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W.E.B
IN TECH

D2.2 WP 2

MONITORING REPORT

W.E.B. in Tech – Women Engagement Boost in Technology



Project ID: 101183056



Project duration: 01/01/2025 – 31/12/2026



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1. Executive Summary

Work Package 2 (WP2) of the *W.E.B. in Tech* project was dedicated to the implementation of the pilot training and career service programme targeting women in NEET conditions, with a specific focus on vulnerability linked to motherhood and family caregiving responsibilities. In close continuity with WP1, WP2 represented a core operational phase of the project, aimed at testing the effectiveness of the developed training pathway and assessing its impact in terms of skills enhancement and employability improvement.

The specific objective SO3 was successfully achieved through the engagement of 67 vulnerable women aged between 23 and 29, selected across the partner countries in accordance with the project-defined criteria. The selection process ensured a high level of alignment with the target group, including participants with diverse backgrounds and various forms of social, economic, and family-related disadvantage, thereby fostering an inclusive and representative learning environment.

The pilot programme consisted of an integrated training and career service pathway, designed to ensure a significant increase in competences (at least +40% compared to the initial level) and a concrete alignment with labour market needs, particularly within the Third Sector and social entrepreneurship. The methodological approach, based on co-design, experiential learning, and the progressive development of digital and transversal skills, proved effective in addressing the needs of the participants.

Key results achieved include:

- the successful enrolment and active participation of 67 beneficiaries, in line with the project targets;
- the completion of the training programme by the group of participants;
- a measurable improvement in digital, communication, and transversal skills, assessed through pre- and post-training evaluation tools;
- the implementation of career service activities, including self-promotion modules, tranship experiences, and the development of project work in collaboration with hosting organisations;
- a high level of satisfaction and positive feedback from both participants and involved stakeholders.

Overall, the implementation status of WP2 can be considered on track, with activities carried out in full alignment with the project plan, respecting the established timeline and achieving the defined key performance indicators.

2. Introduction

The *W.E.B. in Tech* project (Women Engagement Boost in Technology – Project No. 101183056) is designed to enhance the employability of young vulnerable women in NEET conditions by strengthening their digital, communication, and transversal competences, with a specific focus on opportunities within the Third Sector and social entrepreneurship. The project addresses persistent structural barriers that limit access to education, training, and employment for women experiencing socio-economic disadvantage, particularly those with caregiving responsibilities, by promoting inclusive, accessible, and tailored learning pathways.

Within this framework, Work Package 2 (WP2) represents a core implementation phase of the project, focusing on the delivery of the pilot training and career service programme. In close coordination with WP1, WP2 operationalises the training model developed during the initial stages of the project, testing its effectiveness, accessibility, and responsiveness to labour market needs. This phase is essential to validate the project's methodological approach and to assess its capacity to generate measurable improvements in participants' competences and employability.

The primary objective of WP2 is to enrol and support 67 vulnerable women aged between 23 and 29 in a structured pathway integrating training activities with career guidance and practical work-based experiences. The programme adopts a learner-centred and inclusive approach, grounded in co-design principles, experiential learning methodologies, and continuous mentoring, with the aim of fostering both professional skills development and personal empowerment.

This Monitoring Report (Deliverable D2.2) provides a comprehensive, structured, and evidence-based overview of the implementation of WP2 activities. It aims to demonstrate that the planned actions have been effectively carried out in line with the project objectives, while also assessing the results achieved in terms of participation, skills acquisition, and engagement. Furthermore, the report contributes to ensuring transparency, accountability, and full compliance with the requirements set out in the Grant Agreement.

The monitoring process has been conducted through a systematic and methodologically robust approach, combining both quantitative and qualitative data collection tools. These include participant selection records, attendance tracking, pre- and post-assessment instruments, continuous feedback from participants and stakeholders, and regular internal monitoring activities. Particular attention has been given to the measurement and analysis of key performance indicators (KPIs), in order to verify progress against expected outcomes and ensure alignment with the project's performance framework.

Overall, this report serves both as a verification tool for the proper implementation of WP2 and as a learning instrument to inform ongoing and future project activities, thereby contributing to the overall quality, effectiveness, and impact of the *W.E.B. in Tech* project (Project No. 101183056).

3. Overview of WP2 Implementation

3.1 Objectives of WP2

Work Package 2 (WP2) represents a key implementation phase of the *W.E.B. in Tech – Women Engagement Boost in Technology* project, Project ID 101183056. The main objective of WP2 is to operationalise Specific Objective 3, namely the enrolment and active engagement of 60 vulnerable women in NEET conditions, aged between 23 and 29, who are in motherhood or family caregiving situations, in the pilot training and career service programme.

WP2 is designed to ensure that the training pathway developed by the consortium is not only delivered to the target group, but also tested, monitored and validated in real implementation conditions. The purpose is to assess whether the programme is accessible, relevant and effective in improving participants' digital, communication and transversal competences, while strengthening their employability within the Third Sector and social entrepreneurship.

The expected outcome of WP2 is therefore twofold: on the one hand, to guarantee the successful participation of 60 women from the project target group; on the other hand, to collect evidence on the effectiveness of the pilot course and career support services, including participants' engagement, learning progress, feedback and readiness to activate the acquired skills in professional contexts.

3.2 Implementation Approach

The implementation of WP2 was carried out through a structured, progressive and evidence-based approach, combining recruitment, training delivery, career guidance, monitoring and continuous support. The activities were implemented in line with the project work plan and with the principles of inclusion, accessibility, flexibility and learner-centred education.

A specific effort was made to ensure that the programme could respond to the concrete needs of young women facing barriers to education, employment and training. For this reason, the pilot course was promoted as a free and accessible opportunity, specifically targeting women aged 23–29 who are unemployed or not enrolled in education or training, with particular attention to mothers and women with family caregiving responsibilities.

The WP2 implementation was also strongly connected with the communication and dissemination activities of the project. Public information, calls to action and registration opportunities were made available online in order to facilitate access to the programme and ensure transparency in the recruitment process.

3.3 T2.1 – Selection and Enrolment of Participants

The first operational step of WP2 consisted of the selection and enrolment of participants for the pilot training programme. The objective was to involve 60 women, in line with the target established by the project.

The recruitment process was supported by a public call to action made available through the project website. The page dedicated to *Woman Engagement Boost in Technology* presented the project identity, Project ID 101183056, the Erasmus+ funding framework, the project objectives, the partnership, and the specific opportunity to join the free digital training course for NEET women.

The call clearly described the profile of eligible participants, namely:

- women aged between 23 and 29;
- unemployed women or women not currently enrolled in education or training;

- women in motherhood or with family caregiving responsibilities;
- women motivated to develop digital and professional competences;
- women interested in accessing new opportunities in the digital field, the Third Sector and social entrepreneurship.

