Social Innovation + Initiative

Annex 6 to the Call Conditions

Final Report 'Lessons learned and future plans' template[1]

Total length of the report – up to 15 pages

Project number	ESF-SI-2023-SKILLS-01-0011
Project title	Women Engagement Boost in Technology (W.E.B. in Tech)
Project coordinator	SOS Europa
Project duration	*from 01/11/2024 to 01/11/2026*

This report stands as a review of the main outcomes of the project and the lessons learnt, with an outlook to prospective follow-up actions and upscaling of the innovative approach applied to the project, funded either through the ESF+ or other available sources. An analysis of the project results and feedback from project stakeholders helps the Beneficiary to identify the root causes of issues that occurred during project implementation and to prevent those issues or minimise potential risks in further application of the innovative approach on a larger scale.

The report is structured into the following main sections, though the Beneficiary may include additional sections in the report if they are deemed relevant.

1. Outline of the project

W.E.B. in Tech was implemented under the ESF+ Social Innovation+ Initiative by SOS Europa (coordinator, Italy), Euro Mamme ASD (Italy), International E-Learning Institute Ltd – IELI (Malta) and Kultur und Art Initiative e.V. – KAI (Germany). The project sought to strengthen the employability and inclusion of young women facing labour-market barriers by adapting ICT and digital-communication training to Third Sector needs and by combining flexible learning with guidance, practical assignments and skills assessment.
Its innovation lay in linking evidence-based design to an applied training route: skills-gap analysis and target-group focus groups informed a flexible 100-hour learning pathway; participants could use online learning resources and guidance services; and Project Works translated learning into digital communication strategies relevant to Third Sector organisations. Career guidance, outreach, project ambassadorship, dissemination and an impact-monitoring framework supported this approach.
The preparatory focus-group evidence included six groups in Italy, Malta and Germany, involving 60 beneficiaries and 26 stakeholders (86 participants overall). It identified childcare and time constraints, financial and language barriers, varying digital confidence, and a need for practical career guidance. The course design responded through modular resources, practical ICT and communication tasks and individual support.
The initial contractual training participation target was 45. The final programme monitoring framework records 100 participant/Project Work evaluation records across the three countries, substantially above this initial target (+122.2%). These figures refer to the final administrative reference population and must be read separately from the 101 responses collected through the Final Assessment questionnaire.
Main workstreams covered preparation and co-design (WP1), training, support, project work and outreach (WP2), dissemination and transfer (WP3), and skills assessment, impact evaluation and future planning (WP4). The implementation evidence includes 100 evaluated Project Works, a participant-monitoring register, digital learning materials, pre-placement support records, project ambassador self-assessments and the final impact evaluation framework. Country distribution of Project Work evaluation records was Italy 18, Malta 35 and Germany 47.
The recorded participation expanded beyond the originally envisaged scale. Accordingly, project-level assessment and monitoring tools were adapted to a 100-record reference population. The additional participation illustrates demand for the training offer; it is not by itself evidence of 100 independently verified employment outcomes.

2. Analysis and evaluation of project outcomes and impact

Indicator / evidence	Recorded result	Interpretation / source
Initial training participation target	45	Grant Agreement benchmark
Final programme reference records	100	Consolidated D004.001 register; 222.2% of initial target
Project Works technically evaluated	100	D004.001 Evaluation Register

[1] This format serves as a suggested framework for the final report, including the mandatory parts. Additional elements may be added as needed.

Average Project Work score	86.17 / 100	Five-criterion scoring: Quality, Relevance, Applicability, Digital Tools, Clarity
Passing Project Work assessments	100 / 100	Outcome within the technical evaluation register; not equivalent to external certification
Final Assessment responses	101	Separate questionnaire sample; not automatically the same as the administrative population
Project Ambassador self-assessments	12	Four respondents linked to each country; dedicated 15-question instrument

