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SOCIAL INNOVATION INITIATIVE - W.E.B. IN TECH

Final Impact Evaluation Report

Assessment of project results, impact measurement framework and medium- and long-term evaluation strategy

PROJECT	Women Engagement Boost in Technology (W.E.B. in Tech)
PROJECT NUMBER	ESF-SI-2023-SKILLS-01-0011
DELIVERABLE	D004.002
WORK PACKAGE	WP004 - Arrangement for Skills Validation
DELIVERABLE DESCRIPTION	Introduction; description of KPIs and method used; definition of short, medium and long term impact; definition of the objectives of the impact evaluation; impact target groups; short impact evaluation; medium and long term impact evaluation strategy.
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FINAL IMPACT EVALUATION REPORT

D004.002 • WP004 – Arrangement for skills validation, impact measurement and project sustainability

Women Engagement Boost in Technology (W.E.B. in Tech)

PROJECT NUMBER	LEAD / PERIOD	LEVEL
ESF-SI-2023-SKILLS-01-0011	IELI/EGO (WP4 lead) | 01 Nov 2024–01 Nov 2026	Public (PU)

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Final public deliverable | WP004 – Impact evaluation and sustainability | November 2026

Executive summary

W.E.B. in Tech combined a needs-led digital and communication training pathway with individual support, applied Project Works, career guidance and tools for competence evaluation. Implemented by SOS Europa, Euro Mamme ASD, the International E-Learning Institute Ltd (IELI) and Kultur und Art Initiative e.V. (KAI) in Italy, Malta and Germany, the project sought to strengthen access to skills and professional opportunities for vulnerable young women and mothers, with specific attention to migrant background, care responsibilities and NEET-related barriers.

At project close, the consolidated evidence comprises a final programme reference population of 100 participants, 100 scored Project Work records, a mean score of 86.17/100 using five criteria, and 100 records PASSED in the evaluation register. The complementary Final Assessment contains 101 questionnaire responses and is analysed as a distinct self-report dataset. Twelve Project Ambassadors completed a separate 15-question self-assessment. Pre-placement records document career-support and opportunity communication activities; actual job offers and employment placements are reported separately only when supported by outcome evidence.

This report describes the KPI and evaluation methodology, sets out short-, medium- and long-term impact definitions, defines the evaluation objectives and groups, presents the available short-term evidence and describes a practical longitudinal monitoring strategy based on four partner-specific proposals.

1. Introduction

1.1 Project context and objectives

The W.E.B. in Tech project (ESF-SI-2023-SKILLS-01-0011) was implemented under the European Social Fund Plus Social Innovation+ Initiative for 24 months, from 1 November 2024 to 1 November 2026. The four-member consortium comprised SOS Europa (coordinator, Italy), Euro Mamme ASD (Italy), International E-Learning Institute Ltd (Malta) and Kultur und Art Initiative e.V. (Germany). The more recent Word version identifies EU support of EUR 148,226; this financial description is retained as source text and should be checked against the signed Grant Agreement before publication.

The project was designed to adapt ICT and digital-communication training to the needs of Third Sector organisations, remove barriers to access for the intended learner population, and connect training with practical communication strategies, guidance and opportunities for professional activation. Its preparatory evidence included skills-gap analysis, focus groups and co-design. The training model brought together a 100-hour learning pathway, practical tasks, project work, individual guidance and dissemination of reusable resources.

1.2 Purpose and scope of D004.002

D004.002 is the public Impact Evaluation Report under WP004 / Activity A004.001. It builds on D004.001, which brings together a monitoring dashboard, evaluation of participants' works and partner impact evaluation strategy proposals. D004.002 interprets available end-of-project evidence, states the evaluation framework and defines how results and longer-term outcomes will be followed up after funding.

