectiveness. 5. Some stakeholders, including educators, administrators, and policymakers, may be hesitant to adopt new technologies or teaching methods due to concerns about effectiveness or unfamiliarity.

- In Austria, challenges to adopting digital or game-based learning include ensuring everyone has access to technology, training teachers, addressing concerns about screen time, and navigating bureaucratic obstacles.

- Challenges to implementing digital or game-based learning in Austria include accessibility issues, lack of training for educators, funding constraints, varying levels of digital literacy, cultural resistance, and inadequate policy support.

- Currently, there is a lack of accessibility and professional assistance and training for educators in this area

- It may take time for them to get used to using computers and tablets. They can also be easily distracted. For this reason, it is necessary to develop content that is as simple and uncomplicated as possible so that they can experience the feeling of "success".

- Many are not fully accessible to individuals with disabilities. Lack of games specifically designed for them.

Section 4: Challenges and Needs

The key challenges in educating adults with intellectual disabilities are ensuring equitable access to education, effectively integrating health education, and creating supportive and inclusive educational environments. Unmet needs in this sector include specialised educator training, enhanced technology integration, and the creation of flexible and adaptable programmes that meet the needs of individual learners.

4.1 What are the key challenges faced in educating adults with intellectual disabilities in your country?

- Resources -Trained staff on new ways of educating and enough resources to hire them.

- Geological location may restrict access to education for adults with intellectual disabilities. Inclusive policies that address the challenges.

- Key challenges in educating adults with intellectual disabilities in Austria include limited access to tailored programs, the need for personalised support, promoting social inclusion, facilitating transitions to employment, and combating stigma and discrimination. Addressing these issues necessitates inclusive policies, tailored support services, social inclusion initiatives, and efforts to combat negative attitudes.

- The key challenges in educating adults with intellectual disabilities in Austria include providing tailored support for diverse learning needs, ensuring access to specialised resources and services, fostering independence and social inclusion, addressing stigma and discrimination, and promoting lifelong learning opportunities beyond formal education settings.

- ensuring accessibility, providing sufficient resources and trained staff, developing tailored curricula, promoting social integration, and enhancing policy support

- One significant challenge is the non-inclusive situation in the labour market, where advisors often encounter difficulties in finding suitable employment opportunities. Many businesses lack the willingness to hire people with learning difficulties, partly due to a lack of information about existing subsidies and support options, which are provided through legislation. There is often a lack of low-threshold opportunities for practical exploration of different professions, making it difficult to implement career aspirations. Mobility can also become a challenge, as suitable training or job opportunities may be located in other regions, and advisory facilities may be difficult to access. Advisors often struggle to boost the self-confidence of their students and support them in navigating an overwhelming info jungle regarding information on opportunities and career paths. I believe that these challenges are expected to remain highly relevant, with a need for peer counselling as a potential solution and more support and training for educators, assistants, and the learners themselves.

- In fact, Austria offers a very good education system in this respect. In my opinion, there should be a few courses, especially for trainers and training on empowerment and mental wellbeing. Because it is a much more tiring and inclusive process than other training jobs. Apart from that, it may be necessary to convince some families to send their relatives with adults with intellectual disabilities to educational institutions. At this point, I can say that participation should be increased.

- Discrimination.

4.2 Based on your experience, what are the unmet needs in this sector?

- Enhanced professional development of educators to effectively meet their diverse needs.

- In my opinion, this sector in Austria lacks sufficient access to tailored programs, particularly for diverse learning needs. There's a need for better support in transitioning to employment, along with a focus on lifelong learning opportunities. Strengthening social inclusion efforts and raising awareness about their rights and needs are also crucial for addressing these gaps effectively.

- more tailored educational resources, training for educators, better integration of technology, increased community involvement, and expanded focus on vocational and life skills.

- From what I have seen in my work, there is a lack of inclusive employment opportunities, accessible vocational training programs in a variety of sectors, as well as comprehensive transition support. There should be improved access to information and resources as a lot of opportunities and training might be missed or the information to them is not reaching enough people.

- Technology needs to be developed more and professional content needs to be orientated. Therefore, the budget allocated to this area can be increased.

