Co-funded by the European Union

Social Innovation Initiative



Project title: Women Engagement Boost in Technology
Project acronym: W.E.B. in Tech
Call number: ESF-SI-2023-SKILLS-01
Call title: Social Innovations for the Upskilling of Vulnerable Youth, Especially Young People not in Employment, Education, or Training (NEETs)
Project starting date: 01/11/2024Project end date: 01/11/2026
Deliverable: 002.002 Report on Training Program

SOS EUROPA

EuroMamme

IeLI International e-Learning Institute

kultur&art

"Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them."

SUMMARY

1. Introduction 3
2. Overview of the Training Implementation 5
3. National Implementation 6
4. Participants and Attendance 8
5. Training Delivery in Practice 10
6. Intermediate Evaluation 12
7. Final Evaluation 14
8. Impact of the Training 15
9. Conclusion: Challenges and Adaptations 19

1. Introduction

1.1 Purpose of the Deliverable

This deliverable, **D002.002 – Report on the Training Programme Implementation**, provides a comprehensive overview of the implementation of the training activities carried out within the framework of the W.E.B. in Tech project.

The report focuses on how the training programme—previously defined in Deliverable D001.006—was implemented in practice across the partner countries, highlighting:

- participation and attendance;
- delivery methods and learning experience;
- intermediate and final evaluation results;
- overall impact on participants.

The objective of this deliverable is to document the effectiveness of the training programme and to demonstrate its contribution to the project's objectives, particularly in terms of skills development and inclusion of vulnerable target groups.

1.2 Link with Work Package 2

This deliverable is part of **Work Package 2 (WP2)**, which focuses on the implementation of training activities and the development of digital competences among the target groups.

Within WP2, the training programme represents a core activity aimed at:

- enhancing digital skills;
- promoting employability;
- supporting the inclusion of NEETs and women with fewer opportunities.

The present report complements Deliverable D001.006 by providing evidence of the actual implementation of the training and by assessing its results and impact.

1.3 Overview of the Training Programme

The training programme was implemented over a period of 4 months, from September to December 2025 and involved a total of 45 participants across the partner countries.

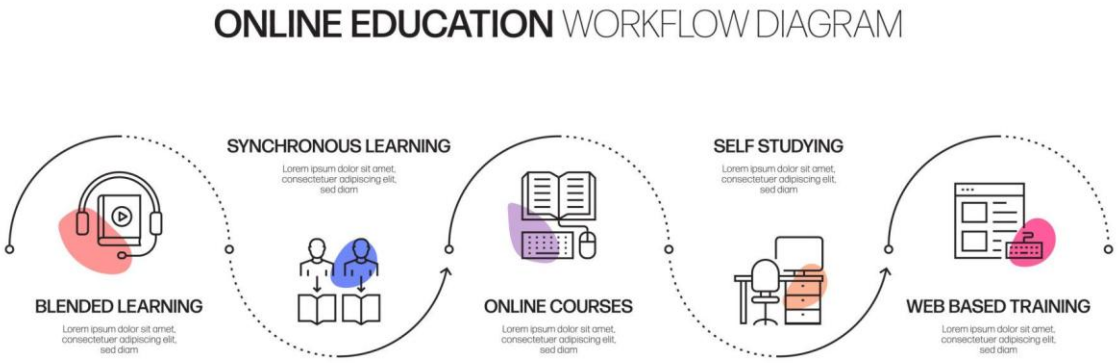
The course was delivered in a blended format, combining:

- online learning;
- practical activities;

- individual and group support sessions.

Participants had continuous access to learning materials through the online platform and benefited from individual guidance and mentoring, provided by partner organisations.

The training programme aimed to ensure a progressive development of digital competences, enabling participants to move from basic knowledge to more advanced and practical skills, in line with the objectives defined in the project.



2. Overview of the Training Implementation

The training programme, as defined in Deliverable D001.006, was implemented between September and December 2025 across the partner countries involved in the W.E.B. in Tech project. The programme followed the established structure of 10 modules and was delivered through a blended learning approach combining online sessions, practical activities, and mentoring support.

Rather than replicating the theoretical framework described in the training programme, this section focuses on how the course was effectively implemented in practice, ensuring accessibility, participation, and engagement of the target group.

The delivery maintained the core methodological principles outlined in the programme, including:

- learner-centred approach
- learning-by-doing through practical exercises
- peer-to-peer interaction
- continuous assessment and mentoring

The training was designed to be flexible and inclusive, allowing participants—primarily young women with migrant backgrounds, mothers, and caregivers—to engage according to their availability and personal circumstances. This flexibility was essential to address the barriers identified during the needs analysis phase, such as time constraints and caregiving responsibilities.