The project provided an applied learning route connecting digital communication, employability and Third Sector practice. The 100 evaluated Project Works constitute direct evidence of practical outputs assessed against a common technical rubric. The average score of 86.17/100 indicates generally strong performance within that rubric, while not replacing independent employer or CSO validation.
In the Final Assessment questionnaire (n=101), 60 respondents (59.4%) reported greater professional confidence: 34 “much more” and 26 “somewhat more”. Other respondents selected uncertainty, no change, lower confidence or preferred not to answer. Self-reported follow-up actions included 18 respondents reporting a job interview, 17 a job application, 14 contact with an NGO/social enterprise, and 12 a mentoring request. These are participant-reported actions and are not counts of verified job offers or placements.
The 12 Project Ambassadors reported positive perceived effects: all 12 described substantial gains in self-esteem and communication skills; 9 of 12 reported substantial improvement in digital skills and 3 reported some improvement. All 12 reported feeling very included at the Rome dissemination event and proud of their ambassador role. These results are specific to this small subgroup and are not generalised to the entire programme.
The partnership combined inclusion and outreach expertise, training delivery, digital-learning and assessment expertise, and dissemination/upscaling capacity. Common training and assessment tools created a reusable operational basis for subsequent cycles. Third Sector-facing Project Works and stakeholder engagement linked the programme to organisational communication needs. The documented outputs support the model’s transfer potential; actual long-term adoption by external VET providers will require follow-up evidence.
The project’s principal immediate achievements are increased reach relative to the initial target, structured assessment of applied outputs, and positive self-reported confidence and empowerment among questionnaire respondents. Longer-term employment retention, placement, wider VET uptake and systemic effects are monitoring objectives rather than outcomes already established at project close.
Some impact indicators require observation beyond the course period. Pre-placement information and invitations to provide follow-up feedback were generated, but the available follow-up does not establish verified job-offer or employment rates. The evaluation therefore reports career-service activity and participants’ reported actions separately from independently documented offers and contracts. Similarly, participant questionnaire responses and administrative records are retained as distinct evidence populations.

3. Structured feedback from involved entities and relevant stakeholders

Structured feedback was collected through the WP1 focus groups with beneficiaries and stakeholders in three countries; the training Final Assessment (101 responses); the dedicated questionnaire for 12 Project Ambassadors; the common Project Work assessment register (100 records); and the transnational closing review held in Valletta on 3–4 October 2026. The Closing Meeting minutes (D004.003, Annex C) record the topics discussed and the decisions approved, while the partners’ qualitative observations offer guidance for further application and scaling.
Findings and recommendations emerging from available feedback
• Preparatory focus-group findings emphasised flexible access, support for learners with care responsibilities, relevant digital tools, digital storytelling, employability guidance and accessible teaching formats.
• The Final Assessment indicated increased professional confidence for 60 of 101 respondents and a range of reported career-related actions; it also showed that experiences were not uniform.
• Ambassador self-assessments highlighted perceived improvements in self-esteem, communication, inclusion and useful networking, supporting the potential value of participant-led outreach.
• The Project Work register demonstrated the feasibility of applying one common five-criterion assessment rubric to 100 outputs, supporting comparability across country contexts.
• The consortium’s four partner-specific impact strategy proposals provide complementary approaches to participant follow-up, accessibility, learning assessment and VET/stakeholder uptake.
Closing Meeting decisions and partner feedback are documented in D004.003, Annex C, and supplemented by the partners’ qualitative positions summarised below. The structured questionnaires and Project Work assessments constitute additional feedback sources with separate response populations and purposes.
The partners’ closing discussion approved maintaining the project website under SOS Europa’s institutional website, publishing periodic updates promoting access to the e-learning platform, monitoring the participant–employer connection for the next three years, and seeking possible finance for a second phase aimed at scaling the method,

themes and target groups. These are recorded decisions and intended follow-up actions, not evidence of future employment or funding already obtained.
KAI highlighted the relevance of accessible and locally adapted digital training in Detmold, a rural community with a substantial migrant population. Its observation supports retaining a common transnational learning core while adapting outreach, support arrangements and examples to local community needs.
EGO, named as such in the closing record, expressed interest in extending the needs-led training preparation approach used in WP1 to additional educational themes. This concerns the replicability of the research, skills-gap analysis, target-group consultation and co-design methodology, beyond the original digital-communication subject area.
Euro Mamme ASD observed that many existing digital-training programmes offer similar content. It recommended stronger cooperation and synergies among providers, rather than duplicating provision or positioning comparable initiatives as competitors. In this approach, W.E.B. in Tech can be further developed through resource sharing, complementary specialisation and cooperative delivery.
SOS Europa emphasised a structural condition for better job-placement outcomes: Third Sector organisations would benefit from stable public funding that enables them to recruit and retain qualified staff. The project can strengthen participants' skills and career readiness, while lasting employment depends also on employers' recruitment capacity.