1.3 Evaluation logic and boundaries

The evaluation follows an intervention logic consistent with a Theory of Change: inputs (needs evidence, partner expertise, accessible learning resources) support activities (co-design, training, guidance, applied projects and outreach), which generate outputs (learning resources, Project Works, assessment records and certificates), short-term outcomes (skills application and perceived readiness) and potential medium/long-term effects (professional pathways, uptake by providers and durable access to learning resources). The approach combines administrative, assessment and self-reported sources; distinct datasets are not treated as interchangeable.

2. Description of KPIs and methods used

2.1 Source framework and data definitions

Evidence set	Documented content	Use in this report
D004.001 consolidated evaluation register	100 unique Project Work IDs P001–P100; five scores each; recorded PASSED status	Applied competence output and scored work quality
D004.001 Final Assessment export	101 submitted responses; questionnaire self-reports	Descriptive perceptions and respondent characteristics
Pre-placement tracker	100 administrative records; opportunity communication / support flags	Career-support activity, not verified job offers
Certificate package	100 certificates prepared / issued in source package	Completion-documentation evidence; not independent certification of all learning outcomes
D003.003 Ambassador self-assessment	12 respondents, 15 questions	Focused subgroup evidence on empowerment and event experience
WP1 and WP2 evidence	Needs and focus-group reports, training and outreach documentation	Relevance, design and implementation context
WP3 public materials	Rome dissemination report, public webpages, resources	Public visibility, access and dissemination

2.2 Output, outcome and impact indicators

Dimension / KPI	Method / operational definition	End-of-project evidence or benchmark
Project Work records	Count unique assessed work IDs in final register	100 records
Project Work quality	Mean of sum of five criterion scores / 100	86.17/100 corrected mean
Recorded work evaluation outcome	Count records labelled PASSED / 100 records	100/100 recorded PASSED
Training pathway completion	Verify against attendance/LMS/completion rule; distinguish work register from full course	100 participants in final reference population; 100 scored Project Works and 100 administrative completion flags; survey self-reports analysed separately
Perceived training completion	Final Assessment response frequencies	Yes 57; Mostly 17; Partially 27 (101 responses)
Skills growth	Matched baseline/final competence assessments, same metric and eligible denominator; percentage change = (final − baseline) / baseline × 100 when baseline is non-zero	Target: +65% competence improvement reach by direct observations made on the participants
Career support	Document guidance and circulation of opportunities	Support and communication records
Job offers / employment	Offer or contract evidenced and deduplicated for eligible participants	Not yet quantifiable, indicated as short-term impact
Empowerment	Participant questionnaire and Ambassador subgroup	Self-reported responses; no causal attribution
VET uptake / sustainability	Adoption forms, training-provider registers, resource use	Forward-looking monitoring, separate from current disseminated materials

2.3 Project Work technical assessment methodology

The evaluation register uses five scored dimensions: Quality, Relevance, Applicability, Digital Tools and Clarity. Each criterion has a maximum of 20 points (total 100). Scores were aggregated on a common scale, and a PASSED outcome is recorded for every entry. The confirmed totals for P094, P095 and P096 are 87, 86 and 84; the corrected overall mean from all 100 scores is 86.17. Qualitative assessment comments are retained in the source register. The records are anonymous regarding assessor identity and are reported as assessment feedback, without assigning the scoring to specific CSOs.

2.4 Mixed-method triangulation and data quality

Quantitative sources (register counts, score distributions, questionnaire frequencies) are interpreted alongside practical deliverables, needs-assessment material, communication evidence and participant/partner reflections. Reporting distinguishes administrative records, individual self-reporting, assessed works and external evidence. Indicators are reported with their relevant denominator and observation period. Descriptive findings from 12 Ambassadors are not extrapolated to all respondents or all project-work records. Public dissemination uses aggregate information; identifiable source workbooks remain in the sensitive evidence package.

