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Transition Skills

D6.2 Impact Report

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Disclaimer

Executive summary

This report presents the impact assessment of the SETS project and examines the extent to which its activities, outputs and early outcomes align with the expected impact defined in the SETS Impact Framework. The evaluation covers the main project components—Skill Gap Analysis (WP2), Training Development (WP3), Pilots (WP4), and Certification, Dissemination and Exploitation (WP5–WP7)—with particular attention to the design and implementation of the training modules and to the evidence generated during and after the pilot phase in France and Slovenia.

The assessment is based on a mixed-methods approach combining quantitative data from Survey T1 (administered immediately after the training) and Survey T2 (administered five months later) with qualitative interviews and internal project documentation. This approach made it possible to analyse both short-term perceived changes and medium-term application of skills, providing a comprehensive understanding of the project's effects.

The results confirm that the SETS training offer is coherent and aligned with the needs of Social Economy Organisations (SEOs) and service providers. Participants reported measurable improvements in both advanced digital skills (3.50/5) and transversal competences (4.14/5), and co-design activities contributed to consolidating the clarity, structure and relevance of the training content. A notable finding concerns participants from African countries, particularly Benin, who reported the strongest perceived learning gains, indicating that SETS responded to an existing educational gap in contexts where comparable training opportunities are limited.

Across countries, the evidence highlights the persistent need for digital and transversal upskilling in the social-economy sector. While many participants were able to apply new skills in their own work immediately after the training, the medium-term integration of these competencies within organisations remained limited. Structural factors (including resource constraints, small organisational size and informal internal processes) acted as barriers to the diffusion of intellectual capital and to broader organisational change. Improvements in services, internal processes and sustainability were perceived positively at T1 but were not yet reflected in systematic operational transformations at T2.

Professional developments were also observed in the medium term. Among the 27 respondents to Survey T2, 1 internship, 3 job contracts, 2 career advancements and 5 ongoing progression processes were reported. While attribution to the training cannot be fully established, these results suggest that the SETS modules strengthened individual employability in line with labour-market demand.

Technological development showed heterogeneous progress. The strongest and most immediate effects were observed in AI adoption, reflecting the low initial exposure of the sector and the accessibility of the AI modules. By contrast, the development of digital products and services proved more demanding and required technical depth and timeframes beyond those of the pilot. In the area of Research, Innovation and Scale-Up, SETS demonstrated potential for replication and benefited from its integration within EU networks and Blueprint initiatives, although concrete uptake remains at an early stage.

The Social Return on Investment (SROI) analysis produced a ratio of 1.57, indicating that SETS generated €1.57 of social value for every euro invested. This result reflects contributions across the four outcome areas considered in the Impact Framework—Education and Training, Economic and Organisational Development, Technological Development, and Research and Scale-Up, whose intensity varies according to organisational characteristics and contextual conditions.

Overall, the findings show that SETS succeeded in strengthening individual competences, improving access to training opportunities and laying the groundwork for future scaling. At the same time, the results underline the need for more practice-oriented modules, structured follow-up support, and stronger institutional and organisational conditions to consolidate medium-term organisational change and long-term sustainability.

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Glossary

The items are presented in the same order as the "impact chain," from the macro intervention variables, passing through key and mitigation variables, to land on the final indicator:

- **Attribution**: Portion of value not directly dependent on the activities carried out during the intervention under analysis.
- **Cashability**: It expresses if the outcome can directly be expressed into monetary value.
- **Category**: It refers to the replicability and breadth of the results.
    - INDIVIDUAL if it acts at an individual level.
    - COMMUNITY if it refers to a group of people and the project could be replicable in similar groups.
    - SOCIETY if it acts at a general level.
- **Deadweight:** Portion of value that would have occurred even without the intervention under analysis.
- **Displacement**: Portion of value that causes negative externalities.
- **Drop-off:** How much, each year, it is assumed that the effect of the outcome decreases or increases. It is usually used to indicate how a very tangible impact (e.g., infrastructure) is wearing off over time or an intangible impact (e.g., advocacy) is strengthening over time.
- **Duration**: Estimate of the duration of the outcome effect.
- **Impact per dimension**: Total impact on each area.
- **Impact**: Calculated by multiplying the proxy value by the number of beneficiaries and subtracting from it the mitigators, such as the drop-off.
- **Indicator (output)**: Numerical indicators given to activities. It does not analyse change, but only number of people engaged, number of deliverables created etc.
- **Indicator (outcome)**: The sign of the change that the consortium intends to use to measure an outcome.
- **Outcome area**: Development areas that clusters specific outcomes.
- **NPV**: Net Present Value is a step that allows calculating the value of the impact when the impact is calculated. It consists of multiplying the total impact in all years of the project by the "discount rate," a variable that indicates how much of the value would be sacrificed if the change occurred in the current times and not in the future.
- **Outcome:** The goal or desired result of a project.
- **Output:** A tangible product of a project.
- **Proxy (financial)**: The financial measurement used to measure the impact of an outcome.
- **Proxy source**: The secure and verified database used to retrieve the financial proxy.
- **Proxy value**: The monetary value of that proxy, usually reporting the unit value.
- **Quantity**: The number of beneficiaries reached directly or indirectly by an outcome.
- **SROI**: Social Return On Investment is calculated by dividing the sum of all NPVs of the outcomes by the budget.
- **Total impact:** The impact calculated at the end of all impact years minus all mitigators, minus the drop-off calculated each year.
- **Typology:** It refers to a project result.
    - CASHABLE if the outcome generates measurable financial return and payable by an entity.