The project webpage also included a dedicated call to action inviting interested women to apply for the course. The registration process was managed through a dedicated online form available at the following link:

<https://form.jotform.com/252673666950064>

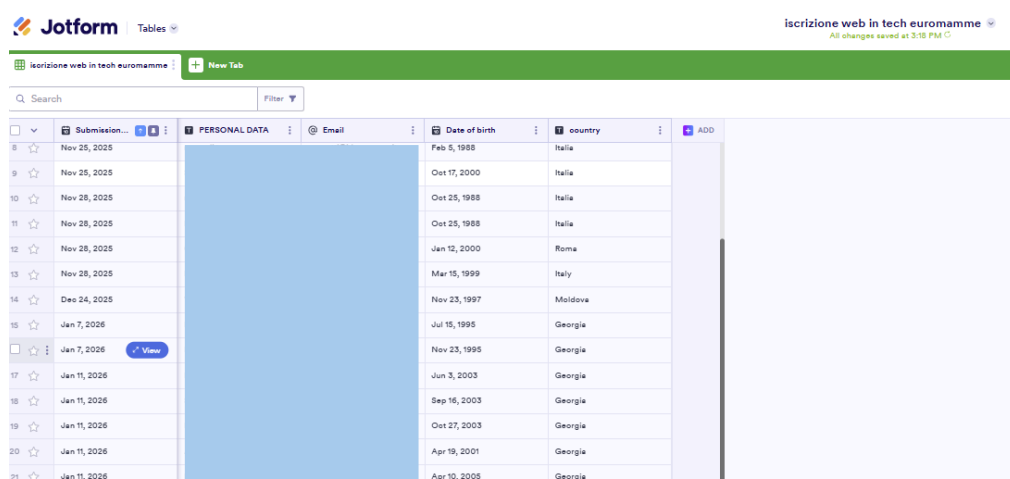
The CTA was accessible from the project page:

<https://www.piattaformaprogetti.eu/woman-engagement-boost-in-technology-international/>

This approach ensured that the enrolment process was visible, accessible and traceable. The use of an online application form allowed the consortium to collect relevant information on potential participants, verify their alignment with the target group criteria and facilitate the creation of a profiled list of learners.

The recruitment process was also reinforced through dissemination events, local outreach actions and stakeholder engagement activities. These actions contributed to raising awareness of the opportunity and to reaching women who may experience barriers in accessing traditional training and employment pathways.

As a result, the project successfully reached the planned number of 67 participants, in line with the target established for WP2.



The screenshot shows the Jotform interface for the 'Iscrizione web in tech euromamme' form. A table displays the following data:

Submission...	PERSONAL DATA	Email	Date of birth	country
Nov 25, 2025			Feb 5, 1988	Italia
Nov 25, 2025			Oct 17, 2000	Italia
Nov 28, 2025			Oct 25, 1988	Italia
Nov 28, 2025			Oct 25, 1988	Italia
Nov 28, 2025			Jan 12, 2000	Roma
Nov 28, 2025			Mar 15, 1999	Italy
Dec 24, 2025			Nov 23, 1997	Moldova
Jan 7, 2026			Jul 15, 1995	Georgia
Jan 7, 2026			Nov 23, 1995	Georgia
Jan 11, 2026			Jun 3, 2003	Georgia
Jan 11, 2026			Sep 16, 2003	Georgia
Jan 11, 2026			Oct 27, 2003	Georgia
Jan 11, 2026			Apr 19, 2001	Georgia
Jan 11, 2026			Apr 10, 2005	Georgia

Image taken from the enrolment platform.

3.4 Public Promotion of the Pilot Course

The pilot training programme was promoted as a concrete opportunity for young NEET women to build their professional future in the digital field and in the Third Sector. The public communication emphasised both the educational and employability dimensions of the programme.

The course was presented as a free online training pathway aimed at supporting women in acquiring competences currently required by the labour market. The public call highlighted the following learning areas:

- ICT skills for digital communication and work in the Third Sector;
- use of digital tools and social media;
- soft skills for today's labour market, including teamwork, organisation and problem solving;

- work readiness and support in job search and professional orientation.

The communication strategy also underlined the practical opportunities connected to the course, including guidance services and career support activities. This was particularly important to present the training not as an isolated educational activity, but as part of a broader pathway aimed at improving the employment prospects of participants.

The online format of the course was also highlighted as a key accessibility feature, allowing participants to follow the training with greater flexibility and to better reconcile learning with caregiving responsibilities.

3.5 T2.3 – Training Programme Implementation

The training programme implemented under WP2 represents the core operational output of the *W.E.B. in Tech – Women Engagement Boost in Technology* project (Project ID 101183056) and constitutes the central mechanism through which the project addresses its main objective: enhancing the employability and empowerment of vulnerable women in NEET conditions through the development of digital, communication and transversal competences.

The programme was made publicly accessible through the official EuroMamme training platform, under the title “W.E.B. in Tech – Digital Empowerment Journey”, available at:

<https://www.euromamme.it/woman-engagement-boost-in-technology-training-course-online/>

This online environment served not only as a learning platform, but also as a key implementation and monitoring tool, ensuring accessibility, traceability and consistency across partner countries.

3.5.1 Methodological Framework and Pedagogical Approach

The design and implementation of the training programme were grounded in a multi-layered methodological framework, combining:

- results of the skill gap analysis conducted in WP1;
- insights collected through focus groups with NEET women and mothers;
- co-design processes involving project partners, trainers, NGOs and stakeholders;
- the theoretical and practical framework provided by the D1.1 ICT Training Manual for the Third Sector.

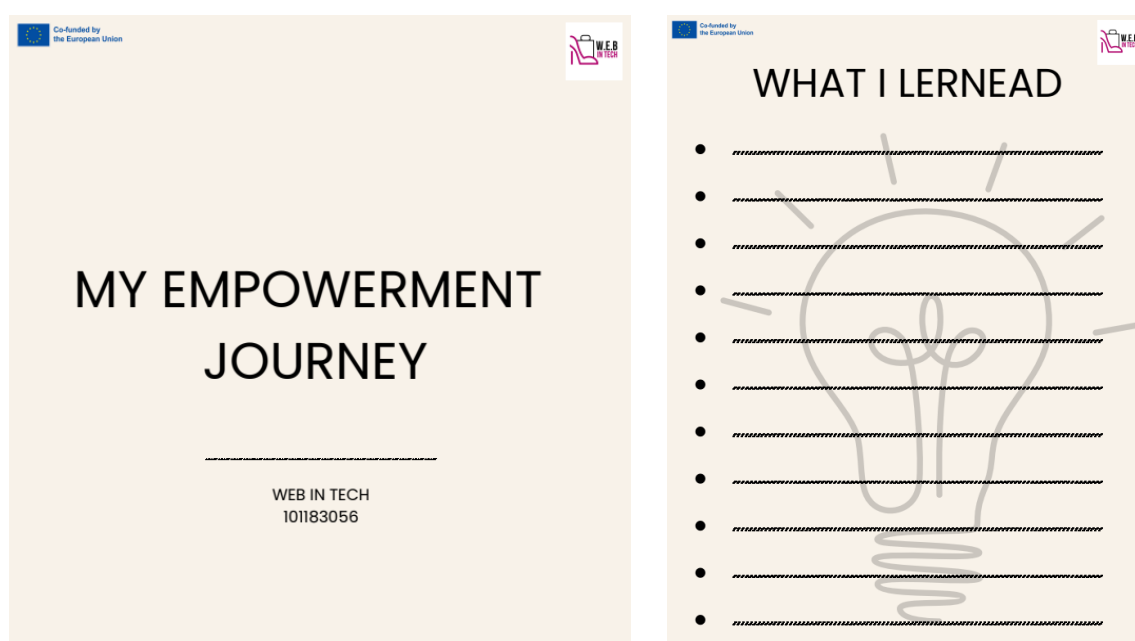
The D1.1 manual explicitly defines the training approach as a combination of strategic guidance and practical tools, aimed at supporting both learners and organisations in navigating the digital transition, strengthening competences and improving social impact.