3. Definition of short-, medium- and long-term impact

Time horizon	Meaning in W.E.B. in Tech	Primary measurement
Short term – during/end of the course and project	Access to training, applied digital communication skills, practical outputs, confidence, career orientation and initial professional activation	Project works and scores, participation records, questionnaires, guidance and verified offers if available
Medium term – approximately 6–12 months after the project	Retention/use of new skills, job/traineeship/collaboration pathways,	Voluntary tracer survey, organisation confirmations, follow-up register and adoption evidence

	further training, repeated course delivery and VET uptake	
Long term – approximately 12–36 months after the project	Sustained resources and delivery, wider model replication, employability progression and inclusion contribution	Annual provider/partner follow-up, web resource review, selected case studies and verifiable professional outcomes

The evaluation framework also considers the project's expected occupational and replication benchmarks: job offers for 80% of participants in the short term, work or traineeship outcomes for 75% in the medium term, and 20% annual growth in participation in subsequent programme delivery. These are target benchmarks for assessment and future follow-up, not measured achievements at project close. The skills-development target used for this report is +65% relative to an initial competence baseline, measurable through matched baseline and final results on a consistent assessment scale.

4. Objectives of the impact evaluation

The evaluation seeks to establish whether the training design responds to the Third Sector skills gaps and learner access needs identified during WP1; determine the extent to which learning is translated into demonstrable Project Works; assess participant experience, confidence, autonomy and professional readiness; examine the relationship between training, guidance and work-related opportunities; measure uptake and continued usability of the model for VET providers and CSOs; and define responsibilities and reliable verification channels for post-project follow-up.

The two overarching impact areas set out in the more recent Word version are increased employability of vulnerable young women and mothers in the Third Sector/social entrepreneurship and improved communication/ICT capacity in Third Sector organisations. The report also preserves the project's objective hierarchy: alignment with CSO skills needs, adaptation of learning methods to target-group circumstances, and progression in relevant digital/communication competences.

4.1 Theory of Change

Stage	Mechanism / evidence
Needs and design	Skills-gap analysis, focus groups, stakeholder input and cross-country co-design
Activities	100-hour training model, flexible access/support, Project Works, pre-placement and outreach
Outputs	Materials, evaluated strategies, certificates, communications, events and shared tools
Short-term outcomes	Demonstrated application, perceived confidence and professional preparation
Medium- and long-term outcomes	Employment pathways, VET use of model, enduring materials and possible wider inclusion impact

5. Impact target groups

Group	Targeted change	Evidence base
Direct learners	Skills development, confidence, access and employability readiness	Monitoring/evaluation register, Final Assessment, certificates, guidance
Project Ambassadors (12-person subgroup)	Leadership, visibility, participation confidence and networks	15-item ambassador self-assessment
Third Sector organisations / CSOs	Practical relevance of communication strategies and access to capable candidates	Project Works, organisation links, CSO feedback where evidenced
VET providers and trainers	Adoption or adaptation of accessible training methods	Dissemination contacts, adoption declarations and provider follow-up
Partner organisations	Strengthened capacity to design, deliver, evaluate and disseminate inclusive training	Management tools, work packages, closing review and sustainability plans

Local ecosystem / policymakers	Wider awareness of inclusive digital skills and replicability	Events, publications, web resources, network follow-up

The final programme reference population is 100 participants, corresponding to 100 individual Project Work evaluation records in the consolidated WP4 register. The Final Assessment contains 101 submitted questionnaire responses, reported as a separate survey dataset. The Ambassador self-assessment covers a separate subgroup of 12 respondents. Each source is analysed using its own appropriate denominator to avoid double counting and to preserve comparability.

6. Short-term impact evaluation

6.1 Preparation, accessibility and relevance

The needs-led design process connected the target-group focus groups and stakeholders' skills expectations to a training pathway centred on digital foundations, communication, tools for NGOs, personal sustainability and employability. The separate Evidence-Based Training Design & Co-Design Report summarises six focus groups involving 60 prospective beneficiaries and 26 stakeholders (86 participants), and maps needs to learning outcomes and modules. These findings support the relevance of the chosen educational approach.

