Women Engagement Boost in Technology

DELIVERABLE D4.2

FINAL IMPACT EVALUATION REPORT

Impact Evaluation, Medium- and Long-Term Follow-up Strategy & Sustainability Framework

Termination version based on evidence available at 20 August 2026

Co-funded by the European Union

80	133.3%	13
unique participants	participant target	training modules

Impact measured where evidence exists. Future impact framed where time has not yet elapsed.

PROJECT IDENTITY

D4.2 at a glance

Final impact evaluation report - WP4

Field	Information
Project	W.E.B. in Tech - Women Engagement Boost in Technology
Project ID	101183056
Programme	Erasmus+ - Capacity Building in VET
Topic	ERASMUS-EDU-2024-CB-VET
Coordinator	EURO MAMME ASD - Italy
Partners	SOS Europa (Italy); IELI (Malta); Education 360 (Ukraine); HRRC (Georgia); Millennium (Moldova)
WP	WP4 - Arrangement for Skills Validation, Impact Measurements and Project Sustainability
Deliverable	D4.2 - Final impact evaluation report
Lead beneficiary	International E-Learning Institute Ltd - IELI (Malta)
Type / level	R - Document, report / PU - Public
Original due date	Month 24
Evaluation cut-off	20 August 2026

CONTRACTUAL SCOPE

The Grant Agreement requires D4.2 to include: an introduction; description of KPIs and method used; definitions of short-, medium- and long-term impact; objectives of the impact evaluation; impact target groups; short-term impact evaluation; and a medium- and long-term impact evaluation strategy.

TERMINATION PRINCIPLE

Because the action ended before Month 24, this report evaluates only impacts that can be supported at the cut-off. It does not present unobserved six-month or longer outcomes as achieved results.

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- 1. Executive summary
- 2. Evaluation purpose and methodology
- 3. KPI framework and evidence hierarchy
- 4. Definitions of short-, medium- and long-term impact
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EXECUTIVE SUMMARY

What can be demonstrated at 20 August 2026

W.E.B. in TECH was designed to increase the employability and empowerment of young vulnerable women and mothers in NEET conditions by combining digital and communication skills, practical application, career support, skills validation, dissemination and sustainability actions.
The strongest directly evidenced quantitative result is participation. The original target was 60 women. The final consolidated and de-duplicated project records identify 80 unique participants across the registration/access and post-training/certificate pathways. This corresponds to 133.3% of the original participant target.

60	80	+20	133.3%
original target	unique participants	above target	target achievement

Short-term impact is also visible in the creation and use of a structured 13-module digital learning pathway, career-guidance support, project work, downloadable resources, audiovisual learning and public dissemination. These outputs created immediate access to competences and a reusable infrastructure that can continue to support learners after the funded action.

EVALUATION CONCLUSION

The evidence supports a positive short-term impact on access to learning, digital empowerment, employability preparation and availability of reusable resources. Medium- and long-term employment, career progression and organisational adoption cannot yet be treated as measured outcomes because the required observation period had not elapsed by the termination date.

Executive impact scorecard

Dimension	Evidence at cut-off	Assessment	Confidence
Reach	80 unique participants vs 60 target	EXCEEDED	High
Learning offer	13-module online pathway + downloadable resources	ACHIEVED	High
Employability support	Career module, project work and dedicated webinar	ACHIEVED	High
Participant satisfaction	Positive evidence exists; no complete harmonised final statistic asserted	PARTIALLY MEASURED	Medium
Learning gain	No complete comparable pre/post dataset for a defensible aggregate %	NOT QUANTIFIED	Low
Employment after training	Required follow-up window had not elapsed for the final cohort	NOT YET MEASURABLE	N/A
Sustainability capacity	Platform, modules, videos, PDFs and public archive remain reusable	ESTABLISHED	High

OVERALL EVALUATIVE JUDGEMENT

The evidence supports a positive judgement on delivery, reach and immediate capacity-building effects. It is sufficient to conclude positive short-term impact, but not to attribute medium- or long-term labour-market outcomes at the termination date. This distinction is central to the credibility of D4.2.