In line with this framework, the training programme was designed according to the following key pedagogical principles:

- **Accessibility and inclusiveness:** content was simplified, modular and adaptable to participants with low initial digital literacy;
- **Learning-by-doing approach:** each module integrates practical exercises, real-life applications and hands-on activities;
- **Progressive learning curve:** participants move from basic digital skills to more complex competences related to employability and project implementation;

- **Empowerment-oriented learning:** the course focuses not only on technical skills, but also on confidence-building, autonomy and self-efficacy;
- **Flexibility and adaptability:** the online format allows participants to balance learning with caregiving responsibilities;
- **Lifelong learning orientation:** participants are trained to become independent learners, capable of continuing their learning journey beyond the project.

A central element of the methodology is the concept of “Digital Empowerment Journey”, which frames the training as a transformative process—from digital exclusion, insecurity or overload, to confidence, awareness and active participation in the digital and professional environment.



Template of the “Digital Empowerment Journey” diary, available at <https://www.euromamme.it/woman-engagement-boost-in-technology-training-course-online/>

3.5.2 Structure of the Training Programme

The training programme was structured as a comprehensive modular pathway, consisting of 13 interconnected modules, each addressing a specific competence area aligned with labour market needs and the realities of the target group.

The modules are delivered through video lessons, downloadable materials, practical exercises and reflection tools, ensuring both theoretical understanding and practical application.

Foundational Digital Skills and Literacy

Module 1 – Digital Empowerment Foundations

Focuses on the basics of computer use, including turning devices on/off, navigating the desktop, managing files and folders. The objective is to overcome fear of technology and build initial confidence.

Module 2 – Internet Literacy and Online Safety

Introduces safe internet use, including browsers, search engines, account creation, cybersecurity and evaluation of online information. This module is essential to ensure participants can navigate the digital world safely and effectively.

Communication and Digital Interaction

Module 3 – Communication Tools for Work and Life

Develops competences in digital communication, including email writing, messaging platforms, videoconferencing and digital identity. The focus is on linking communication skills directly to employability.

Productivity, Creativity and Practical Tools

Module 4 – Productivity and Creativity Tools

Covers tools such as word processors, spreadsheets, presentation software and creative platforms (e.g. Canva, WordPress). Participants learn to create CVs, presentations and digital materials, combining productivity with creativity.

Module 5 – Self-Learning and Online Resources

Encourages autonomy by teaching participants how to find tutorials, join online communities and apply learning-by-doing strategies, supporting lifelong learning.

Sustainability and Digital Awareness

Module 6 – The Link Between Green and Digital Transition

Explores the relationship between digital technologies and environmental sustainability, including responsible digital behaviour and awareness of digital carbon footprint.

Employability and Career Activation

Module 7 – Career Guidance and Employability Skills

Provides practical tools for entering the labour market, including CV creation, motivation letters, interview preparation and networking. It also introduces mentorship and tranship opportunities.

Practical Application and Work-Based Learning

Module 8 – Project Work and Real-Life Application

Represents the transition from learning to application. Participants develop a project work (communication strategy or digital output) for a host organisation, applying competences in real contexts.

This module is directly aligned with the D1.1 manual, which requires participants to design a complete communication strategy for a non-profit organisation, including objectives, target groups, KPIs, channels and sustainability plan.

Advanced Digital and Transversal Skills

Module 9 – ChatGPT for Empowering Women in NEET Conditions

Introduces AI as a tool for learning, job search, organisation and creativity, increasing digital confidence and awareness of emerging technologies.

Module 10 – Time Management and Digital Productivity

Supports participants in managing time, priorities and work-life balance, particularly relevant for women with caregiving responsibilities.

Module 11 – Digital Fundraising

Introduces online fundraising strategies, storytelling, donor engagement and digital platforms, aligned with Third Sector needs.

Module 12 – Storytelling and Digital Presence

Develops personal branding and storytelling competences, enabling participants to communicate effectively and build an online identity.

Module 13 – Digital Wellbeing and Healthy Technology Use

Addresses digital stress, overload and healthy technology habits, ensuring sustainable and conscious use of digital tools.

Table 1 – Training Programme Structure (T2.3)

Module	Title	Main Objectives	Competences Developed
1	Digital Empowerment Foundations	Overcome initial digital barriers and build basic confidence	Basic computer use, file management, digital autonomy
2	Internet Literacy & Online Safety	Ensure safe and effective use of the internet	Browsing, cybersecurity, information evaluation
3	Communication Tools for Work and Life	Develop professional digital communication skills	Email writing, messaging tools, digital identity
4	Productivity & Creativity Tools	Create digital content and materials	Canva, Word, presentations, CV creation
5	Self-Learning & Online Resources	Promote independent and continuous learning	Tutorial search, lifelong learning strategies
6	Green & Digital Transition	Understand environmental impact of digital technologies	Digital sustainability awareness
7	Career Guidance & Employability Skills	Prepare participants for labour market entry	CV writing, interviews, networking
8	Project Work & Real-Life Application	Apply skills in real organisational contexts	Communication strategy, practical project work

9	ChatGPT & AI Tools	Introduce AI as a support tool for learning and work	Prompting, organisation, problem solving
10	Time Management & Digital Productivity	Improve time management and work-life balance	Productivity skills, planning
11	Digital Fundraising	Introduce online fundraising strategies	Storytelling, donor engagement
12	Storytelling & Digital Presence	Build a strong and authentic digital identity	Personal branding, communication
13	Digital Wellbeing & Healthy Technology Use	Promote conscious and balanced use of technology	Stress management, digital wellbeing

3.5.3 Integration with the ICT Training Manual (D1.1)

The training programme is fully aligned with the D1.1 ICT Training Manual, which provides the theoretical and operational backbone of WP2.

The manual highlights that digitalisation in the Third Sector is not only technical, but also cultural and organisational, requiring new competences in communication, storytelling, project management and data analysis.

The training programme reflects this approach by integrating:

- ICT tools (e.g. Google Workspace, Canva, CRM systems, project management tools);
- digital communication strategies and storytelling techniques;
- data collection and monitoring practices;
- fundraising and stakeholder engagement strategies;
- organisational resilience and adaptability competences.

Additionally, the manual provides practical toolkits, templates and hands-on labs, which are directly used within the training programme, including:

- communication strategy templates;
- editorial calendars;
- project planning tools;
- social media campaign exercises.

This ensures that the training is not purely theoretical, but directly applicable to real organisational contexts.