- HARD if the outcome generates a clearly measurable impact through metrics and could be paid by an entity.
- SOFT if the outcome relates to the perception of "something better" or well-being or improves something intangible.

Abstract

This report presents the impact assessment of the SETS project, analysing its training activities, pilots, and recognition processes through the SETS Impact Framework. Using mixed methods—Survey T1 and T2, interviews in France and Slovenia, and internal documentation—the evaluation examined short- and medium-term outcomes across four areas: Education and Training, Economic and Organisational Development, Technological Development, and Research, Innovation and Scale-Up.

Results show that the training offer was coherent and aligned with the needs of Social Economy Organisations, generating measurable improvements in digital and transversal skills. Individual application of competencies was evident, while organisational uptake remained gradual due to structural constraints. Strongest progress emerged in AI adoption, whereas the development of digital products and services required more specialised and longer-term support. Early professional advancements were observed, though attribution cannot be confirmed.

The project also demonstrated emerging potential for replication and benefited from connections with EU-funded networks. The SROI ratio of 1.57 indicates that SETS produced positive social and economic value relative to the investment.

Introduction

This report presents the impact assessment of the SETS project, based on the methodology developed by Open Impact and on the project's Impact Framework. The document analyses the training activities, data collection processes and results generated across the main outcome areas defined at project level.

The report is organised to provide a comprehensible overview of the evaluation process. After outlining the project context and the activities included in the assessment, the document describes the methodological approach, the role of Open Impact, the structure and updates of the SETS Impact Framework, and the tools used for data collection. A note on the representativeness and limitations of the survey samples is included to support an accurate interpretation of the findings. The core chapters present the impact analysis across the four areas considered: Education and Training; Economic and Organisational Development; Technological Development; and Research, Innovation and Scale-Up. Each section integrates quantitative evidence from Surveys T1 and T2 with qualitative insights from interviews conducted in France and Slovenia along with internal databases. The final part of the report introduces the Social Return on Investment (SROI) analysis applied to SETS. It summarises the proxies used for outcome valuation, the mitigators adopted, and the resulting SROI ratio. This provides an overview of the economic value generated in relation to the investment made.

Overall, the document offers a structured account of the SETS project's results and implementation, describing the evidence collected and the extent to which the expected outcomes have been observed across different dimensions.

1. Project contextualisation

1.1 Activities object of evaluation

The next impact report will analyse the full development of SETS project, examining both the quality of the training design and the effects generated during implementation on participants and after 5 months on their professional realm bot at personal and organizational level. The assessment will focus on how the programme addresses skill needs, how the training content is developed and perceived, and how the pilots contribute to changes across the selected outcome areas. To frame the assessed activities within the SETS project management structure, we underline their division into Work Packages and clarify the extent of the assessment conducted for each of them.

- **WP2 (Skill Gap Analysis):** WP2 will be analysed in the extent to which the training modules respond to actual needs, address existing educational gaps, and integrate elements of quality and innovation.
- **WP3 (Development of Training)** will be examined in relation to the structure and quality of the training content. The report will interpret how co-creation through feedback from SEO service providers and from SEO managers and employees shapes the relevance, clarity and coherence of the training.
- **WP4 (Pilot):** the pilots in France and Slovenia are the core of the evaluations, and they will be assessed, observing how the programme contributes to improvements in digital and transversal skills, the use of new tools, organisational changes linked to digital solutions and knowledge sharing, and early signs of professional development or engagement in new opportunities. The analysis has been conducted immediately after the trainings and again five months later, in order to measure both short-term and medium-term outcomes.
- **WP5 (Certification and Recognition of Learning Outcomes) and WP7 (Dissemination and Communication**): these Work Packages will be assessed exclusively through qualitative synthetic analysis or output-oriented indicators drawn from internal registers, while ensuring that all collected data are consistently connected to the overall Impact Framework.

2. Social Impact Assessment methodology

This note describes the methodology applied by Open Impact all along the SETS project and it integrates the content of D6.1 Real Time Interactive Dashboard. It is important to underline that to better understand the structure and the content of this deliverable consulting the previous deliverable may be useful, as it provides additional contextual information and supports the interpretation of the current results.