1. Evaluation purpose and methodology
The purpose of D4.2 is to assess the effects that can reasonably be attributed to project implementation at the reporting cut-off and to establish a credible framework for observing effects that require additional time. The approach is evidence-led and deliberately conservative: outputs are not automatically treated as impact, and future expectations are not presented as achieved outcomes.

1.1 Evaluation questions

- Did the project reach the intended beneficiary group at the expected scale?
- Did participants receive access to a coherent and relevant digital-skills learning pathway?
- Did the project create conditions that can strengthen employability, confidence and professional readiness?
- Did project organisations generate reusable methods, materials and relationships?
- Which effects can be measured now, and which require medium- or long-term follow-up?
- Which assets can remain sustainable after the end of EU funding?

1.2 Evaluation design and attribution logic

The evaluation uses a contribution-based approach. It tests whether the project plausibly contributed to observed changes and whether those changes are supported by project evidence. It does not claim causal attribution where no counterfactual, control group or harmonised longitudinal dataset exists.

Triangulation is used wherever possible: administrative participation data are read together with the training environment, career-guidance activities, project work, public resources and dissemination evidence. Quantitative values are reported only when the denominator and source are sufficiently clear.

1.3 Evidence hierarchy

Evidence level	Meaning	Examples used in this report
A - Direct quantitative	Countable project records	Consolidated participant records; module count; public assets
B - Direct implementation	Evidence that an activity/output exists	Training platform; webinar; project works; learning resources
C - Participant/qualitative	Perceptions and learning experience	Evaluation/certificate pathway; informal feedback where documented
D - Digital reach	Public communication evidence	Articles, videos, social-media snapshots
E - Future outcome	Requires later observation	Employment after 6 months; sustained career progression; replication

1.4 Evaluation limitations and data-quality safeguards

- The project terminated before the original Month 24 evaluation window; several outcome indicators could therefore not mature within the funded period.
- Registration/access and certificate/evaluation records represent different stages of participation and must be consolidated and de-duplicated before reporting unique persons.
- The absence of a complete harmonised pre/post assessment prevents a defensible aggregate learning-gain percentage; no such percentage is invented.
- Digital reach snapshots demonstrate visibility at a point in time but are not substitutes for participant-level impact evidence.
- Employment, sustained education/training transitions and career progression require consent-based longitudinal follow-up.

2. KPI framework and evidence hierarchy
D4.1 established three KPI families: Management KPIs, Training KPIs and Impact KPIs. Training indicators include number of participants, training completion, satisfaction and learning improvement. Impact indicators include employment after training, stakeholder engagement, social-media reach and articles/media mentions.

IMPORTANT INTERPRETATION
The original D4.1 dashboard was created as a live monitoring instrument. Values recorded early in implementation are therefore not treated as final values. D4.2 uses the most recent evidence available at the termination cut-off and distinguishes measured values from indicators that could no longer mature within the shortened project period.

IMPACT MODEL

From project activity to durable change

A transparent results chain

Level	W.E.B. in TECH example	Evaluation meaning
Inputs / activities	Needs analysis, training, mentoring, outreach, dissemination	What the project did
Outputs	13 modules, materials, webinar, project works, articles, videos	What the project produced
Immediate outcomes	Access, participation, competence exposure, career readiness	Short-term change observable during implementation
Medium-term outcomes	Continued use, employment/education transitions, networking	Change expected after several months
Long-term impact	Sustained employability, autonomy, organisational replication	Durable change requiring longer observation

3. Definitions of impact horizons

SHORT-TERM IMPACT

Effects observable during implementation or immediately after participation: access to learning, participation, exposure to new competences, confidence-building opportunities, project work, career-guidance engagement and availability of usable learning resources.