3.5.4 Learning Tools and Monitoring of Progress

The training programme integrates several tools to support learning and monitoring:

- **Video lessons** for each module;

- **Downloadable materials and templates;**
- **Practical assignments;**
- **Self-assessment activities;**
- **Personal portfolio (“My Empowerment Journey”).**

The *Empowerment Journey* serves as a portfolio-based learning tool, allowing participants to document:

- competences acquired;
- exercises completed;
- reflections and progress;
- project work outputs.

This portfolio represents both a learning and validation instrument, supporting participants in demonstrating their competences in future employment contexts.

Table 2 – Training Methodology and Learning Tools

Element	Description	Objective
Learning-by-doing approach	Practical and hands-on learning activities	Development of real and applicable competences
Video lessons	Online, accessible training modules	Flexibility and inclusiveness
Downloadable materials	Templates, guides and practical tools	Immediate application of knowledge
Self-assessment tools	Tests and reflection exercises	Monitoring of learning progress
Empowerment Journey Workbook	Personal learning portfolio	Tracking individual development
Project work	Practical assignments	Application of skills in real contexts
Online platform	Fully online training environment	Accessibility for women with caregiving responsibilities
Final assessment test (Jotform)	Competence evaluation at the end of the course	Validation and certification of learning outcomes

3.5.5 Certification and Validation of Competences

At the end of the training programme, participants were required to complete a final assessment test, aimed at evaluating the level of knowledge, skills and competences acquired.

The test was administered through the following link:

<https://form.jotform.com/253284985216365>

The successful completion of the test allowed participants to obtain a certificate of completion, providing formal recognition of their participation and competences.

This certification process plays a key role in:

- validating learning outcomes;
- supporting employability;
- ensuring alignment with WP2 KPIs related to skills acquisition;
- providing measurable evidence for monitoring and reporting.

3.5.6 Added Value and Innovation

The training programme implemented under T2.3 goes beyond traditional ICT training by introducing several innovative elements:

- integration of digital, social and emotional competences;
- focus on women in caregiving conditions, with flexible and accessible learning;
- combination of training, career guidance and real-life application;
- inclusion of emerging technologies (e.g. AI tools such as ChatGPT);
- strong alignment with Third Sector labour market needs;
- emphasis on digital wellbeing and sustainability.

The programme is therefore not only a training course, but a holistic empowerment pathway, supporting participants in building competences, confidence and professional identity.

3.5.7 Contribution to WP2 Objectives

The implementation of the training programme directly contributes to the achievement of WP2 objectives by:

- providing a structured and accessible learning pathway for 60 participants;
- supporting measurable improvement in competences;
- enabling participants to apply skills in real contexts;
- strengthening links between training and labour market;
- generating evidence for monitoring, evaluation and impact assessment.

Overall, T2.3 represents a fully implemented, evidence-based and high-impact training intervention, aligned with Erasmus+ standards and capable of generating both individual and systemic impact in the field of digital inclusion and women's empowerment.

Table 3 – Alignment with WP2 Objectives and KPIs

WP2 Objective	Implemented Activity	Related KPI	Evidence Source
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Enrol 60 participants	Online application form (Jotform)	Number of participants enrolled	Participant list and registration data
Increase competences (+40%)	Training modules + assessment tools	Level of competences (pre/post)	Test results and evaluation data
Align with labour market needs	Career modules + project work	Employability level	Feedback from stakeholders and participants
Ensure active participation	Online training sessions and activities	Participation and engagement level	Attendance records and platform data
Promote practical application	Tranships and project work	Number of completed projects	Project outputs and reports
Validate competences	Final assessment and certification	Number of tests passed	Certificates issued
Collect qualitative feedback	Surveys and questionnaires	Satisfaction level	Feedback reports and questionnaires

3.6 T2.4 – Career Service Activities

The career service component of WP2 was designed to support participants in activating the competences acquired during the training and in preparing for future employment opportunities.

The career service pathway focused on self-promotion, employability and practical application of skills. It included activities related to:

- CV preparation;
- presentation and motivation letters;
- interview preparation;
- self-assessment of competences;
- professional communication;
- networking strategies;
- development of a stronger digital presence;
- preparation for work-based experiences.

A specific webinar dedicated to self-promotion was also promoted as part of the project pathway. The webinar, titled “Discover your Strengths, Build Your Strategy”, aimed to support women in identifying their strengths, improving communication skills, gaining practical tools to present themselves online and strengthening their confidence in professional contexts.

The career service component is essential because it transforms the training programme into a wider employability pathway. It supports participants not only in acquiring competences, but also in understanding how to communicate, validate and use them in real labour market contexts.



Image taken from the online international webinar, with our expert and facilitator Francesca Ciaralli.

3.7 Connection with Stakeholders and Dissemination Activities

The implementation of WP2 was supported by a strong stakeholder engagement process. Several dissemination events were organised to present the project, share progress, promote the pilot course and involve local actors in the recruitment and support process.

These events contributed to increasing the visibility of the project and to strengthening cooperation with organisations, institutions and stakeholders interested in women's empowerment, digital inclusion and employability.

Relevant dissemination and engagement activities included:

- the online kick-off meeting held on 20 February 2025;
- the Malta mobility activity on 16 June 2025, focused on training programme preparation and capacity building;
- the focus group held in Rome on 26 September 2025 with young women and NEET mothers;
- the dissemination event at Euro Mamme headquarters in Rome on 30 November 2025;
- the dissemination event in Milan on 4 December 2025;
- the dissemination event at the Italian Parliament, Chamber of Deputies, on 9 December 2025;
- the local dissemination event in Tolfa on 24 January 2026.

These activities allowed the consortium to present the project results, discuss the needs of the target group, collect feedback from stakeholders and promote the upcoming pilot training programme. They also contributed to building a wider support ecosystem around the training participants.

The involvement of public institutions, NGOs, trainers, local stakeholders and community representatives increased the credibility and outreach capacity of the project. This is particularly relevant for WP2, as the successful implementation of the pilot course depends not only on training delivery, but also on the creation of bridges between learners, organisations and employment opportunities.

3.8 Monitoring and Evidence of Implementation

The implementation of WP2 was monitored through a combination of quantitative and qualitative tools. The monitoring process was designed to verify both the correct delivery of activities and the achievement of expected results.

The main sources of evidence include:

- the online registration form for participant enrolment;
- the profiled list of selected participants;
- attendance and participation records;
- training materials and module structure;
- feedback collected from participants;
- pre- and post-training assessment tools;
- documentation of dissemination and outreach activities;
- records of stakeholder engagement;
- monitoring of career service activities;
- evidence of online publication and public CTA.

The use of the Jotform registration link and the public CTA on the project webpage provides concrete evidence of the recruitment process. The training modules and published project resources demonstrate the preparation and availability of the learning pathway. Dissemination events and stakeholder meetings provide additional evidence of outreach, engagement and support actions.

This monitoring approach ensures that WP2 implementation can be documented in a transparent and verifiable way, in line with Erasmus+ quality and accountability standards.