2.1 Open Impact's role and methodology

Open Impact applies a quanti-qualitative and monetization methodology to develop and refine impact monitoring frameworks tailored to assess capacity building and digitalization for social economy organizations. This approach is built on rigorous data collection, comprehensive stakeholder engagement, and innovative analytics, ensuring that the impact assessments provide actionable insights and a clear understanding of project outcomes.

Open Impact begins with a structured design of the impact framework, crucial for capturing the diverse impacts of SETS project across economic, social, and political dimensions. This phase involves the application of the Theory of Change principles, which map out the expected pathways through which project activities lead to desired outcomes and impacts. These principles help in identifying relevant Key Performance Indicators (KPIs) for each impact dimension, ensuring they are measurable, relevant, and clearly linked to the broader goals of the project and the United Nations' Sustainable Development Goals (SDGs).

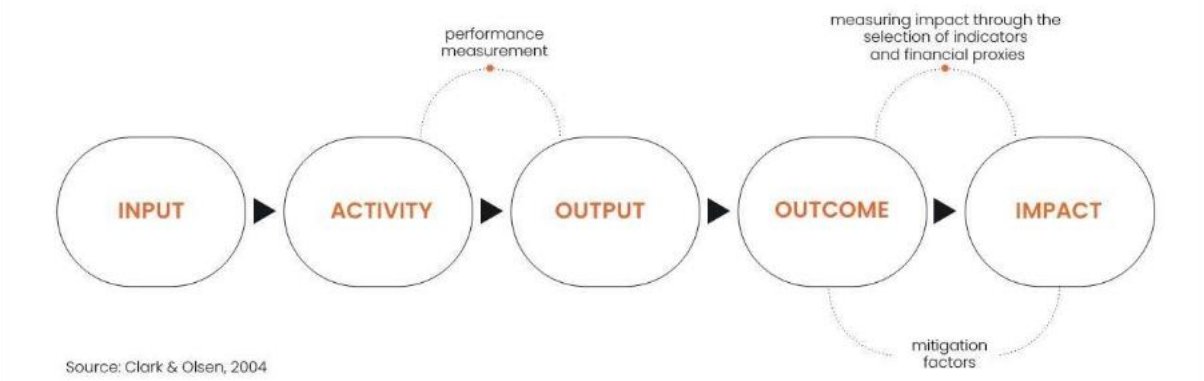

Figure 1. The impact chain (Clark, C., Rosenzweig, W., Long, D., & Olsen, S. (2004). Double bottom line project report: assessing social impact in double bottom line ventures)

The impact chain provides initial evidence of the overall change (outcome areas) generated by project activities and outputs and allows for the interpretation of such change across different scales – individual, community, society – highlighting the different but integrated nature of its constituent parts.

In particular, the definition of the impact chain starts with the analysis of the main stakeholders involved in the project, the definition of the project outputs, and their comparison with the outcomes – which are the expected medium to long-term changes. Open Impact's analysis is therefore divided into two macro-phases: qualitative analysis of the outcomes to be considered and quantitative analysis of the indicators connected to each outcome identified.

Once the concatenation “stakeholder > output > outcome” is obtained, each identified change is linked to indicators and financial metrics that express its value, thus composing the overall social value generable from interventions of different scales and natures. The highlighted social, environmental, and economic value will then be appropriately linked to internationally acknowledged metric systems, such as the United Nations’ Sustainable Development Goals.

Data collection methods under Open Impact’s methodology are comprehensive, incorporating both primary data from surveys and interviews with stakeholders, and secondary data from existing research relevant to the Social Economy Ecosystem. Open Impact uses a mix of quantitative methods, such as statistical analysis and trend evaluation, and qualitative insights from participatory approaches to ensure a nuanced understanding of both numerical data and narrative contexts.

Stakeholder engagement is a cornerstone of Open Impact’s approach, involving interactive workshops and focus groups with project partners, local communities, industry experts, and other relevant entities. This participatory process is vital for the co-development of the impact framework, allowing stakeholders to contribute directly to the formulation of KPIs and assessment criteria, thus ensuring the framework accurately reflects their needs and perspectives.

An integral part of Open Impact’s methodology is the calculation of the **Social Return on Investment (SROI)**. The SROI methodology, can capture the transformation of impact from a financial form into a blended value of social, environmental, and economic value, and it is now consolidated in several European countries. It uses financial metrics for the transformation of social and environmental value generable from projects and other interventions. The added value of applying this model lies on its ability to:

- Map a wide range of results from any discipline, all in one framework;
- Link results to the SDGs, Agenda 2030, or any other desired framework;
- Employ real and "assured" financial metrics for each result.