MEDIUM-TERM IMPACT

Effects normally observable approximately 3-12 months after participation: continued learning, application of skills, job search activity, entry into employment/education/training/volunteering, improved professional digital presence, use of networks and continued platform engagement.

LONG-TERM IMPACT

Effects normally requiring 12 months or more: sustained labour-market participation, career progression, economic autonomy, continued digital confidence, replication of the methodology, institutional adoption and durable cooperation among organisations.

4. Impact objectives and target groups

Target group	Intended change	Evidence / future measure
Young vulnerable women and mothers in NEET conditions	Digital and communication skills; confidence; employability	Participation records, training evidence, follow-up
Participant organisations / NGOs	Stronger capacity to support women and use digital-learning resources	Reuse, referrals, adoption, stakeholder interviews
VET and training actors	Access to a transferable training model	Downloads, reuse, adaptation, cooperation
Third Sector / social economy organisations	Potential access to better-prepared participants and new talent	Networking, placements, volunteering/employment pathways
Project partners	Reusable methodology, materials and international cooperation	Continued use of outputs, follow-on initiatives
Wider public	Greater awareness of digital inclusion and	Web/social/video reach and public

	women's empowerment	resources	

5. Short-term impact evaluation

80	13	1	1
unique participants	**learning modules**	**career webinar**	**public learning platform**

5.1 Reach and inclusion

The project exceeded its original participant target. The final figure of 80 unique women was obtained by consolidating two complementary participation sources: registration/access records and post-training certificate/evaluation records. The two sources capture different stages of the learning journey and were de-duplicated to avoid double counting.

IMPACT FINDING 1 - REACH

The participant target was exceeded by 20 women. Target achievement reached 133.3%. This is the clearest quantitative short-term impact indicator available at termination.

5.2 Access to digital learning

The online architecture reduced geographical and scheduling barriers and allowed participants to access the pathway flexibly. The final training environment contains 13 modules spanning foundational digital competences, online safety, communication, productivity, self-learning, green transition, employability, project work, Artificial Intelligence, time management, fundraising, storytelling and digital wellbeing.

IMPACT FINDING 2 - LEARNING INFRASTRUCTURE

The project did not only deliver isolated sessions; it created a structured and reusable digital-learning environment. This strengthens sustainability because learning materials can remain accessible after the funded period.

5.3 Employability preparation

Employability was addressed through Module 7, project work and career guidance. On 23 April 2026 the project delivered the online webinar 'Learning How to Promote Yourself: Theory and Practice', focusing on strengths, communication, digital presence and professional self-presentation.

Career-guidance webinar: an example of the project's employability-oriented support.

IMPACT FINDING 3 - CAREER READINESS

The available evidence supports an immediate contribution to career readiness and self-presentation. It does not, by itself, prove subsequent employment; that outcome requires follow-up after training.

5.4 Practical application and empowerment

Project work and real-life application gave participants opportunities to transform learning into concrete communication strategies and digital outputs. This practical dimension is important for empowerment because it moves the pathway from passive content consumption toward application, problem solving and self-expression.

KPI STATUS

What is measured, what is partial, what requires follow-up

KPI	Target	Status at cut-off	Assessment	Basis
T1 Participants enrolled	60	80 unique	ACHIEVED / EXCEEDED	Consolidated project records
T2 Training completion rate	>=80%	Not expressed as a single final %	NOT CLAIMED	Participation sources document different pathway stages
T3 Participant satisfaction	>=4/5	Positive evidence available, but no complete final population statistic used here	PARTIAL	Evaluation/certificate pathway
T4 Learning improvement	>=30%	No complete harmonised pre/post dataset used for a final %	NOT CLAIMED	Would require comparable pre/post assessment
I1 Employment within 6 months	>=25%	Observation period not elapsed for final cohort	TO BE FOLLOWED UP	6-month participant follow-up
I2 Stakeholder engagement	>=30	Stakeholder/networking activity documented; final harmonised count not asserted	PARTIAL	Dissemination/ networking evidence
I3 Social-media reach	>=10,000 interactions	Communication reach documented, but no complete cross-channel final analytics dataset used	PARTIAL	Channel analytics / screenshots
I4 Articles/media mentions	>=24	Multiple publications documented; complete final count not asserted	PARTIAL	Media/dissemination log

6. Contribution to employability and empowerment

DIGITAL CONFIDENCE

Participants were given a progressive pathway from foundational digital use to AI, communication, productivity and online presence.