6.2 Learning outputs and applied digital communication competence

The consolidated WP4 evaluation contains 100 assessed Project Work records, across Italy (18), Malta (35) and Germany (47). The works are assessed using a five-criterion rubric. All 100 records have an overall PASSED result in the register and the corrected mean score is 86.17/100. Project Works provide concrete practical outputs connected with Third Sector communication needs.

Criterion	Maximum	Average obtained	Assessment dimension
Quality	20	17,4	Structure, completeness, coherence
Relevance	20	17,53	Fit with an organisation's communication needs
Applicability	20	17,1	Operational feasibility
Digital Tools	20	16,8	Selection and appropriate use of tools/channels
Clarity	20	17,4	Presentation and intelligibility
Total score	100	86,2	

6.3 Final Assessment – participant-reported results

The Final Assessment export contains 101 submitted forms. Responses to the course-completion question were Yes (57), Mostly (17) and Partially (27). These values indicate how respondents interpreted their own progression and are reported independently from the 100 assessed Project Works. The questionnaire also covers participants' views of learning, confidence and professional perspectives; the source workbook remains available for additional question-specific tables and subgroup analysis subject to consistent eligibility filtering and non-duplication.

One of the most significant quantitative achievements of W.E.B. in Tech was the substantial increase in participation compared with the original target established in the Grant Agreement. While the project initially envisaged the involvement of 45 women across Italy, Malta and Germany, the final project records include 100 participants, corresponding to 222.2% of the original target and an increase of 122.2%. This result highlights the relevance and attractiveness of training opportunities combining digital competences, communication skills, career guidance and practical experience in the Third Sector. The level of participation provides a positive indication of demand for accessible, employment-oriented digital training opportunities among the audiences reached by the project. It also reinforces the relevance of the W.E.B. in Tech approach, which combines flexible online learning, individual guidance and practical assignments designed around the needs of women facing barriers to training and professional development. From an impact evaluation perspective, the participation achieved constitutes an important output indicator and supports the potential for further replication and upscaling of the training model in other educational and geographical contexts.

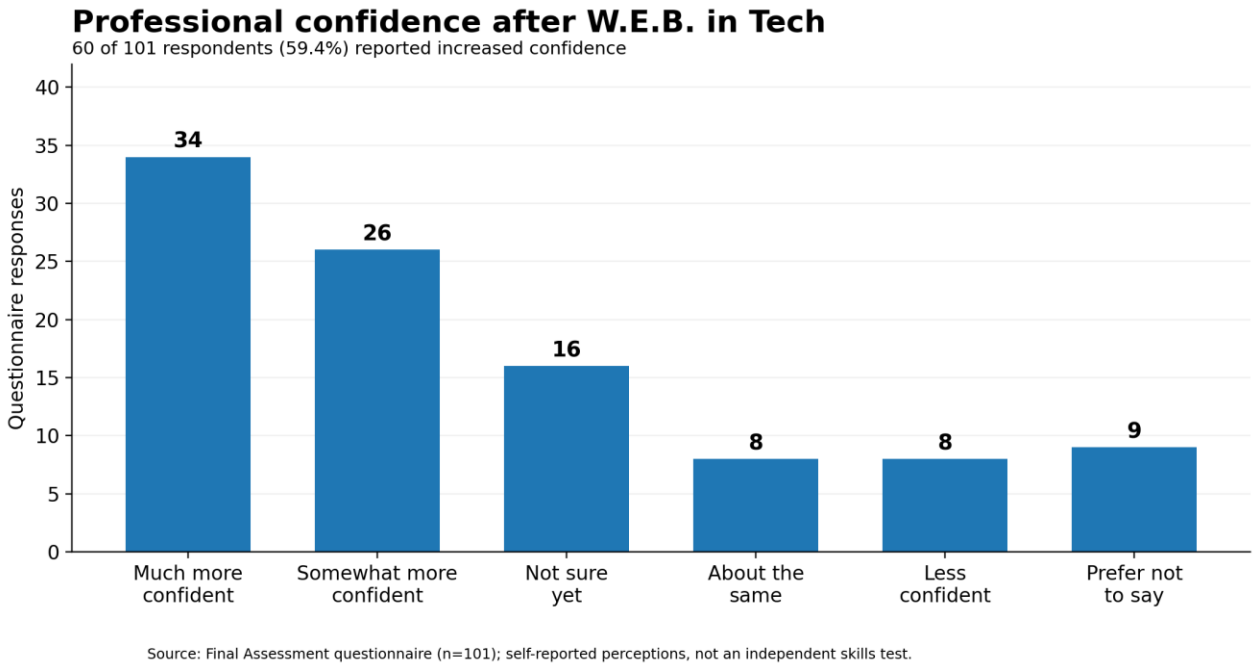
The Final Assessment questionnaire provided also additional information on participants' perceptions of their professional future and their interest in further employment, training and professional development opportunities. Regarding professional confidence, 34 respondents (33.7%) reported feeling much more confident about their professional future after participating in