Furthermore, Open Impact identifies dedicated, research-based financial proxies that allow for the monetisation of impact in financial terms. These proxies are carefully selected based on rigorous research and are used to calculate the SROI, providing a robust measure of the value generated by the project relative to the investment made.

The impact monitoring framework is subject to continuous refinement and adaptation, responding to ongoing monitoring and feedback. Open Impact employs an iterative process that utilises results from periodic assessments to fine-tune the framework, ensuring its effectiveness and relevance throughout the project lifecycle. Additionally, the framework’s design and implementation adhere to international standards and best practices in impact monitoring, including alignment with the SDGs as well as other acknowledged international/national taxonomies, facilitating global comparability and enhancing the project’s credibility.

2.2 SETS Impact Framework structure and updates

It is useful to reintegrate the content of the Impact Framework co-designed for SETS project as its structure has guided the assessment process and it is also the skeleton of the present report. The design process of the project and the framework co-design session have clarified that the overall objective of the SETS proposal is to develop, test and disseminate suitable skills development programmes and training modules, to foster the green and digital transitions of Social Economy Organisations (SEOs). The project activities will also prepare, through a specific ICT-driven impact assessment & management methodology, future scale-up of the project outcomes and leverage its potential among several private and public stakeholders. Indeed, through adopting a fully ecosystemic evidence-based approach in the exploitation of the project's results and the project will have the potential to stimulate the production and strengthening of effective innovative policies and practices at EU level regarding the development of impact-driven educational programmes for the benefit of SEOs. SETS will also support the skills development of companies providing digital solutions, and innovative technologies and providers of education and training for SEOs. Even though the consortium had clear in mind its goals within SETS project it was necessary to crystallize them into a coherent and solid framework that gave an impact strategy and impact management tools to the partners. As a result, SETS impact framework contains 4 outcome areas: Education and Training, Economic and Organizational Development, Technological Development, Research Innovation and Scale-up.

The first area, **Education and Training** refer to the capacity building activities of the project, which basically aims at generating two specific outcomes:

- Improved advanced digital skill: the people who will take part in the pilot are expected to acquire useful digital skills, among those which will be decided during the design of the training.
- Improved transversal skills: apart from digital skills participants are expected to be enriched with other skills, such as life and soft skills that can be applied to into their daily working routine.

Economic and Organizational Development is the area that contains all the positive outcome that are strictly related to improved economic performance or employment. The outcome listed are those expected to be experimented by organizations, whether they are SEOs or service providers, workers willing to upgrade their job condition or job seekers looking for a job. Generally, this area includes the expected change that could occur if human resources who have followed an intensive course about digitalization become capable of transfers intellectual capital and digital processes to the company.

- Increased organization's sustainability: the expectations is to strengthen SEOs economic sustainability thanks to digitalization processes, that should help avoid costs (by automatizing tasks or by internalizing digital tasks that were previously externalize) or help attracting new funds, especially in the digital realm.

- Increased intellectual capital: it is a qualitative outcome that aims to monitor the extent to which human resources that have taken part in the training were able to transfer them to the organizations.
- Improvement of services: it monitors to what extent Organizations achieve to improve the quality and the quantity of beneficiaries of their services.
- Upgrade of professional profiles: this qualitative outcome is meant to evaluate to what extent people that have taken part in the training perceive to have improved the quality of their work.
- Increased access to job: as stated in the proposal the last outcome wants to monitor if some job seekers obtain a job after taking part in the project activities.

Technological Development area is included due to the focus on digitalization of SETS project. It encompasses outcomes related to the expected strengthening of the digital realm within SEOs in terms of:

- Digital autonomy, meaning the degree to which SEOs taking part in the project claims to feel more digitally autonomous and the extent to which they use more widely and consciously digital technology within the organization.
- Digital products and services, namely the quantity of new products and services that SEOs can design or launching to the market after participating in SETS.

Finally, the area **Research, Innovation and Scale-Up** is directly linked to the willingness of the project to stimulate the generation and strengthening of effective innovative policies and practices at EU level related to the development of impact-oriented education programs for the benefit of SEOs. Specifically:

- Impactful research on SE comprehends the outcome expected to be generated on stakeholder thorough dissemination and communication activities but will also evaluate the substantial quality of the research conducted during the project, to find out if they had a real impact.
- Replicability and Scale-up, that is one of the most important outcomes all the whole project. Namely its indicators will monitor if policymakers, managing fund authorities will allocate further funds to promote capacity building program based on SETS pilots or if education providers will take it as best practice and replicate it.

The Impact Framework below summarise what described connecting indicators (in their updated version as requested during the review) to outcomes.

Outcome area	Outcome	Updated indicators
Education and Training	Improved advanced digital skills	N of people who declare to have acquired or improved the following DigComp skills: 1.2 Evaluate data, information and digital content. 2.1 Interact using digital technologies. 2.2 Sharing through digital technologies. 2.4 Collaborate using digital technologies. 3.2 Integrate and redevelop digital content. 5.2 Identifying technological needs and solutions.