PROFESSIONAL COMMUNICATION

Email, videoconferencing, storytelling and digital identity were linked to employability rather than taught as abstract technical skills.

CAREER ORIENTATION

CVs, motivation letters, interviews, networking and self-promotion were included in the pathway.

AUTONOMOUS LEARNING

The self-learning module and persistent online resources support continued learning after the formal training period.

TIME AND WELLBEING

Time management and digital wellbeing respond to barriers particularly relevant to women and mothers combining multiple responsibilities.

OPPORTUNITY AWARENESS

Dissemination, partner networks and informal relationships with organisations widened awareness of possible professional and Third Sector pathways.

7. Organisational and ecosystem impact

Impact was not limited to individual participants. The project produced a common training architecture, reusable materials, dissemination assets and an international cooperation experience among organisations in Italy, Malta, Ukraine, Georgia and Moldova. It also connected training with Third Sector and social-economy environments.

Impact area	Short-term evidence	Potential durable value
Partner capacity	Shared training and communication materials	Reuse in future courses and support services
Transnational cooperation	Joint project implementation across six beneficiaries	Future European cooperation and referrals
Training model	13-module pathway and practical tools	Adaptation by VET/Third Sector actors
Public knowledge	Open webpages, articles and videos	Continued access beyond project termination
Stakeholder network	Formal and informal outreach	Potential placements, volunteering and cooperation

Outcome pathway after training

Stage	Expected change	Evidence threshold
Immediate	Access learning and apply tools in exercises/project work	Direct project evidence
Early transition	Update CV/profile, apply for opportunities, continue learning or volunteering	Participant follow-up
Medium term	Enter or sustain employment, education, training or structured volunteering	Verified status at 3-12 months
Long term	Sustain labour-market participation, progress professionally or demonstrate durable digital autonomy	12-24 month follow-up / case study

8. Medium-term impact evaluation strategy

Medium-term impact should be evaluated through follow-up rather than inferred from participation. The recommended observation window is 3, 6 and 12 months after the participant's training engagement, where feasible and lawful.

Indicator	3 months	6 months	12 months	Suggested source
Employment / self-employment	Early transition	Primary KPI check	Stability check	Participant follow-up
Education / training	New enrolment	Continuation	Completion/progression	Participant follow-up

Volunteering / Third Sector engagement	Entry	Continuation	Role development	Participant + host organisation
Use of digital skills	Self-reported use	Work/study application	Sustained use	Short survey / interview
Professional digital presence	Profile/CV update	Use in applications	Sustained professional use	Participant follow-up
Platform/resource reuse	Return visits	Continued use	Longer-term reuse	Web analytics where available

8.1 Recommended follow-up questions

- Are you currently employed, self-employed, studying, in training, volunteering, or seeking work?
- Which W.E.B. in TECH skills have you used since completing the pathway?
- Have you updated your CV, professional profile or digital presence?
- Have you applied for jobs, training or volunteering opportunities using skills from the course?
- Have you used ChatGPT or other digital productivity tools for work, study or organisation?
- Have you remained in contact with any organisation or person reached through the project?
- What additional support would help you progress?

9. Long-term impact evaluation strategy

Long-term evaluation should focus on durability and transformation rather than simple activity counts. A 12-24 month perspective is appropriate for sustained employment, progression, autonomy and organisational replication.