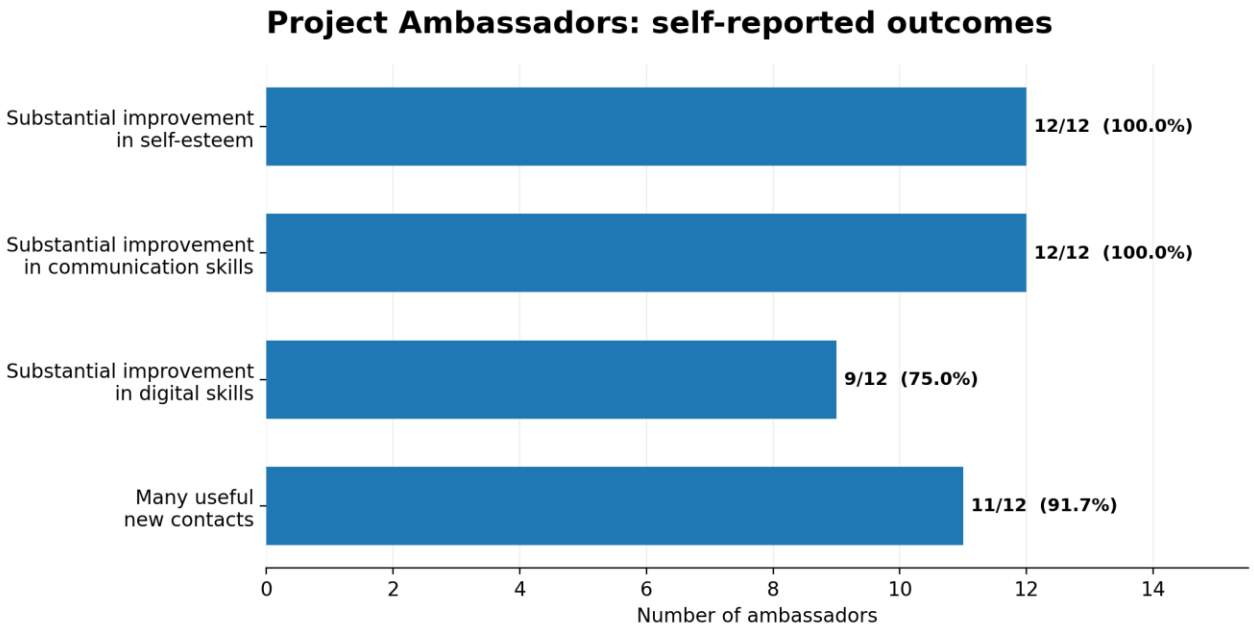
W.E.B. in Tech, while another 26 (25.7%) reported feeling somewhat more confident. Overall, 60 respondents (59.4%) reported an improvement in professional confidence. The remaining respondents indicated uncertainty (16), no change (8), lower confidence (8), or preferred not to answer (9). These findings indicate that a majority of questionnaire respondents perceived positive changes in their professional confidence, while also highlighting differences in individual experiences and perceived outcomes. The questionnaire also explored participants' interests in professional opportunities over the following six months. The most frequently selected option was paid employment (23 responses), followed by starting an independent initiative (11), freelance work (10), collaboration with a social enterprise (10), pre-placement experience (9) and volunteering (9). These responses provide useful information for the development of future career-support activities and indicate a diversity of professional aspirations among the respondents. The results support the relevance of maintaining different forms of professional orientation, including employment guidance, mentoring, entrepreneurial support and links with Third Sector organisations.