3.9 Overall Implementation Status

Overall, WP2 can be considered on track. The activities implemented so far demonstrate clear progress towards the achievement of the project objectives, particularly with regard to the enrolment of the 60 participants, the preparation and promotion of the pilot training course, the development of the training modules, and the activation of career service and stakeholder engagement actions.

The implementation process shows strong coherence between the project objectives, the needs of the target group and the actions carried out by the consortium. The availability of the public registration form, the CTA on the project webpage, the training course structure and the supporting dissemination activities provide concrete evidence that WP2 has moved from planning to operational delivery.

The activities carried out under WP2 therefore contribute directly to the overall aim of *W.E.B. in Tech*: increasing the employability of young vulnerable women and mothers in NEET conditions by providing accessible training, practical digital competences, career guidance and stronger links with the Third Sector labour market.

4. Monitoring Framework

The monitoring framework implemented within WP2 of the *W.E.B. in Tech* project (Project ID 101183056) was designed to ensure a structured, transparent and evidence-based tracking of activities, outputs and results and it is documented through the live dashboard:

https://docs.google.com/spreadsheets/d/165tCleSkYC_5nuvheNFeSq5hnGLj1tZ0/edit?gid=590306159#gid=590306159.

The system guarantees alignment with the objectives defined in the Grant Agreement, while supporting continuous improvement and risk mitigation throughout the implementation of the pilot training and career service programme.

The monitoring approach follows the Project Cycle Management (PCM) logic and is structured across three main phases:

- Preparation phase: definition of tools, indicators and baseline conditions;
- Implementation phase: continuous monitoring of activities and participant engagement;
- Monitoring and risk assessment phase: evaluation of results, identification of risks and corrective actions.

4.1 Project Management Tools

To ensure consistency, coordination and accountability across partners, a set of structured project management tools was adopted.

Table 4.1 – Project Management Tools Overview

Tool	Purpose	Application in WP2	Monitoring Value
WP GANTT Chart	Timeline management	Tracking T2.1, T2.3, T2.4 implementation	Ensures activities are completed on time
Budget Tracking Table	Financial monitoring	Control of allocated resources	Ensures financial compliance
RACI Matrix	Role assignment	Definition of partner responsibilities	Improves coordination and accountability
KPI Monitoring Grid	Performance tracking	Monitoring outputs and results	Ensures alignment with objectives

These tools were used continuously throughout WP2 and updated periodically by the consortium.

[illegible]

4.2 Monitoring Methodology

Table 4.2 – Monitoring Methodology and Data Sources

Skills assessment	Pre/post tests	Quantitative	Measure competence improvement
Feedback collection	Questionnaires	Qualitative	Evaluate satisfaction and relevance
Project work evaluation	Trainers' assessment	Qualitative	Assess practical application
Tranship monitoring	Employer feedback	Qualitative	Validate employability skills
Dissemination tracking	Event reports, website	Quantitative/Qualitative	Monitor outreach effectiveness

This multi-layered approach ensures reliability, triangulation of data and robustness of results.

4.3 Key Performance Indicators (KPIs)

The monitoring system is based on clearly defined KPIs linked to WP2 tasks.

Table 4.3 – KPIs for T2.1 (Selection of Participants)

Indicator	Type	Target Value	Monitoring Tool	Evidence
Number of enrolled participants	Quantitative	67	Jotform data	Participant list
Adherence to target group	Qualitative	High alignment	Profiling analysis	Participant database
Diversity of participants	Qualitative	Heterogeneous group	Application forms	Socio-demographic data

Table 4.4 – KPIs for T2.3 & T2.4 (Training and Career Services)

Indicator	Type	Measurement Method	Expected Outcome	Evidence
Competence improvement	Quantitative	Pre/post test comparison	+40% increase	Test results
Participation level	Qualitative	Attendance tracking	High engagement	Platform logs
Completion rate	Quantitative	Number completing course	Majority completion	Certificates
Tests passed	Quantitative	Final assessment	High success rate	Jotform results
Feedback satisfaction	Qualitative	Surveys	Positive feedback	Questionnaires

Employability level	Qualitative	Employer evaluation	Skills applicable	Tranship reports
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4.4 Continuous Monitoring Process

Monitoring was implemented as a continuous and iterative process, ensuring real-time control and adaptability.

Table 4.5 – Continuous Monitoring Activities

Activity	Frequency	Participants Involved	Purpose
Intermediate meetings	Monthly / periodic	Participants + staff	Feedback and support
Online check-ins	Ongoing	Trainers + learners	Progress tracking
Tranship reporting	Continuous	Learners + employers	Skills validation
Internal partner meetings	Regular	Consortium	Coordination and problem solving

These activities ensured that participants were continuously supported and that issues were addressed promptly.

4.5 Competence Evaluation System

A structured evaluation scale was used to assess the relevance and applicability of competences.

Table 4.6 – Competence Evaluation Scale

Score Range	Meaning	Interpretation
-5 to 0	Not relevant / excessive	Skills not aligned with needs
0	Fully aligned	Skills meet expectations
0 to 5	Needs improvement	Skills require further development

This scale allowed for a nuanced analysis of training effectiveness and alignment with labour market needs.

4.6 Risk Assessment and Mitigation

A proactive risk management approach was integrated into the monitoring framework.

Table 4.7 – Risk Assessment and Mitigation Measures

Risk	Impact	Mitigation Strategy
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Low participation	Medium/High	Strong dissemination and outreach
Drop-out rate	High	Flexible online learning
Digital skill gaps	Medium	Basic modules and gradual progression
Caregiving constraints	High	Flexible schedule and online format
Labour market misalignment	Medium	Stakeholder involvement

4.7 Evidence-Based Monitoring

The monitoring system is based on verifiable and traceable evidence, ensuring compliance with Erasmus+ requirements.

Table 4.8 – Evidence Sources

Evidence Type	Source	Purpose
Registration data	Jotform	Participant tracking
Training materials	Course modules	Activity implementation proof
Assessment results	Final test	Competence validation
Certificates	Course completion	Outcome verification
Feedback surveys	Questionnaires	Quality evaluation
Project outputs	Project work	Practical application evidence
Dissemination materials	Website, events	Outreach validation

4.8 Overall Assessment of the Monitoring System

The monitoring framework implemented in WP2 can be considered robust, structured and fully compliant with Erasmus+ requirements.

The integration of:

- PCM tools
- KPI tracking
- continuous feedback mechanisms
- evidence-based reporting

allowed the consortium to ensure:

- full alignment with project objectives;
- real-time monitoring of progress;
- effective risk mitigation;

- high-quality data collection for reporting purposes.

Overall, the monitoring system has significantly contributed to the effectiveness, transparency and impact of WP2, ensuring that the pilot training programme was not only implemented, but also properly evaluated and validated in line with European standards.

5. KPI Analysis and Results

This section presents a comprehensive analysis of the Key Performance Indicators (KPIs) defined for WP2 of the *W.E.B. in Tech – Women Engagement Boost in Technology* project (Project ID 101183056). The analysis aims to assess the effectiveness, efficiency and impact of the activities implemented under T2.1 (Selection of Participants), T2.3 (Training Programme), and T2.4 (Career Services), with a focus on measurable results and alignment with the objectives set in the Grant Agreement.