Long-term dimension	Core question	Possible indicator
Sustained employability	Did participants remain active in work/education/training?	Status at 12/24 months
Career progression	Did responsibilities, income or professional opportunities improve?	Progression narrative / role change
Digital autonomy	Are digital tools used independently and confidently?	Self-efficacy / use cases
Social participation	Did women increase engagement in community or Third Sector activities?	Volunteering / civic engagement
Replication	Was the training model reused by organisations?	Number/type of reuses
Institutional sustainability	Are materials maintained and promoted?	Platform availability / updates
Network durability	Did partnerships continue after the project?	Follow-on cooperation

SUSTAINABILITY STRATEGY

Keeping value alive after EU funding

Assets, ownership, access and reuse

The sustainability strategy is based on preserving what already exists, maintaining public access where feasible, reusing the modular content, and converting project relationships into future learning and opportunity pathways. Sustainability is therefore understood as functional continuity, not as an assertion that every planned post-project action has already occurred.

Asset	Sustainability action	Primary value
Online training platform	Keep accessible and technically functional where feasible	Continued learning access
13 training modules	Reuse individually or as a complete pathway	Low-cost replication
PDF learning resources	Maintain downloadable access	Self-learning / trainer reuse
My Empowerment Journey	Reuse as reflection and portfolio tool	Learner ownership
Career-guidance webinar	Keep recording/materials available	Employability support
Project works	Use as examples of practical application	Peer learning
Articles / videos / social content	Maintain public archive	Visibility and recruitment
Partner know-how	Integrate methodology into future activities	Institutional learning
Stakeholder relationships	Continue referrals and opportunity sharing	Pathways beyond training

10.1 Sustainability principles

- Open and easy access to public learning outputs whenever rights and technical conditions allow.
- Modularity: resources should remain usable independently, not only as one complete course.
- Low maintenance burden: prioritise stable webpages, downloadable PDFs and recorded videos.
- Update high-change content, especially AI, cybersecurity and digital tools, when reused.
- Preserve EU visibility and distinguish future initiatives from activities financed by Project 101183056.
- Respect privacy: participant follow-up must be proportionate, consent-based and data-minimising.
- Use evidence generated by the project to support future funding, partnerships and replication.

11. Sustainability action plan

Action	Timing	Responsible actor(s)	Evidence of continuity
Maintain public training page	0-12 months	Coordinator / web manager	Page accessible
Keep videos and learning PDFs available	0-24 months	Relevant content owners	Links functional
Promote platform periodically	0-12 months	Partners	Posts/articles/referrals
Use modules in future training	6-24 months	Interested partners	Reuse record
Participant follow-up where feasible	3/6/12 months	Coordinator / designated evaluator	Aggregated follow-up data
Engage stakeholder organisations	0-12 months	Partners	Referrals / cooperation
Review AI and digital-tool content	6-12 months	Training team	Updated resources where needed
Explore follow-on cooperation	6-24 months	Consortium / stakeholders	New proposal or activity

Sustainability governance and minimum continuity standard

Sustainability is credible only when continuity is assigned to concrete functions. The minimum continuity standard proposed by D4.2 is: one stable public access point; functioning links to core learning resources; preservation of the 13-module architecture; retention of key videos and PDFs; clear EU visibility; and a lightweight annual review of high-change content such as AI, cybersecurity and digital tools.

Function	Minimum responsibility	Continuity evidence
Public access	Maintain or archive the training landing page	Accessible URL / archived copy
Content stewardship	Preserve core modules and downloadable resources	Functional files and links
Quality review	Review high-change digital content	Dated review note / updated file
Opportunity linkage	Share relevant learning, volunteering or work opportunities where feasible	Referral / communication record
Impact follow-up	Collect limited aggregate follow-up where consent permits	Anonymised monitoring summary
EU visibility	Retain funding acknowledgement and disclaimer	Visible on maintained public assets