Each module was delivered through a combination of:

- video lessons
- hands-on exercises using digital tools
- group discussions and collaborative tasks
- individual assignments supported by trainers

The implementation ensured coherence with the DigComp-based learning objectives and maintained a strong focus on employability within the Third Sector, as foreseen in the original training design.

3. National Implementation

The training programme was implemented across three countries—Italy, Malta, and Germany—through a coordinated but locally adapted approach. While maintaining a common structure and learning objectives, each partner organisation tailored the delivery to the specific needs and contexts of participants.

3.1 Italy (SOS Europa & Euro Mamme)

In Italy, the training was delivered through a blended format combining online video-lessons with selected in-person activities when possible. Priority was given to the needs of mothers and caregivers, who represented a significant portion of participants.

To address participation barriers identified during the preparatory phase—especially childcare constraints—flexible scheduling and additional support measures were introduced.

Key features of the implementation in Italy included:

- flexible timetables adapted to participants' availability
- strong emphasis on mentoring and individual support
- facilitation of peer learning through group activities
- integration of practical exercises linked to real NGO scenarios

The Italian partners also played a key role in fostering a supportive learning environment, encouraging confidence-building and active participation among women re-entering the labour market.

3.2 Malta (International E-Learning Institute – IELI)

In Malta, the training was primarily delivered through the online learning. The Maltese implementation focused on:

- structured digital delivery through the e-learning platform
- continuous assessment through quizzes and assignments
- technical support for participants unfamiliar with online learning platforms
- mentoring sessions to reinforce learning and motivation

Particular attention was given to digital accessibility and usability, ensuring that participants could effectively navigate platforms and tools regardless of their initial skill level.

3.3 Germany (Kultur & Art Initiative)

In Germany, the training emphasised inclusivity and intercultural communication, responding to the diverse backgrounds of participants. Language support and facilitation were key components of the implementation.

The German approach included:

- additional support for participants facing language barriers
- interactive and participatory learning methods
- focus on communication and storytelling skills
- encouragement of creative expression through digital tools

This approach contributed to strengthening participants' confidence and ability to express themselves in a professional and digital context.

3.4 Cross-Country Coordination

Despite national adaptations, the training programme was implemented in a coordinated manner across all countries, ensuring consistency in:

- module structure and sequence
- learning objectives
- assessment methods
- overall training quality

Regular coordination among partners ensured alignment and allowed for continuous exchange of feedback and good practices. This collaborative approach contributed to maintaining the integrity of the training model while allowing necessary flexibility.

4. Participants and Attendance

4.1 Number of Participants Enrolled

A total of **45 participants** were enrolled in the training programme across the three partner countries, in line with the project targets.

The distribution of participants reflected the involvement of partner organisations in Italy, Germany, and Malta, ensuring a balanced and transnational implementation of the training activities.

4.2 Profile of Participants

The participants mainly belonged to the target groups identified by the project, including:

- NEETs (Not in Education, Employment or Training);
- women with fewer opportunities, including mothers and caregivers;
- individuals facing social, economic, or educational barriers.

The diversity of participants contributed to creating a rich and inclusive learning environment, where different experiences and perspectives could be shared.

4.3 Attendance and Participation Levels

Overall, attendance levels were satisfactory and consistent throughout the duration of the training programme.

The blended format and flexible organisation of activities allowed participants to:

- access learning materials according to their availability;
- balance training with personal and family responsibilities;
- remain engaged even in case of temporary constraints.

Active participation was observed in:

- practical assignments;
- group activities and discussions.

The presence of mentoring and continuous support played a key role in maintaining participation levels.

4.4 Completion Rate

The overall completion rate was **85%**, with the majority of participants successfully completing the programme. Average attendance rate across sessions was estimated at **75%**, depending on national

context. The majority of participants successfully completed the training programme, achieving the expected learning outcomes.

The completion rate reflects:

- the effectiveness of the training methodology;
- the relevance of the content;
- the importance of personalised support and guidance.

Drop-out rates were limited and mainly related to external factors such as:

- personal or family commitments;
- changes in individual circumstances.

These cases were monitored throughout the training and, where possible, addressed through additional support measures.

5. Training Delivery in Practice

The implementation of the training programme translated the methodological framework defined in Deliverable D001.006 into a practical, participant-centred learning experience.