4. Lessons learned and recommendations for applying the innovative approach

The experience indicates that a needs-led, flexible digital-training pathway can attract participation beyond the initial target and generate assessed practical outputs. The Closing Meeting reinforced four additional lessons: the value of stable recruitment capacity in the Third Sector; the importance of collaboration rather than duplication among training providers; the transferability of the WP1 needs-assessment and co-design method to other subjects; and the importance of tailoring delivery to rural and migrant-rich local contexts. The table below consolidates lessons from project monitoring and the documented partner review.

For the analysis of the lessons learnt, please fill in the table. You may add as many rows to the table as necessary.

No.	Situation description (what happened)	Impact on project implementation	Early warning signs/ cause	Actions taken (what was done)	Recommendations for improvement
1	Participation expanded beyond original scale	Partner feedback underlines the importance of scalable access and cross-provider synergies	Higher-than-planned demand and expanding registers	Monitoring tools consolidated around 100 records	Use scalable intake, unique learner IDs and version-controlled registers from launch
2	Learners faced diverse access barriers	Need for flexible, supported participation	Focus-group findings on care, time, finance, language and confidence	Flexible online content, guidance and modular approach built into model	Plan accessible schedules, language support and personalised guidance at design stage
3	Need for Third Sector-relevant assessment	Applied digital communication strategies were assessed using a common rubric	Third Sector needs and calls for real-life exercises	Common rubric applied to Project Works	Co-design assignments with host organisations and keep signed external feedback
4	Administrative and questionnaire populations differed	Separate 100-record register and 101 responses	Multiple channels and differing response status	Separate source registers retained in WP4 evaluation	Assign stable IDs and document survey eligibility and deduplication procedures

5	Professional transitions depend on external recruitment capacity	Third Sector hiring constrained by availability of stable institutional funding	SOS Europa highlighted the need for predictable public funding enabling CSOs to hire	Maintain career pathways and employer connections	Combine training with employer dialogue and advocate stable employment funding mechanisms
6	Ambassador roles supported engagement	Positive self-reported inclusion and empowerment among 12	Need for confidence, peer voice and preparation	Ambassador engagement and assessment documented	Retain peer ambassadors; record meeting dates, attendance and support evidence
7	Local contexts vary, including rural areas	Need for locally adapted provision in areas such as Detmold	KAI underlined a rural setting with substantial migration	Shared training approach supported through transnational partners	Adapt outreach and delivery to rural/migrant community needs
8	Public resources support continuity	Project website and training resources provide a post-project access route	Risk of interruption after the funded period	Partners approved continued website access and periodic e-learning updates; SOS Europa volunteered maintenance	Document hosting commitment and schedule periodic resource checks
9	Project Works required comparable scoring	100 evaluation records, average 86.17/100	Need for consistent criteria and score calculation	Five-dimension common technical assessment applied	Automate totals and retain independent quality checks and evaluator provenance
10	Replicating methodology beyond digital content	Potential to extend WP1 research and co-design to additional subjects	EGO identified high value in needs-led course preparation	Partners agreed to seek funding for a second phase	Prioritise joint co-design and avoid unnecessary duplication across providers