Education and Training	Improved transversal skills	N of people who declare to have acquired or improved the following EntreComp skills: EC 1.2 Creativity. EC 1.3 Vision. EC 1.5 Ethical and sustainable thinking. EC 2.5 Working with others. EC 3.4 Planning and management.
Economic and Organizational Development	Increased organization's sustainability	N of participation to new tenders and business development activities thanks (completely or partially) to SETS training. Amount of budget applied in tenders and business development activities thanks (completely or partially) to SETS training. Amount of monetary value attracted thanks to business development activities related to SETS training. N of external digital services that the organisation is willing to internalise.
Economic and Organizational Development	Increased intellectual capital	N of trainees who assume they have transferred new digital skills to colleagues. N of trainees who assume they have transferred new transversal skills to colleagues. N of trainees who apply acquired digital skills. N of trainees who apply acquired transversal skills.
Economic and Organizational Development	Improvement of services	N of services improved thanks (partially or completely) to the participation in the SETS course.
Economic and Organizational Development	Upgrade of professional profiles	N of trainees who declare the course gave them skills to access new job opportunities. N of trainees who obtained an internship or job contract after SETS. N of trainees who had career advancements.
Technological Development	Increased organization's digital autonomy	N of trainees who introduced a new management or communication tool. N of trainees who introduced a new AI tool discovered during SETS. N of trainees reporting improved communication/ management processes thanks to digital tools.
Technological Development	Digital products and services	N of new digital products or services in design phase. N of new digital products or services delivered to the market.
Research, Innovation and Scale-up	Impactful research on SE	N of stakeholders engaged in physical events. N of stakeholders engaged online. N of new research areas identified. N of new training/knowledge gaps identified. N of EU projects networked with SETS. N of trainees reporting SETS gave them access to a course otherwise unavailable.
Research, Innovation and Scale-up	Replicability and Scale-up	N and % of stakeholders interested in reproducing the SETS format. N of certifications acquired in France. N of certifications acquired in Slovenia. Degree of perceived quality of SETS content and delivery. Degree of perceived innovativeness of SETS content and delivery.

Table 1. Impact Framework

2.3 Data gathering tools and strategy

In practice, the data-gathering strategy ultimately relied on the instruments originally foreseen in the evaluation framework, ensuring alignment with the planned methodology. To respond to the requests emerging from the project review, these tools were complemented with additional qualitative analyses, which enriched the depth and interpretative value of the assessment. Each data-gathering tool is directly linked to a specific set of indicators within the **data framework, as above, to ensure that every KPI is actually monitored.**

Outcome	Updated indicators	Data source
Improved advanced digital skills	N of people who declare to have acquired or improved the following DigComp skills: • 1.2 Evaluate data, information and digital content. • 2.1 Interact using digital technologies. • 2.2 Share through digital technologies. • 2.4 Collaborate using digital technologies. • 3.2 Integrate and redevelop digital content. • 5.2 Identify technological needs and solutions.	Survey T1
Improved transversal skills	N of people who declare to have acquired or improved the following EntreComp skills: • EC 1.2 Creativity • EC 1.3 Vision • EC 1.5 Ethical and sustainable thinking • EC 2.5 Working with others • EC 3.4 Planning and management	Survey T1
Increased organization's sustainability	N of participation in new tenders and business development activities thanks (completely or partially) to SETS training.	Survey T2
Increased organization's sustainability	Amount of budget applied in tenders and business development activities thanks (completely or partially) to SETS training.	Survey T2
Increased organization's sustainability	N of external digital services that the organisation is willing to internalise.	Survey T1
Increased intellectual capital	N of trainees who assume they have transferred new digital skills to colleagues.	Survey T2
Increased intellectual capital	N of trainees who assume they have transferred new transversal skills to colleagues,	Survey T2
Increased intellectual capital	N of trainees who apply acquired digital skills.	Survey T2

Increased intellectual capital	N of trainees who apply acquired transversal skills.	Survey T2
Improvement of services	N of services that trainees declare to have improved thanks (partially or completely) to the SETS course.	Survey T2
Upgrade of professional profiles	N of trainees who declare the course provided skills useful to access new job opportunities.	Survey T1
Increased organization's digital autonomy	N of trainees who declares to have introduced a new AI tool in the organisation whose existence was discivered during SETS course.	Survey T2
Increased organization's digital autonomy	N of trainees who declares that communication and management processes have improved thanks to the integration of digital tool.	Survey T2
Digital products and services	N of new digital products or service in design phase.	Survey T2
Digital products and services	N of new digital products or services delivered to the market.	Survey T2
Impactful research on SE	N of trainees who declare they would not have had the opportunity to attend a similar course without SETS.	Survey T1
Replicability and Scale-up	Degree of perceived quality of SETS course content and delivery methodology.	Survey T1
Replicability and Scale-up	Degree of perceived innovativeness of SETS course content and delivery methodology.	Survey T1
Impactful research on SE	N of new research areas identified as a result of the research.	Internal database - Deliverable D2.1 + Internal interview with Tiresia
Impactful research on SE	N of new or training/knowledge gaps identified as a result of the research.	Internal database - Deliverable D2.1 + Internal interview with Tiresia
Impactful research on SE	N of EU projects in network with SETS.	Internal database - Synergies with other project
Replicability and Scale-up	N and % of stakeholders who declares that would be interested in the reproducing SETS course format.	Survey / Interview + Internal database - Replicability
Replicability and Scale-up	N of certification acquired by trainees in France.	Internal database - Certification