Rather than focusing on theoretical delivery, the training emphasised **active participation and practical application of skills**, in line with the learning-by-doing approach.

5.1 Application of the Learning-by-Doing Approach

The training activities were designed to ensure that participants could immediately apply the knowledge acquired.

In practice, this included:

- hands-on exercises using digital tools (e.g. Canva, Google Workspace, WordPress);
- real-life tasks simulating NGO communication and digital activities;
- guided assignments to develop concrete outputs.

This approach enabled participants to gain confidence in using digital tools, develop practical competences relevant to the labour market, move progressively from basic to more advanced digital tasks.

5.2 Use of Digital Tools and Platforms

The training made extensive use of digital tools, not only as learning content but also as learning environments.

Participants engaged with:

- online learning platforms for accessing materials and assignments;
- productivity tools (Google Docs, presentations, spreadsheets);
- creative tools (Canva, basic website builders).

The progressive introduction of these tools allowed participants to:

- overcome initial fear of digital environments;
- develop autonomy in navigating online resources;
- improve their digital communication skills.

5.3 Role of Mentoring and Individual Support

A key element of the implementation was the provision of continuous mentoring and individual guidance.

Each organisation ensured support through:

- one-to-one sessions (online or in presence);
- weekly or on-demand support desks;
- feedback on assignments and progress.

This personalised support was particularly important for:

- participants with low initial digital skills;
- individuals facing personal or social barriers;
- maintaining engagement throughout the 4-month period.

5.4 Challenges in Training Delivery

Despite the overall positive implementation, some challenges were encountered, including:

- time management difficulties due to personal and family responsibilities;
- initial resistance or lack of confidence in using digital tools;
- varying levels of digital literacy among participants.

These challenges were addressed through:

- flexible learning arrangements;
- additional support and mentoring;
- gradual progression in learning content.

6. Intermediate Evaluation

An intermediate evaluation was conducted during the implementation of the training programme in order to monitor participants' progress and identify potential issues at an early stage.

The evaluation combined:

- monitoring of attendance and participation;
- assessment of completed assignments;
- feedback collected from participants;
- observation by trainers and facilitators.

This continuous monitoring approach is consistent with the evaluation framework defined in the training programme.

6.2 Evaluation Criteria

The intermediate evaluation focused on the following aspects:

- level of participation and engagement;
- acquisition of basic digital competences;
- ability to complete practical tasks;
- confidence in using digital tools.

6.3 Results of Intermediate Assessment

The intermediate evaluation showed that:

- the majority of participants were actively engaged in the training;
- participants demonstrated progressive improvement in digital skills;
- initial barriers related to digital confidence were gradually reduced.

In particular:

- participants became more autonomous in using basic tools;
- interaction and participation increased over time;
- peer support dynamics started to emerge.

6.4 Adjustments and Improvements

Based on the intermediate evaluation, several adjustments were introduced, including:

- additional support sessions for participants experiencing difficulties;

- adaptation of the pace of certain modules;
- reinforcement of practical exercises to consolidate learning.

These adjustments contributed to:

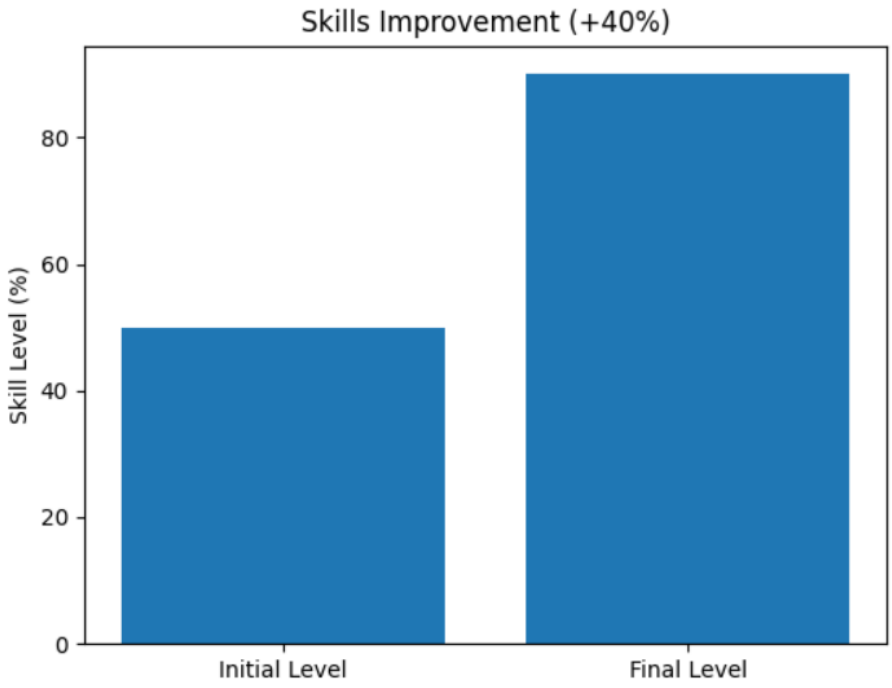
- maintaining high levels of participation;
- preventing drop-out;
- improving overall learning outcomes.