6.4 Empowerment, self-esteem and project ambassadorship

The separate Ambassador self-assessment comprises 12 questionnaires, four for each of the three country groups. All twelve reported a large improvement in self-esteem and communication skills and greater confidence about finding work; nine of twelve reported a large improvement in digital skills, while three selected “Somewhat”. All twelve reported feeling very included and very proud as Ambassadors. All 12 respondents (100%) reported a substantial improvement in self-esteem, increased awareness of their personal strengths and greater confidence about finding work. Regarding digital competences, 9 respondents (75%) reported a substantial improvement, while the remaining 3 (25%) reported some improvement. All 12 respondents also reported a substantial improvement in communication skills. The international ambassador experience was evaluated positively. All respondents reported feeling very included during the Rome event and very proud of their role as project ambassadors. Furthermore, 11 respondents (91.7%) reported having established many useful new contacts, while one reported having established some contacts.

These findings indicate positive perceived outcomes associated with the learning and ambassador experience, particularly in relation to self-confidence, communication, social participation and professional networking. Although the self-assessment concerns a specific subgroup of 12 participants, it provides relevant evidence of the project's inclusion and empowerment dimensions, complementing the wider training and Project Work evaluation framework.





Source: D003.003 Ambassadors' Self-Assessment (n=12). Results apply only to this subgroup.

6.5 Career support and pre-placement

Career guidance and pre-placement activity linked learning outputs with professional orientation and Third Sector opportunities. The administrative tracker includes 100 records relating to dissemination of opportunity information. Follow-up feedback was requested from participants, and occupational outcomes are assessed through any available direct participant or employer confirmation.

6.6 Organisational effects, partnerships and public access

The partnership combined inclusion and learner-support experience (Euro Mamme), project coordination and Third Sector networks (SOS Europa), skills-validation methodology (IELI) and communication/dissemination expertise (KAI). Practical outputs, project dissemination, public webpages and accessible course resources provide material for continued use beyond the pilot. These are documented organisational and communication outputs; their longer-term adoption by external VET providers is addressed through the future monitoring strategy.

6.7 International closing review

The two-day international closing meeting took place in Valletta, Malta, on 3–4 October 2026. The work-plan themes covered sustainability, impact evaluation, project phase 2 and final project evaluation. Partner contributions were brought together around common principles of accessibility, practice-based learning, career orientation and skills recognition. The project's subsequent impact monitoring is organised through the four partner-specific proposals and the follow-up strategy outlined in this report.

6.8 Integrated reading of short-term results

The strongest directly traceable achievement is a substantial body of evaluated practical outputs, assessed using a consistent rubric and supported by respondent feedback on the learning pathway. The results also include an operational monitoring approach, public educational resources and a range of dissemination and networking activities. Follow-up employment and longer-term replication are evaluation dimensions for which continued prospective collection and verification are required.

Summary of Main Quantitative Results

Indicator	Result	Source
Original participation target	45	Grant Agreement
Final programme reference population	100	Consolidated project records
Achievement of participation target	222.2%	Calculated against GA target
Project Works evaluated	100	D004.001 Evaluation Register
Average Project Work assessment	86.17/100	D004.001 Evaluation Register
Project Works with passing assessment	100/100	D004.001 Evaluation Register
Final Assessment responses	101	Final Assessment Export
Respondents reporting increased professional confidence	60/101 (59.4%)	Final Assessment
Respondents reporting having attended a job interview	18/101 (17.8%)	Final Assessment
Respondents reporting having applied for a job	17/101 (16.8%)	Final Assessment
Project Ambassadors assessed	12	D003.003
Ambassadors reporting substantial improvement in self-esteem	12/12 (100%)	Ambassadors Self-Assessment