- Teachers and educators may lack the necessary training and support to effectively implement game-based learning for disabled learners. They may require guidance on selecting the appropriate games for them.

Section 5: Existing Policies and Practices

While government-funded programmes and non-profit initiatives provide a foundational support structure, they frequently lack the specificity and resources required to fully address the unique needs of adults with intellectual disabilities. The efficacy of these initiatives varies, with some success in vocational training and social skills development. However, there is a clear need for policies that promote the use of digital and game-based learning methodologies.

5.1 What policies or initiatives currently exist in your country to support the education of adults with intellectual disabilities?

- There are special education schools, as well as integration programs and supported employment

- Austria provides special education for people with intellectual disabilities through a network of special schools and support services that aim to address specific learning needs.

- Austria has implemented policies and initiatives to support the education of adults with intellectual disabilities. These encompass specialised educational programs, support services, inclusive education policies, vocational rehabilitation programs, and advocacy efforts. For the latest information, refer to official government sources or relevant organisations focused on supporting individuals with intellectual disabilities in Austria.

- In Austria, specific policies and initiatives supporting the education of adults with intellectual disabilities include the provision of specialised vocational training programs, individualised support services, and inclusive community-based learning centres. Additionally, the government collaborates with organisations and educational institutions to develop and implement targeted initiatives aimed at enhancing accessibility and promoting skill development for this demographic.

- inclusive education policies, lifelong learning programs, ESF initiatives, vocational training, assistive technologies, and the Austrian Disability Act.

- In Austria, there are integrative vocational training programs, which cater to individuals who face challenges in accessing traditional apprenticeships due to various factors such as lacking a secondary school leaving certificate or having a disability. Additionally, efforts are made to promote inclusive education across both formal and informal learning settings, including schools, sports clubs, youth centres, and other community-based activities. However, challenges persist in areas such as structural complexities, coordination among educational stakeholders, the need for support and training for educators, facilitating participation, promoting social interaction, and addressing digital inclusion. Collaboration between educational institutions and community stakeholders, along with the development of comprehensive implementation strategies, is crucial to effectively meet the diverse needs of individuals with intellectual disabilities in the education system.

- There are ten different types of special education schools and they can be run for 12 years depending on the demand. There is no "grading" system and education is provided in a way that gives the student a sense of "success". There are also many NGOs with PwD themes. These NGOs have many different activities. Both trainers and PwD-themed training. In addition, many facilities are provided for social life.

5.2. How effective are these policies and initiatives? Please provide examples if possible.

- Organisations like Dabei Austria serve as a collection of further institutions that one may get in contact with depending on the needs of a person.

- They have a lot of room for improvement, but perhaps one of the biggest issues is the proper funding.

- 1. Improved access to education: Specialised programs and support services likely contribute to increased educational access for adults with intellectual disabilities. Inclusive education initiatives aim for equal opportunities. 2. Enhanced skill development: Vocational rehabilitation programs equip adults with skills for employment, with success stories showcasing their effectiveness. 3. Increased awareness and advocacy: Advocacy efforts raise

awareness, leading to better support and resource allocation. Continuous monitoring is essential for ongoing improvement.

- In Austria, these policies have proven effective, helping adults with intellectual disabilities find employment through vocational training and fostering personal growth in community-based learning centres.

- Inclusive Education Programs: The Austrian government has implemented inclusive education programs in mainstream schools, aiming to integrate students with intellectual disabilities into regular classrooms. For instance, the "Schule für Alle" (School for All) initiative promotes inclusive practices by providing additional support services, such as special educators and assistive technologies, to ensure the participation and success of students with intellectual disabilities alongside their peers without disabilities. Vocational Training and Employment Programs: Organisations like "Integration Handicap" collaborate with local businesses to provide vocational training and employment opportunities for adults with intellectual disabilities. These programs offer tailored support and job coaching to help participants develop skills and secure meaningful employment. For example, individuals with intellectual disabilities may receive training in areas such as hospitality, retail, or office administration, leading to job placements in partner companies. ESF-Funded Projects: The European Social Fund (ESF) has supported various projects across Austria aimed at enhancing the educational and employment outcomes of people with disabilities. One example is the "Chance Plus" project, which focuses on improving access to education and training for individuals with intellectual disabilities. This project provides personalised support, including counselling, tutoring, and job placement assistance, to help participants achieve their educational and career goals. Assistive Technology Initiatives: The Austrian government has invested in assistive technology initiatives to support the learning and communication needs of individuals with intellectual disabilities. For instance, organisations like "Hilfsgemeinschaft der Blinden und Sehschwachen Österreichs" (Austrian Association in Aid of the Blind and Visually Impaired) provide access to specialised software, screen readers, and other assistive devices that enable individuals with intellectual disabilities to access educational materials and participate more fully in academic and vocational settings.