7. Final Evaluation and Results

The final evaluation was conducted at the end of the training programme to assess the achievement of learning outcomes and the overall effectiveness of the course.

The evaluation included:

- final assignments and practical outputs;
- assessment of competences acquired;
- comparison with initial skill levels;
- validation of skills by the responsible organisation (EGO).



7.2 Skills Assessment Results

The results of the final evaluation indicate that participants:

- significantly improved their digital competences;
- developed practical skills applicable in professional contexts;
- increased their ability to use digital tools independently.

Participants demonstrated competences in:

- digital communication;
- use of productivity tools;

- creation of basic digital content;
- online collaboration.

7.3 Learning Outcomes Achieved

The training programme successfully achieved its intended learning outcomes, including:

- increased confidence in using digital technologies (DigComp introduction, Office basics, Google suite, emailing, Canva);
- improved ability to access and use online resources;
- enhanced communication, storytelling and collaboration skills (Social Media);
- greater autonomy in learning and problem-solving;
- Job readiness (CV, Europass, Linkedin).

7.4 Comparison with Initial Level

A comparison between initial and final assessment results shows a significant improvement in participants' competences.

On average, participants achieved an increase of approximately **40% in their overall level of skills, knowledge, and competences**, in line with the project's expected impact.

This improvement confirms:

- the effectiveness of the training methodology;
- the relevance of the content;
- the importance of continuous support and mentoring.

8. Impact of the Training Programme

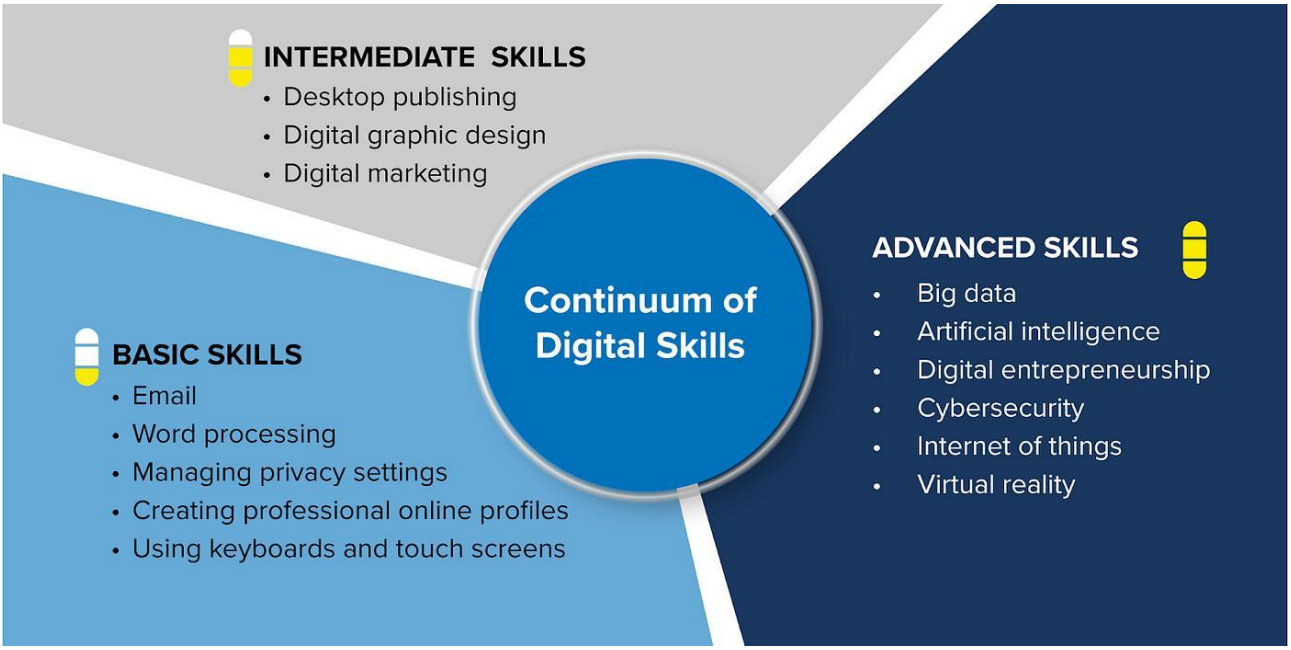
8.1 Impact on Participants

The training programme generated a significant positive impact on participants, particularly in terms of **digital inclusion, personal development, and confidence building**.