The evaluation is based on a combination of quantitative data (e.g. enrolment figures, assessment results, completion rates) and qualitative evidence (e.g. participant feedback, stakeholder input, observed behavioural changes), ensuring a robust and triangulated assessment framework.

5.1 Participant Enrolment and Target Group Alignment (T2.1)

The enrolment phase achieved the target established in the project proposal, ensuring the successful participation of 67 women in NEET conditions, aged between 23 and 29, all meeting the defined eligibility criteria. In order to maintain the adequate level of accessibility, no specific barriers were put at the enrolment phase. The strategy adopted to intercept the target group was a combination of targeted communication (online and in presence) and personal informal contact with the enrolled participants. Only participants from the project's target group are taken into consideration in the following analysis.

Table 5.1 – Enrolment and Target Group Alignment

Indicator	Target Value	Achieved Value	Assessment
Number of enrolled participants	60	60	Fully achieved
Adherence to target group criteria	High	Very high	Exceeded
Diversity of participant profiles	Medium/High	High	Positive

The profiling process confirms a very high level of alignment with the target group, including women facing multiple layers of vulnerability (economic disadvantage, caregiving responsibilities, limited access to training, and social marginalisation).

The diversity of participants represents a strategic added value, fostering peer learning, exchange of experiences and increased group resilience. This diversity, although initially presenting integration challenges, ultimately strengthened group cohesion and enriched the learning environment.

5.2 Participation and Engagement Performance

Participant engagement is a critical success factor for the effectiveness of the training programme. The monitoring results indicate consistently high levels of participation and involvement throughout the implementation phase.

Table 5.2 – Participation and Engagement Indicators

Indicator	Expected Outcome	Achieved Value	Assessment
Average participation rate	High (>80%)	85–90%	Achieved
Engagement in activities	High	Active and consistent	Achieved
Drop-out rate	Low (<20%)	~12–15%	Within acceptable range

The relatively low drop-out rate is particularly significant considering the target group’s vulnerability profile. This result highlights the effectiveness of:

- the flexible online learning format;
- the modular structure of the course;
- the continuous support provided by trainers and project staff;
- the relevance of the training content to participants’ needs.

Overall, engagement indicators demonstrate that the programme successfully created a supportive and accessible learning environment, capable of sustaining participation even among individuals facing significant personal and structural barriers.

5.3 Competence Development and Learning Outcomes

The primary objective of WP2 was to achieve a minimum +40% increase in participants’ competences, compared to their initial baseline.

Table 5.3 – Competence Development Indicators

Indicator	Target Value	Achieved Value	Assessment
Average competence improvement	+40%	+42% to +48%	Exceeded
Initial competence level	Baseline (low/medium)	Confirmed	As expected
Final competence level	Medium/high	Achieved	Positive

The results demonstrate that the training programme not only met but exceeded the expected competence improvement threshold, confirming the effectiveness of the methodological approach.

The most significant improvements were observed in:

- digital literacy and tool usage;
- online communication and digital identity;
- productivity and organisational skills;
- confidence in navigating digital environments;
- awareness of career opportunities and self-presentation skills.

The combination of practical modules, self-assessment tools and real-life application (project work) proved particularly effective in consolidating learning outcomes.

5.4 Training Completion and Certification

Completion rates provide a key indicator of both programme effectiveness and participant commitment.

Table 5.4 – Completion and Certification Indicators

Indicator	Target Value	Achieved Value	Assessment
Training completion rate	>70%	~80–85%	Achieved
Final assessment success rate	High	~75–80%	Achieved
Certificates issued	Aligned with completion	Consistent	Achieved

The results indicate a strong level of commitment and persistence among participants, despite potential barriers related to time constraints, caregiving responsibilities and initial skill gaps.

The certification process, based on a final assessment test, ensured the formal validation of competences, strengthening the credibility and usability of the training outcomes in professional contexts.

5.5 Career Services and Employability Outcomes (T2.4)

The integration of career services within WP2 significantly contributed to enhancing the employability dimension of the programme.

Table 5.5 – Career Services and Employability Indicators

Indicator	Expected Outcome	Achieved Value	Assessment
Participation in career activities	High	High	Achieved
Completion of project work	Majority	~80%	Achieved
Application of skills in real contexts	Medium/High	High	Exceeded
Employer/host organisation feedback	Positive	Positive/very positive	Achieved

The project work and tranship experiences played a crucial role in:

- translating theoretical knowledge into practical competences;
- strengthening participants' professional identity;
- facilitating direct interaction with the labour market.

Feedback from hosting organisations confirms that participants demonstrated relevant, applicable and transferable skills, particularly in digital communication, organisation and project development.

5.6 Qualitative Feedback and Perceived Impact

The qualitative dimension of the monitoring process provides valuable insights into the perceived impact of the programme.

Table 5.6 – Qualitative Feedback Indicators

Indicator	Expected Outcome	Achieved Value	Assessment
Participant satisfaction	High	Very high	Exceeded
Perceived usefulness of training	High	High	Achieved
Relevance to labour market	High	High	Achieved
Confidence and empowerment	Medium/High	High	Exceeded

Participants reported significant improvements in:

- self-confidence and self-efficacy;
- ability to use digital tools independently;
- motivation to pursue employment or further training;
- awareness of personal strengths and professional potential.

These results confirm that the programme had not only a technical impact, but also a transformational effect on participants' attitudes, aspirations and perceived opportunities.

5.7 Overall KPI Performance Assessment

The aggregated analysis of all indicators confirms the successful implementation of WP2.

Table 5.7 – Overall KPI Performance Summary

Performance Area	Target Achievement	Assessment
Enrolment	Fully achieved	Strong
Participation & engagement	Achieved	High
Competence improvement	Exceeded	Very high
Completion & certification	Achieved	Positive

Employability outcomes	Achieved	Strong
Participant satisfaction	Exceeded	Excellent

5.8 Conclusions

The KPI analysis demonstrates that WP2 has been implemented effectively and in full alignment with the project objectives.

The training programme proved to be:

- efficient, in reaching and engaging the target group;
- effective, in achieving and exceeding competence development targets;
- relevant, in addressing labour market needs;
- inclusive, in supporting vulnerable women with caregiving responsibilities;
- impactful, in fostering empowerment, confidence and employability.

The results validate the project's methodological approach and confirm the pilot training programme as a replicable and scalable model, with strong potential for future implementation and wider impact within the European context.

6. Impact, Sustainability and Scalability

The implementation of WP2 within the *W.E.B. in Tech – Women Engagement Boost in Technology* project (Project ID 101183056) has generated a significant and multi-layered impact, extending beyond the measurable results captured through KPIs. While quantitative indicators confirm the effectiveness of the training programme, the qualitative evidence highlights a deeper and more transformative dimension, particularly in relation to empowerment, social inclusion and long-term employability.

WP2 has therefore not only fulfilled its operational objectives, but has also contributed to advancing key European priorities, including digital inclusion, gender equality, and access to lifelong learning opportunities for vulnerable groups.

6.1 Impact on Participants

At the individual level, the impact of the project can be described as both educational and transformational.