- Integrative Berufsausbildung (IBA) offers vocational training opportunities for individuals who face barriers to accessing traditional apprenticeships, such as lacking a secondary school leaving certificate or having a disability. Through a clearing process involving discussions with students, parents, and teachers, the program identifies individual abilities and needs. Advisors then assist in determining suitable vocational training options and developing tailored training plans, aiming to support successful integration into the workforce. Caritas also emphasises the importance of fostering good relationships between individuals with and without disabilities to facilitate learning from each other. Caritas opposes bullying and ensures that measures are in place to combat it. While there may be times when children with disabilities learn separately, the ultimate goal is for inclusive learning environments.

- I can say that Austria is quite advanced in this respect. Therefore, there is an effective process. This issue can sometimes also come up in politics. In this way, the development of the issue is very important and is spread to all segments of society. In addition, "inclusive education" is also very important for their integration into society. In this way, the image of "we are not different" is created.

● Digital Agenda for Austria Digital Strategy osterreich. Disability Discrimination Act.

Section 6: Policies recommendation

6.1. What policy changes would you recommend to improve the education of adults with intellectual disabilities, especially regarding digital/game-based learning?

● The education programs for adults with intellectual disabilities need to be constantly reviewed and updated

● Inclusive curriculum development and integration of assistive technology

● 1. Integrate digital learning: Include digital and game-based elements in tailored educational programs, ensuring engaging experiences. 2. Invest in accessible technology: Provide adaptive devices to enable participation in digital learning, addressing access barriers. 3. Educator training: Offer programs to help educators effectively integrate digital methods for intellectual disabilities. 4. Ensure quality: Establish standards for digital resources, ensuring accessibility and educational effectiveness. 5. Research funding: Allocate resources for studies on the effectiveness of digital learning for adults with intellectual disabilities, promoting innovation.

● To improve education for adults with intellectual disabilities, focus on policies ensuring access to specialised technology, training educators, integrating inclusive design in digital platforms, and fostering collaborations for innovative solutions.

● Enforce inclusive education policies. Allocate resources for assistive technology. Offer educator training programs. Develop flexible curricula. Support research on effectiveness. Foster partnerships for innovation. Integrate policies across educational frameworks.

● They should involve providing accessible technology, training educators, and adapting curriculum to accommodate diverse learning needs. Collaborative efforts between stakeholders and research-based approaches are crucial for effective implementation. Allocating sufficient funding and resources is essential to ensure the success of these initiatives.

● Digital and game-based learning can be improved by making permanent changes in the curricula of special education schools. They can also create blended education by blending digital learning with face-to-face learning. For example, hand-eye coordination is an issue that greatly increases cognitive development. Therefore, a system that enables collective activity with digital games can be developed. It will also be very useful for increasing the digital well-being of PwD.

● Implement certain accessibility standards for educational technologies. Have an inclusive curriculum design.

6.2. Are there specific areas or aspects of digital/game-based education that need more support or development?

- For digital education for adults more centres or educational personnel are needed.

- Professional development for educators with comprehensive training on the effective use of digital learning methods.

- Ensure that platforms are accessible with features like customizable settings and audiovisual supports. 2. Develop content with simplified language and interactive elements to suit diverse learning profiles. 3. Implement adaptive technologies for personalised learning experiences. 4. Provide ongoing support for educators to integrate digital methods effectively. 5. Conduct studies to assess effectiveness and inform future development efforts.