Participants reported:

- increased confidence in using digital tools and platforms;
- greater autonomy in accessing and managing online resources;
- improved ability to communicate in digital environments.

For many participants, especially those with limited prior exposure to digital technologies, the training represented a **first step towards active participation in the digital world**.



8.2 Skills Development

A core impact of the training programme was the development of **practical digital competences**, aligned with the learning objectives defined in the project.

Participants acquired skills in:

- digital communication (email, online platforms);
- use of productivity tools (documents, presentations, spreadsheets);
- creation of digital content (visual materials, basic websites);

- online collaboration and teamwork.

The structured learning path and progressive approach allowed participants to:

- move from basic to intermediate levels of competence;
- apply skills in practical contexts;
- build a foundation for further learning and professional development.

8.3 Empowerment and Confidence

Beyond technical skills, the training had a strong impact on **personal empowerment**.

Participants experienced:

- increased self-esteem and motivation;
- greater willingness to engage in learning and professional activities;
- improved ability to express ideas and communicate effectively.

This was particularly relevant for:

- women re-entering the labour market;
- participants with previous negative educational experiences;
- individuals facing social or economic barriers.

The combination of practical learning, peer interaction, and mentoring contributed to creating a **supportive and empowering learning environment**.

8.4 Contribution to Employability

The training programme contributed to enhancing participants' **employability**, particularly within the Third Sector and digital-related roles.

Participants:

- developed skills relevant to NGO activities (communication, content creation, digital tools);
- improved their readiness for entry-level digital tasks;
- gained awareness of opportunities for further training or employment.

In addition, the focus on autonomy and learning-to-learn skills enabled participants to:

- continue developing their competences beyond the project;
- access additional online learning resources;
- adapt to changing labour market requirements.

8.5 Contribution to Project Objectives

The results achieved through the training programme are fully aligned with the project's objectives.

In particular, the training contributed to:

- the successful engagement and completion of **at least 45 participants**;
- a measurable increase in skills, knowledge, and competences (approx. +40%);
- the promotion of inclusion and participation of NEETs and women with fewer opportunities.

Overall, the training programme represents a key driver of the project's impact, supporting both individual development and broader social inclusion goals.

9. Conclusion: Challenges and Lessons Learned

9.1 Implementation Challenges

During the implementation of the training programme, several challenges were encountered, mainly related to the characteristics of the target group and the blended learning format.

Key challenges included:

- difficulties in maintaining regular attendance due to personal and family responsibilities;
- varying levels of initial digital skills among participants;
- technical difficulties related to access to devices or internet connectivity;
- time management issues in balancing training with other commitments.

These challenges required continuous adaptation and flexibility from the project partners.

9.2 Participant-Related Challenges

Specific challenges were also observed at the participant level, particularly among NEETs and individuals with fewer opportunities.

These included:

- low initial self-confidence in engaging with digital tools;
- fear of failure or negative past learning experiences;
- limited familiarity with structured learning environments;
- risk of disengagement during the course.

Addressing these challenges required a strong focus on motivation, support, and gradual learning progression.

9.3 Lessons Learned

The implementation of the training programme provided several important lessons for future activities:

- **Flexibility is essential**: adapting schedules and learning pace is crucial to ensure participation of vulnerable groups;
- **Mentoring is a key success factor**: continuous individual support significantly improves engagement and retention;
- **Practical learning is more effective**: hands-on activities increase confidence and facilitate skill acquisition;

- **Small group interaction enhances learning**: peer support and collaboration contribute to motivation and participation;
- **Digital inclusion requires time and support**: gradual progression is necessary to build confidence and autonomy.

9.4 Recommendations for Future Implementation

Based on the experience gained, the following recommendations can be made:

- strengthen mentoring and individual guidance components;
- provide additional support for participants with low digital skills at the beginning of the course;
- maintain flexible and inclusive learning arrangements;
- integrate more real-life and practical tasks;
- ensure continuous monitoring to identify and address challenges early.

These recommendations can support the replication and scaling of the training model in other contexts and future projects.