Replicability and Scale-up	N of certification acquired by trainees in Slovenia.	Internal database - Certification
Replicability and Scale-up	Degree of quality of SETS course content and delivery methodology perceived by trainees.	Survey T1
Replicability and Scale-up	Degree of innovativeness of SETS course content and delivery methodology perceived by trainees.	Survey T1

Table 2. Data Framework

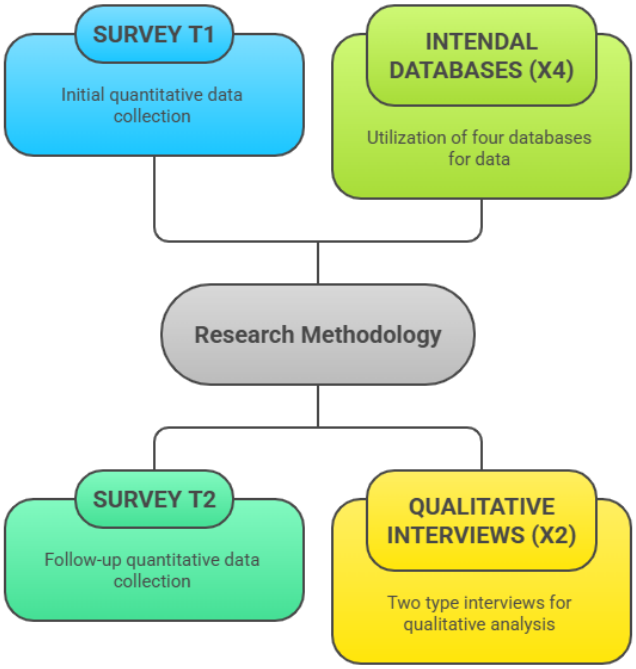

Figure 2. Data sources

- **Survey T1** was administered immediately after the completion of the training and focused on participants' self-assessment (sometimes extending to their perceived potential impact) across the key outcome areas of the SETS framework. The tool collected evidence on the improvement of advanced digital skills (in line with several DIGCOMP Level 4 dimensions), the development of transversal competences (as defined in the EntreComp framework), and participants' general qualitative feedback on the training experience. In addition, the survey captured early perceptions related to organizational sustainability, intellectual capital, service improvement, access to job opportunities, professional upgrading, digital autonomy, and the potential development of digital products and services. Finally, it gathered initial reflections on the relevance, innovativeness and perceived replicability of the SETS methodology, complementing quantitative responses with open qualitative insights.
- **Survey T2**: The Survey T2 was administered five months after the end (among September and October) of the training, with the objective of capturing the medium-term effects generated by the SETS programme. Unlike Survey T1 (which focused on immediate self-

assessment) Survey T2 examined how the skills, knowledge and tools introduced during the course had translated into concrete changes within organisations and in participants' professional trajectories. The survey collected evidence on several outcome areas, including organizational sustainability (such as participation in new tenders, business development efforts and related financial benefits), the strengthening and application of intellectual capital, improvements in internal services, access to job opportunities and professional advancement, and the evolution of digital autonomy through the introduction of new tools, management systems or AI solutions. It also explored the emergence of new digital products or services and gathered qualitative reflections on the experience after several months, offering a richer understanding of how the training continued to influence organisational practices and individual behaviours over time.

- Complementing the survey data, several indicators were informed by the **internal project databases**, which provided structured information on communication and dissemination activities, stakeholder engagement, project outputs and synergies with other initiatives. These sources included:

  1. *Internal database – Communication & Dissemination*
  2. *Internal database – Deliverable D2.1 + Internal interview with Tiresia*
  3. *Internal database – Synergies with other projects*
  4. *Internal database – Certification*

  These databases mapped interactions with external stakeholders, mapping engagement trends, and validating the evolution of research, innovation and scale-up outcomes.