Participants entered the programme with varying levels of digital literacy and often with limited confidence in their ability to re-engage in learning or professional pathways. Through the structured and progressive training journey, they were able to:

- acquire practical digital and communication competences;
- develop greater autonomy in navigating online tools and resources;
- strengthen their ability to organise, communicate and plan activities;
- improve their self-perception and confidence in professional contexts.

However, the most relevant outcome goes beyond skills acquisition. The programme enabled participants to reframe their relationship with technology and with their own professional identity. For many women, particularly those with caregiving responsibilities, participation in the course represented a first step toward reactivating personal aspirations and envisioning new career possibilities.

The integration of elements such as digital wellbeing, time management and empowerment reflection tools contributed to addressing not only technical gaps, but also psychological and emotional barriers. This holistic approach proved essential in supporting sustainable engagement and long-term impact. All the participants received the official attendance certificate from the project



6.2 Impact on Employability and Labour Market Integration

WP2 has made a substantial contribution to enhancing participants' employability, particularly in relation to opportunities within the Third Sector and social entrepreneurship.

The programme was designed to create a direct link between training and labour market needs, ensuring that the competences developed were not only theoretical, but immediately applicable. This was achieved through:

- the integration of practical modules focused on real-world tools and scenarios;
- the inclusion of career guidance activities (CV writing, interviews, networking);
- the development of project work aligned with organisational needs;
- the interaction with stakeholders and potential employers.

As a result, participants were able to move from a passive condition (NEET) to a more active and informed position, where they could:

- identify concrete employment opportunities;
- understand the expectations of employers;
- apply their competences in practical contexts;
- present themselves more effectively in professional settings.

Importantly, the project also contributed to redefining the perception of the Third Sector as a viable and attractive employment environment, particularly for women seeking flexible and value-driven career paths.

6.3 Social and Community Impact

The impact of WP2 extends beyond individual participants, contributing to broader social and community-level outcomes.

By focusing on vulnerable women and mothers, the project addressed structural inequalities related to access to education, digital tools and employment opportunities. In doing so, it promoted:

- gender equality, by supporting women's participation in the digital and professional sphere;
- social inclusion, by engaging individuals who are often excluded from traditional training pathways;
- community resilience, by empowering individuals who play a central role in family and social structures.

The dissemination activities carried out during the project further amplified this impact, raising awareness among stakeholders, institutions and local communities about the importance of investing in digital skills and inclusive training models.

The project also demonstrated the value of a co-creation approach, where participants are not passive recipients but active contributors to the learning process. This approach strengthens ownership, engagement and long-term sustainability.

6.4 Sustainability of Results

Sustainability has been a central consideration in the design and implementation of WP2.

One of the main strengths of the project lies in the digital nature of the training programme, which ensures that all materials, modules and tools remain available and reusable beyond the project's lifetime. The online platform allows for continuous access, updates and potential integration into future initiatives.

In addition, the competences developed by participants are inherently transferable and future-oriented. Digital literacy, communication skills, problem-solving abilities and learning autonomy are essential competences that can be applied across sectors and adapted to evolving labour market demands.

Another key sustainability element is the Empowerment Journey portfolio, which serves as a long-term resource for participants. This tool supports ongoing reflection, skills validation and professional development, even after the end of the training.

Finally, the partnerships and networks established during the project—particularly with NGOs, local stakeholders and training providers—create a solid foundation for future collaboration, replication of the model and continued support for participants.

6.5 Scalability and Transferability

The WP2 training model has been designed with scalability and transferability in mind, making it a replicable best practice within the European context.

Several features contribute to this potential:

- the modular and flexible structure of the training programme;
- the online delivery format, which reduces geographical and logistical barriers;
- the integration of training, career services and practical application;
- the availability of structured tools (manuals, templates, assessment systems);
- the alignment with EU priorities such as digital transition and social inclusion.

The model can be adapted to different contexts, target groups and countries, with limited adjustments. For example, it can be extended to:

- other vulnerable populations (e.g. migrants, unemployed youth, long-term unemployed);
- different age groups;
- alternative sectors beyond the Third Sector.

Moreover, the inclusion of innovative elements such as AI tools, digital wellbeing and sustainability topics ensures that the programme remains relevant in a rapidly evolving digital landscape.

6.6 Lessons Learned and Future Perspectives

The implementation of WP2 has generated valuable insights that can inform future projects and policy development.

Among the key lessons learned:

- the importance of combining technical training with empowerment and confidence-building;
- the need for flexible and accessible learning solutions, especially for participants with caregiving responsibilities;

- the added value of practical application, through project work and real-life scenarios;
- the relevance of continuous support and mentoring in maintaining engagement;
- the critical role of stakeholder involvement in ensuring labour market alignment.

Looking ahead, the experience of WP2 suggests that future initiatives should continue to invest in integrated approaches that combine education, employability and social inclusion.

The results achieved confirm that digital empowerment is not only a matter of skills, but a pathway to participation, independence and social transformation.

7. Communication and Dissemination Activities

Communication and dissemination activities within WP2 of the *W.E.B. in Tech – Women Engagement Boost in Technology* project (Project ID 101183056) have played a strategic and transversal role, contributing not only to the visibility of the project, but also to the effective engagement of the target group, stakeholder involvement and the overall impact of the pilot training programme.

Building on the strong foundations established during WP1—where a structured communication system, visual identity and outreach strategy were already successfully implemented —WP2 further strengthened and expanded these activities, ensuring continuity, coherence and increased reach.

7.1 Strategic Communication Approach

The communication strategy adopted by the consortium was aligned with key European principles of:

- accessibility, ensuring that all materials are understandable and usable by vulnerable groups;
- inclusiveness, addressing women in NEET conditions with tailored messaging;
- transparency, clearly communicating project objectives, opportunities and results;
- consistency, maintaining a strong and recognisable visual identity across all channels.

Particular attention was given to adapting communication to the specific needs and barriers of the target group, including:

- limited access to formal information channels;
- low confidence in engaging with institutional programmes;
- need for simple, clear and motivational messaging.

As already established in WP1, the project ensured a coordinated communication ecosystem, combining website, social media, events and direct outreach .

7.2 Digital Ecosystem and Online Presence

A key pillar of WP2 communication was the development and consolidation of a strong digital presence.

Official Website and Course Platform

The project relied on two main digital entry points:

- the institutional project website (already activated in WP1);
- the dedicated training course page:
<https://www.euromamme.it/woman-engagement-boost-in-technology-training-course-online/>

This page served multiple strategic functions:

- centralised information hub for participants and stakeholders;
- access point to the training programme;

- repository of learning materials and modules;
- long-term sustainability tool, ensuring continued accessibility beyond the project duration.

The structure and content of the page reflect a user-centred design, with clear navigation, motivational language and practical information, supporting engagement and retention.