- - Making digital content more accessible. - Creating engaging experiences. - Training teachers to use these tools effectively. - Developing better ways to assess learning progress. - Conducting more research for evidence-based strategies.

- Accessibility, developing customisable learning experiences, comprehensive training and professional development opportunities for educators

- I would say that there is a need for more focus on accessibility, customised options for different groups, tools for social interaction skills and life skills training. Another aspect is educator professional development, and research to support evidence-based practices.

- Aside from adult education, I believe that this topic should be more widespread, especially in early childhood education. Especially in mathematical values and courses involving these values, the use of game-based education to facilitate learning should be reinforced!

- Training and professional development of the staff that would use them and more research and innovation is necessary.

Conclusion

The conclusion highlighted in the Austrian National Report underscores the imperative for systemic alterations aimed at enhancing adult education for individuals with intellectual disabilities. Prioritising the integration of digital and game-based learning approaches offers a route towards education that is more captivating, inclusive, and efficient. Through tackling the acknowledged obstacles and enacting the proposed policy adjustments, Austria and Europe stand poised to markedly enhance educational achievements for adults with intellectual disabilities, all while adhering to international benchmarks and guaranteeing fair access to lifelong learning prospects.

Annex G: France National Policy Recommendation Survey Answers

What country are you based in?	What is your professional role?	Describe the current educational framework for adults with intellectual disabilities in your country.	Are digital or game-based learning methodologies commonly used in this sector? Please elaborate.	If digital or game-based learning is used, what impact has it had on the education of adults with intellectual disabilities?	What policy changes would you recommend to improve the education of adults with intellectual disabilities, especially regarding digital/game-based learning?	Are there specific areas or aspects of digital/game-based education that need more support or development?
France	Caregiver	The sector is very fragmented and varies depending on the type of disability and the region.	No, not yet.	So far, there has been no impact.	First, caregivers should be trained.	Financial assistance is needed to buy computers and software.
France	Caregiver	We have specialised institutes in France.	It's starting to arrive but is not very present.	Very little impact.	Caregivers and professionals should be trained first, and help should be provided to buy tablets.	Daily life training.
France	Healthcare Provider	Very decentralised, depending on each disability.	Too little, but there have been some experiments recently.	Minimal impact but promising where implemented.	There should be aid to buy tablets, and professionals should receive training.	Psychological support.
France	Adult Educator	There are mostly ESATs (work assistance establishments) that provide jobs but not much educational structure.	Digital: yes, but no games.	No significant impact to report because games are not used.	Increase training of trainers and professionals; integrate more games and digital tools into the programs.	All areas need support and development.
France	Caregiver	ESATs and specialised schools are available.	Not really.	Not much impact as digital tools are not widely used.	More games like this one should be used, and also more digital tools.	Group games.

France	Policy Maker	It is non-existent, needs to be created.	No, there is a lack of tools and games.	No impact yet as it is not in use.	Create a framework first, then develop digital tools and training for educators.	Yes, especially in the use of educational tools.
France	Researcher	Insufficient, lacking in consistent and comprehensive approach across different regions.	Rarely, due to a lack of resources.	Limited use has shown some improvements in engagement and interaction.	Implement a national strategy to standardise education and incorporate digital tools widely.	Training on how to use these tools effectively.
France	Healthcare Provider	Dependent on individual institutions, not standardised.	Not commonly used, but growing interest.	Positives were used, especially in terms of engagement and motivation.	National policies should support and promote the use of digital tools in education.	More innovative game-based methods and training for their use.
France	Adult Educator	Scattered initiatives but no unified national framework.	Slowly increasing, mainly in private institutions.	Generally positive, particularly in enhancing cognitive skills and social interaction.	Government should fund the development of digital educational tools and provide training for their use.	Particularly in the creation of content that is accessible and engaging.
France	Caregiver	Mostly handled by private organisations without much government involvement.	Very limited, more prevalent in urban areas.	Helps with social skills and practical abilities but not widely adopted.	Increase government involvement and funding in digital education.	Focus on social skills development and practical applications.