The quantitative results presented above refer to different but complementary sources. Participation figures derive from the final programme records, Project Work results from the consolidated technical evaluation register, and participant-reported outcomes from the Final Assessment questionnaire and the dedicated Ambassador self-assessment. The results therefore provide evidence across different dimensions of implementation and short-term impact, including programme reach, practical learning outputs, professional confidence, career-related actions and perceived empowerment.

7. Medium- and long-term impact evaluation strategy

7.1 Design, horizon and governance

The four partner-specific impact evaluation strategy proposals prepared under D004.001 establish the methodological basis for a proportionate longitudinal monitoring system. Proposed checkpoints are T+6 and T+12 months for participant and partner follow-up, and annual checks up to T+24/36 for resource continuity and replication. Each beneficiary is assigned an evaluation focus corresponding to its project role, with the project coordinator supporting the consolidation of aggregate results.

7.2 KPI monitoring plan

Area / owner	Proposed KPI and target logic	Timing	Measurement and verification
Employment / SOS Europa	Share with verified offer, contract, paid traineeship or collaboration; report category separately; baseline from verified cases only	T+6, T+12	Voluntary participant tracer; offer/contract evidence or confirmed employer record; deduplicated denominator
Career guidance / SOS Europa	Share contacted and share reporting a concrete career action; process and outcome separate	T+6, T+12	Email/phone contact log and structured voluntary follow-up
Accessibility / Euro Mamme	Learners reporting that format and support enabled participation; identify barrier categories	T+6, T+12	Follow-up survey and coded qualitative feedback

Confidence / Euro Mamme	Self-reported retention of confidence and autonomy compared with comparable prior items	T+6, T+12	Repeated questionnaire items, sample and response-rate documentation
Skills / IELI	Evidence of skill use; evaluation and recognition protocol consistently applied	T+6, T+12	Learner follow-up, portfolio examples, rubric/QA records
Evaluation quality / IELI	Coverage and completeness of monitoring fields; consistent definitions and verified source references	Annual	Data-quality audit, anonymised dashboard and documented definitions
Dissemination / KAI	Public resources remaining online; reach and engagement, with platform-specific denominator	Quarterly/annual	Website status checks, analytics extracts and dated screenshots
VET uptake / KAI + IELI	Number of providers demonstrably adopting or adapting modules; participant numbers in repeated delivery	T+12, T+24/36	Signed provider declaration, curricula and new delivery records

7.3 Medium-term evaluation

Medium-term measurement centres on whether the participants continue to use skills, obtain relevant occupational experience, undertake further education or training, and access paid or unpaid professional opportunities; whether CSOs report satisfactory practical relevance; and whether external VET organisations reuse part or all of the course. Changes in employment status must distinguish job offers, actual placements, traineeships and further learning, with nonresponse reported in the response rate rather than as a negative employment outcome.

7.4 Long-term evaluation

Long-term evidence concerns recurring delivery and adoption, continued access to learning materials, professional advancement and the contribution of the model to inclusive education and Third Sector capacity. Given the multiple factors influencing unemployment and inclusion, the analysis should describe plausible contribution, not imply project-level causation without a suitable counterfactual.

7.5 Data collection instruments and verification

- Participant tracer survey at T+6/T+12: status, type of work/traineeship, use of skills, subsequent training, consent and evidence availability.
- VET adoption and replication form: institution, adapted modules, training dates, enrolment/completion and documentary proof.
- CSO/employer follow-up: usefulness of demonstrated competences and actual collaborations/offers, reported by organisation.
- Annual partner review: materials still available, dissemination metrics, modifications introduced and lessons for future delivery.