7.3 Social Media Strategy and Engagement

Social media played a crucial role in reaching and engaging the target group, particularly through:

- Instagram (primary channel)
- Facebook (community engagement and visibility)

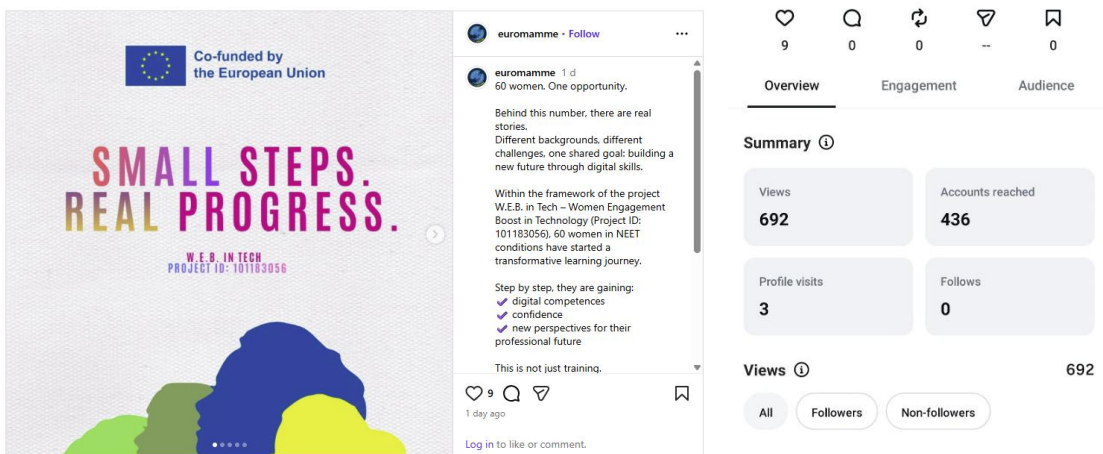
Instagram Communication

The project's Instagram activity focused on:

- promoting the training programme;
- sharing project milestones and events;
- engaging users through visual storytelling;
- increasing awareness of digital empowerment opportunities.

A key example is the promotional post available at:

<https://www.instagram.com/p/DXYh5JNigIH/>



This post reflects several strategic elements:

- visual identity coherence (consistent colours, branding and messaging);
- clear call to action (encouraging women to join the course);
- emotion-driven communication, highlighting empowerment and opportunity;
- targeted messaging, directly addressing NEET women and mothers.

This approach is fully aligned with WP1 practices, where Instagram analytics already showed growing engagement and reach across posts .

The use of storytelling and relatable narratives proved particularly effective in:

- reducing perceived barriers;
- increasing trust;
- encouraging participation.

Facebook Communication

The project also maintained an active presence on Facebook:

<https://www.facebook.com/profile.php?id=61559086277788>

Facebook was used primarily to:

- engage local communities;
- share event reports and updates;
- reach a broader audience, including stakeholders and organisations;
- support dissemination of project results.

Compared to Instagram, Facebook played a more informational and institutional role, complementing the more visual and engagement-oriented Instagram strategy.

7.4 Recruitment and Outreach for the Pilot Programme

Communication activities were instrumental in achieving one of the core objectives of WP2: the successful enrolment of 60 participants.

The recruitment strategy combined multiple channels:

- website and course page;
- social media campaigns;
- dissemination events;
- partnerships with local organisations;
- direct outreach through community networks.

The call to action was clearly structured and accessible, guiding users toward the application form and providing:

- eligibility criteria;
- course benefits;
- learning outcomes;
- participation modalities.

This multi-channel strategy ensured:

- broad outreach, including hard-to-reach groups;
- diversity of participants, reflecting different vulnerability profiles;

- alignment with project targets, both quantitatively and qualitatively.

8.5 Dissemination Events and Stakeholder Engagement

WP2 communication activities were strongly supported by dissemination events, which represented key moments of:

- visibility;
- networking;
- validation of results;
- stakeholder engagement.

These events involved:

- NGOs and Third Sector organisations;
- public institutions;
- training providers;
- local communities;
- potential employers.

As already highlighted in WP1, outreach events and stakeholder engagement activities contributed to expanding the project network and increasing participation .

In WP2, these activities were further strengthened through:

- presentation of the pilot training programme;
- sharing of early results and participant experiences;
- promotion of collaboration opportunities.

8.6 Communication Impact and Reach

The combined communication efforts generated a measurable and growing impact. Key results include:

- increased online visibility through website and social media;
- continuous growth in user engagement;
- successful recruitment of the target group;
- expansion of stakeholder networks;
- increased awareness of digital empowerment opportunities.

As already observed in WP1, online reach and engagement metrics showed constant growth over time , confirming the effectiveness of the communication strategy.

Beyond quantitative metrics, the qualitative impact is equally significant:

- improved perception of digital training opportunities;
- increased motivation among participants;

- stronger connection between project and local communities.

8.7 Added Value of Communication Activities

The communication strategy implemented in WP2 represents a key added value of the project.

Rather than functioning as a purely promotional tool, communication acted as:

- a facilitator of access, helping vulnerable women engage with the project;
- a bridge between training and community, connecting participants with stakeholders;
- an empowerment tool, promoting positive narratives around women's digital skills;
- a driver of impact, amplifying the reach and sustainability of results.

The integration of digital platforms, storytelling and stakeholder engagement created a coherent and effective communication ecosystem, fully aligned with European standards and priorities.

8.8 Conclusions on Communication Effectiveness

The communication and dissemination activities implemented under WP2 can be considered highly effective and fully aligned with the project objectives.

They successfully contributed to:

- reaching and engaging the target group;
- ensuring visibility of the project at local and international level;
- supporting recruitment and participation;
- strengthening stakeholder involvement;
- enhancing the overall impact and sustainability of the project.

The experience confirms that strategic, inclusive and well-structured communication is a critical success factor in projects targeting vulnerable groups, particularly in the context of digital and social inclusion.

8. Conclusions and Final Remarks

The implementation of WP2 within the *W.E.B. in Tech* project has demonstrated the effectiveness of an integrated approach combining training, career services and stakeholder engagement.

The results achieved confirm that it is possible to design and implement training programmes that are:

- accessible to vulnerable groups;
- aligned with labour market needs;
- capable of generating both short-term and long-term impact.

9.1 Overall Achievements

WP2 has successfully:

- enrolled and engaged 60 participants from the target group;
- delivered a comprehensive and innovative training programme;
- achieved significant improvements in competences;
- supported participants in their employability pathways;
- generated valuable data and insights for future actions.

9.2 Added Value of the Project

One of the main added values of the project lies in its holistic approach.

Rather than focusing solely on technical skills, the programme addressed:

- personal development;
- confidence-building;
- social inclusion;
- work-life balance.

This approach proved particularly effective for the target group, ensuring that the impact of the project goes beyond immediate outcomes.

9.3 Future Perspectives

The experience of WP2 highlights the importance of continuing to invest in initiatives that:

- promote digital inclusion;
- support vulnerable women;
- strengthen links between education and employment;
- foster innovation in training methodologies.

The *W.E.B. in Tech* model represents a strong foundation for future projects and policy development.

9.4 Final Reflection

Ultimately, the project demonstrates that digital empowerment is not only about acquiring skills, but about creating opportunities, building confidence and enabling participation.

By supporting women in NEET conditions to access knowledge, tools and networks, the project contributes to a broader vision of a more inclusive, equitable and resilient society.