- **Qualitative analysis of qualitative answers to surveys**: The qualitative analysis of the open-ended responses collected in the T1 survey—specifically regarding the strengths and weaknesses of the training—was already conducted during the refinement phase of the programme. The insights emerging from this analysis were used to guide the adjustments and improvements integrated into the updated version of the training. For this reason, these qualitative comments have not been included in the present impact assessment, as their function was developmental rather than evaluative.

- **Interviews to participants:** in addition to the survey data and internal documentation, the impact assessment also incorporated insights from 6 qualitative interviews, conducted specifically to deepen the understanding of each outcome area. 3 interviews were carried out in Slovenia and 3 in France, with each interview structured around a set of questions aligned to the project's outcome areas. This design ensured that respondents provided targeted reflections on the changes experienced in relation to digital skills, organisational development, technological autonomy, and opportunities for scale-up.

  The interviews were conducted either directly by Open Impact or, in the case of France, by SOGA, thereby ensuring contextual sensitivity and linguistic accessibility for participants. Their purpose was to integrate qualitative comments and narratives, as required by the project's official methodology, and to complement the quantitative evidence collected through T1 and T2 surveys. This mixed-method approach strengthened the validity of the

analysis by capturing both measurable effects and the experiential dimensions underlying the project outcomes.

- **Interview with external stakeholders**; as part of the qualitative component of the evaluation, three additional interviews with external stakeholders (including academics and entrepreneurs from Belgium, Italy and Slovenia) were conducted. These interviews were designed to gather independent perspectives on the quality of the training content and to explore the perceived potential for replicability and future adoption of the SETS model. By incorporating viewpoints from individuals who were not direct participants in the training, the analysis benefits from a broader and more impartial assessment of the programme

Note on Survey sample representativeness Analysis

To compensate for the lower number of responses collected in the T1 (49) and T2 (27) surveys compared to the initial baseline sample (70 people, of which 62 provided personal data), a statistical validation procedure was introduced. Specifically, the **Chi-square goodness-of-fit test** was applied to verify whether the respondents at T1 and T2 could still be considered representative of the original population. This methodology enabled to assess the alignment between the observed sample distributions and those of the baseline across key demographic variables, ensuring that the reduced sample size did not compromise the reliability of the analysis.

The Chi-square goodness-of-fit test is a statistical procedure used to verify whether the distribution of an observed sample is consistent with a theoretical or expected distribution. In this case, the expected distribution corresponds to that of the initial population (time 0). The test compares the observed frequencies in each category of the variables considered with the expected frequencies calculated on the basis of the population, measuring the overall deviation.

The test statistic is defined as:

$\chi 2 = \sum \frac{(O_i - E_i)^2}{E_i}$ $\chi 2=\sum Ei\ (Oi-Ei)2$

where O_i Oi represents the observed frequencies and E_i Ei the expected frequencies.

High values of the statistic indicate greater distance between observed and expected data; the associated p-value indicates the probability that such a difference is due to chance. A p-value greater than 0.05 suggests that the deviations are not statistically significant and that the observed distribution can be considered consistent with the expected one.

To assess the representativeness of the samples at the two measurement points, the Chi-square test was applied to the three available demographic variables: gender, age group, and years of experience.

The initial population (time 0) consists of 62 individuals, on the basis of which expected frequencies were calculated. The observed distributions in the samples refer to:

- **49 respondents at Time 1 (T1)**
- **27 respondents at Time 2 (T2)**

The test makes it possible to determine, for each variable, whether the differences between observed and expected frequencies are statistically significant.

Results – Time 1 (T1)

Variable	χ^2 Statistic	p-value
Gender	1.47	0.23
Age	0.20	1.00
Years of experience	2.52	0.47

The results indicate the absence of significant deviations for all variables:

- gender (p = 0.23) shows good alignment with the population.
- age (p = 1.00) shows a perfect match between distributions.
- years of experience (p = 0.47) shows no relevant differences.

The T1 sample can therefore be considered representative of the initial population across the three demographic dimensions.

Results – Time 2 (T2)

Variable	χ^2 Statistic	p-value
Gender	1.40	0.24
Age	1.29	0.52
Years of experience	1.00	0.80

Again, at T2 no variable shows significant deviation:

- gender (p = 0.24) is consistent with the initial population.
- age (p = 0.52) shows no marked differences.
- years of experience (p = 0.80) confirms a strong overlap between observed and expected distributions.

Despite the smaller sample size, the T2 sample maintains a satisfactory level of representativeness.

The Chi-square goodness-of-fit test requires that the expected frequencies for each category be at least 5 in order to ensure a reliable approximation of the chi-square distribution. When sample sizes are small, the statistical power decreases, increasing the risk of distorted results (false positives or false negatives). In this analysis:

- almost all categories for T1 and T2 meet the threshold of 5 observations.
- one exception is present: the **18–30 age group** in the T2 sample, which has fewer than 5 observations.