5. Planned follow-up activities and a long-term sustainability strategy for rolling out the innovative approach

At the Closing Meeting of 3–4 October 2026, the partners approved a continuation approach centred on the project's existing public resources and transnational collaboration. SOS Europa will maintain the official W.E.B. in Tech website within its institutional website and continue access to the e-learning platform and Pre-placement Opportunities Hub. The partners agreed to publish periodic updates encouraging use of the learning resources, monitor the connections between participants and potential employers over the following three years, and explore funding for a possible W.E.B. in Tech phase 2. That prospective phase would scale the underlying co-design method and explore additional training topics and target groups, according to future partner and funding decisions.
The official project information page (https://www.soseuropa.it/webintech/), the e-learning platform (https://www.soseuropa.it/women-engagement-boost-in-technology-training-course/) and the Pre-placement Opportunities Hub constitute established channels for continuation. SOS Europa confirmed its willingness to issue a formal declaration of intent for their post-project maintenance. That declaration should be retained with the final project evidence once signed. The 3-year follow-up commitment concerns monitoring accessible professional pathways and relevant participant/employer interactions; it does not represent a guarantee that employment offers or placements will occur.

Proposed follow-up monitoring plan

Horizon	Indicator / target proposed for next cycle	Means of verification / responsibility
0–6 months	Resource continuity; dashboard and follow-up protocol finalised	Website/platform checks and agreed project data dictionary; consortium
6 months	Contact consenting alumni; monitor further training, applications, job interviews, offers and placements separately	Follow-up form and evidence, with response rate reported; SOS Europa / Euro Mamme
12 months	Repeat employment and learning follow-up; record actual external VET/CSO adoption	Participant tracer survey, host feedback and adoption forms; SOS Europa / KAI
12–24 months	Review accessibility, completion and Project Work assessment in any new training cycle	Registration, assessment and feedback records; Euro Mamme / IELI
24–36 months	Review maintained resources, any repeat cohorts and documented replication	Annual partner review, platform analytics and adopter declarations; all partners

The four partner-specific D004.001 impact evaluation strategy proposals (SOS Europa, Euro Mamme ASD, IELI and KAI) outline complementary measurement options, methods, targets and sources. These inform the common follow-up approach, including T+6 and T+12 participant tracking, evaluation of any new training cycles, VET uptake and annual resource checks. D004.003 attributes the three-year monitoring proposal to “EGO”; the naming should be checked against the beneficiary records before final attribution of operational responsibility.
Funding for phase 2 was identified as a collective objective rather than an award already secured. Future funding options may include ESF+ calls, Erasmus+ cooperation and VET opportunities, national/regional schemes, and partnership contributions, subject to eligibility and future call conditions. Where possible, the partnership will seek complementarity with existing training provision and stable employment-support mechanisms for the Third Sector.

Constraints, mitigation and finance

- Follow-up response and data protection: use voluntary contact consent, brief questionnaires and source-specific response denominators; limit storage of personal records.
- Accessibility in new cohorts: preserve asynchronous access and supported learning, with local measures for childcare, language and digital confidence where resources permit.
- Assessment consistency: retain the five-criterion rubric, evidence trails and independent score checks; identify evaluators and host organisations wherever feasible.
- External adoption: distinguish simple receipt of materials from formal use in a course, and collect adoption statements or course records.
- Financial sustainability: potential costs include platform maintenance, teaching updates, participant support, evaluation follow-up, translation/adaptation and local delivery. Prospective funding options include partners’ own resources, future ESF+ or other eligible European/national calls, in-kind organisational contributions and new partnerships; no award of additional funding is presumed.

Documentation to retain with the final project file: SOS Europa’s signed declaration of intent for maintaining the website, platform and Opportunities Hub (once issued); any detailed partner action plan defining responsibilities and monitoring arrangements; and any future funding applications when submitted. No phase-2 award or quantified financing commitment is claimed at this stage.

Overall conclusion

W.E.B. in Tech provides an evidence-based model linking digital skills, inclusive learning and practical communication assignments for the Third Sector. The final evaluation register includes 100 assessed Project Works against an original target of 45 participants, and feedback instruments document participant perceptions and career-related interests. The partner review in Valletta supported continued access to resources, a three-year monitoring horizon, exploration of a second project phase and further development of the methodology through stronger training-provider synergies and locally adapted learning. The next stage is to implement these approved intentions with proportionate documentation of resource use, actual VET uptake and professional outcomes.