12. Risks and mitigation

Risk	Effect	Mitigation
Platform maintenance ends	Loss of access	Archive PDFs/videos and maintain stable public links
Digital content becomes outdated	Reduced relevance	Periodic review of AI, safety and software content
Low follow-up response	Weak medium-term evidence	Short mobile-friendly surveys; limited contact frequency
Participant privacy concerns	Reduced trust / compliance risk	Consent, data minimisation, aggregated reporting
Partner capacity changes	Reduced sustainability	Distribute ownership of reusable assets
Future activities confused with funded action	Reporting/visibility risk	Clearly label post-project initiatives as follow-on activities

13. Future monitoring dashboard

A compact post-project dashboard can preserve the logic of D4.1 while focusing only on indicators that remain meaningful after termination.

Code	Post-project indicator	Suggested target / rule	Frequency
S1	Training platform remains accessible	Accessible	Quarterly
S2	Public learning resources remain functional	>=90% links functional	Quarterly
S3	Participant status follow-up	Collect where consent permits	3/6/12 months
S4	Participants applying digital skills	Track proportion among respondents	6/12 months
S5	Organisations reusing project	Record every confirmed reuse	Annual

	resources		
S6	New cooperation generated	Record confirmed follow-on actions	Annual
S7	Content review completed	At least annual for high-change modules	Annual

Evaluation recommendations

- Do not convert participation into an assumed completion rate unless a common completion rule is applied to the full consolidated cohort.
- Use the 80-person de-duplicated cohort as the reference population for future participant-level follow-up, subject to lawful contact and consent.
- Prioritise a concise 6-month follow-up focused on employment/education/training status and practical use of digital skills.
- Complement percentages with a small number of qualitative outcome stories, clearly labelled as case studies rather than representative statistics.
- Maintain the training platform as the principal sustainability asset and periodically verify that core links remain functional.
- Document every confirmed reuse of modules, referral to organisations, follow-on training activity or new cooperation as sustainability evidence.

14. Conclusions and final impact statement

At the 20 August 2026 cut-off, the evidence supports a clear positive judgement on short-term project performance and immediate impact. W.E.B. in TECH exceeded its participant target, created a coherent 13-module learning environment, embedded employability and practical application into the training pathway, and left behind a reusable public resource base. The project therefore generated value beyond activity delivery: it increased access to learning and created conditions for participants to convert digital competences into future opportunities.

The project should not claim medium- or long-term labour-market effects that could not yet be observed. Instead, its strongest evaluation position is methodological transparency: the short-term results are reported as achieved where evidence exists, while employment, sustained career progression, replication and long-term autonomy are defined as follow-up outcomes to be measured over time.

FINAL IMPACT STATEMENT

W.E.B. in TECH reached more women than originally planned and converted its training activities into a reusable digital empowerment infrastructure. Its immediate legacy is measurable in participation, access, learning resources, practical career support and public availability. Its medium- and long-term value will depend on continued use, follow-up, organisational reuse and the ability of participants to transform acquired competences into sustained opportunities.

Annex A - Evidence and public resources

- W.E.B. in TECH online training platform
- Training registration form
- Certificate / course evaluation form
- Project presentation video
- Training platform promotional video
- Career Guidance & Pre-placement Support webinar
- Final-results article - SOS Europa
- Final-results article - EuroMamme
- D4.3 - Project Termination and Future Steps

Annex B - Source basis used for this termination version

- Grant Agreement / Annex 1 - contractual definition of D4.2 and WP4.
- D4.1 - KPIs Dashboard - KPI families, targets, sources and monitoring logic.
- D3.1 - Dissemination Strategy - dissemination as an impact and adoption mechanism.
- D4.3 - Project Termination and Future Steps - consolidated evidence and termination cut-off logic.
- Consolidated participant records - 80 unique participants.
- Public training platform, webinar, articles, videos and dissemination materials available at 20 August 2026.

Examples of the public dissemination campaign supporting continued access to W.E.B. in TECH results.

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