7.6 Sustainability and European added value

The project's legacy includes a modular learning pathway, reusable digital resources, an evaluation rubric and dashboard, project-work examples, dissemination materials and strengthened cooperation among organisations in Italy, Malta and Germany. The consortium's proposed follow-up combines proportionate data collection with continued resource access, stakeholder relationships, promotion of participation certificates and opportunities to adapt training to future learner groups. Such continuation is subject to the specific partner arrangements and resources available beyond the grant.

The final participation results, together with the practical learning outputs and the monitoring instruments developed during implementation, provide a basis for the continuation and potential replication of the W.E.B. in Tech training model. The participation recorded beyond the original target suggests that accessible, practice-oriented training addressing digital communication and employability can attract interest beyond the initial scale of the intervention.

The project has also generated resources that can support subsequent training activities, including digital learning materials, Project Work examples, evaluation criteria, monitoring instruments and methodological approaches to individual guidance and professional orientation. The continued availability of the W.E.B. in Tech e-learning platform provides a channel through which training resources can remain accessible beyond the funded project period:

https://www.soseuropa.it/women-engagement-boost-in-technology-training-course/

The medium- and long-term impact evaluation strategy will assess the continued use of these resources, their adaptation by partner and external organisations, and their contribution to further learning and professional development opportunities.

The combination of demonstrated training demand, structured learning materials and practical evaluation tools represents a relevant foundation for future upscaling and transfer to additional training providers and Third Sector organisations.

8. Partner contributions and evaluation responsibilities

Beneficiary	Documented project contribution	Proposed impact-evaluation focus
SOS Europa – Italy	Project coordination, stakeholder links and professional opportunity communications	Tracer follow-up, CSO opportunities and employment evidence
Euro Mamme ASD – Italy	Learner engagement, training implementation and support	Accessibility, retention barriers and empowerment
IELI – Malta	Lead of WP4, competence-assessment methodology	Validation consistency, monitoring quality and evaluation tools
KAI – Germany	Dissemination and upscaling	Digital resources, stakeholder/VET engagement and adoption

9. Conclusions

W.E.B. in Tech produced a documented set of evaluated practical works and monitoring instruments, supported by a needs-led training model, participant self-assessment evidence, career guidance and dissemination resources. The consistent assessment rubric and corrected WP4 register support a structured account of applied training outputs. The medium/long-term impact strategy translates the approach into follow-up indicators and defined evidence channels across partners. The public report maintains the distinction between documented results at project close and outcomes that will require observation after the funded period.

W.E.B. in Tech achieved a substantial expansion of its initial participation target, with 100 participants recorded against the 45 originally envisaged, representing an increase of 122.2% beyond the initial target. The project also generated 100 evaluated Project Works, with an average technical assessment score of 86.17/100, providing a structured body of practical learning outputs connected to digital communication and the Third Sector. Participant-reported evidence further indicates positive changes in professional confidence, interest in future opportunities and engagement with career-related activities. The dedicated assessment of the 12 Project Ambassadors also recorded positive perceived outcomes in terms of self-esteem, communication skills and social participation. Together, these results demonstrate the implementation of a training and assessment model that combines accessible digital education, practical application, individual guidance and professional orientation.

The project's medium- and long-term evaluation strategy provides the framework for assessing whether these immediate outputs and outcomes translate into sustained professional opportunities, further learning, organisational uptake and continued use of the training model beyond the funded period.

Documentary sources and evidence references

- D004.001 – Set of Tools to Evaluate the Impact; consolidated WP4 evaluation register and monitoring dashboard (November 2026).
- Final Assessment export (101 questionnaire responses), analysed separately from the 100-participant programme reference population.
- D003.003 – Ambassadors' Self-Assessment Results Report (12 respondents).
- Evidence-Based Training Design & Co-Design Report and WP2 Project Works documentation.
- D004.001 Annexes 5–8 – Partner Impact Evaluation Strategy Proposals for SOS Europa, Euro Mamme ASD, IELI and KAI.
- D004.003 – International Closing Meeting documentation, Valletta, 3–4 October 2026.