This anomaly does not undermine the overall reliability of the analysis, but it calls for cautious interpretation for that specific age category. The analysis carried out at both measurement points shows that the T1 and T2 samples are coherent with—and statistically representative of—the initial population with respect to the three available demographic variables. Despite a single limitation related to the low number of observations in the 18–30 age group at T2, the

use of the Chi-square test is methodologically appropriate, and the results can be considered reliable for evaluation purposes.

3. Impact analysis

The impact analysis (also available in the Dashboard) is structured by outcome area, meaning that the following data description will be conducted according to this scheme in the following chapter. Each area is assessed through a combination of the data sources above mentioned specifically linked to the indicators it contains. For every outcome area, the evaluation integrates all available evidence derived from the respective data-collection tools quantitative (Survey T1, Survey T2, internal databases) and qualitative (interviews, internal documentation, stakeholder insights).

3.1) Overview on SETS Training output indicators

Before starting the impact analysis, it is important to summarise the main figures of the SETS training**: a total of 70 participants attended the programme, completing 100 training modules overall**. Specifically, the distribution of completed modules was as follows:

- 49 in Artificial Intelligence
- 28 in Social Economy and Impact Management
- 22 in Communicating and Collaborating in Digital Environments

Excluding 8 participants from the demographic analysis (due to missing personal data) the final composition of the training cohort was the following:

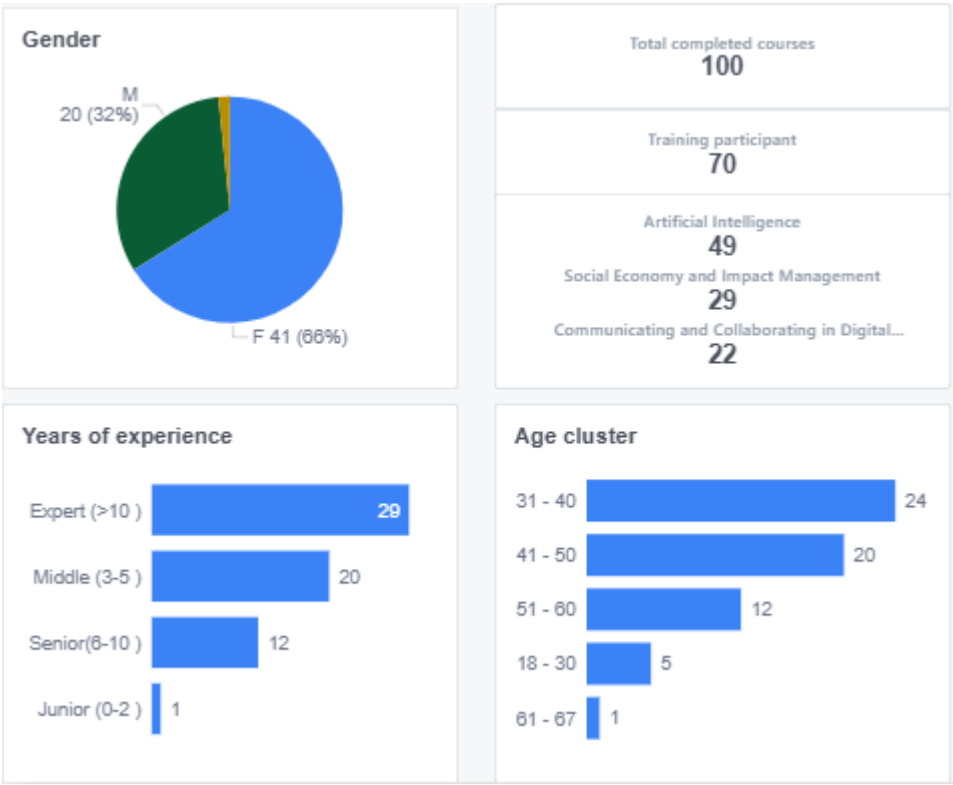

Figure 3. Output KPIs

3.1) Education and Training

Survey T1 was the most relevant tool for assessing competencies, as it was administered immediately after the training, when participants could best reflect on the skills they had just acquired. It included specific questions aligned with the EntreComp and DigComp frameworks, allowing a precise measurement of both transversal and advanced digital competences. A total of 49 participants completed the survey. Respondents came from a variety of countries, with 19 participants from France, 10 from Slovenia, 9 from Benin, and 1 respondent each from Sweden, Belgium, and Réunion. The gender distribution among the participants was balanced, with 41% males and 59% female. Regarding course participation, 18 respondents attended only the "Artificial Intelligence" course, while 9 participants completed the "Social Economy and Impact Management" course and 4 participants took part only in the "Communicating in Digital Environments" course. 16 participants attended all three courses offered. Furthermore, 6 respondents attended both the "Artificial Intelligence" and the "Social Economy and Impact Management" courses, and 4 respondents attended the "Artificial Intelligence" and the "Communicating in Digital Environments" courses

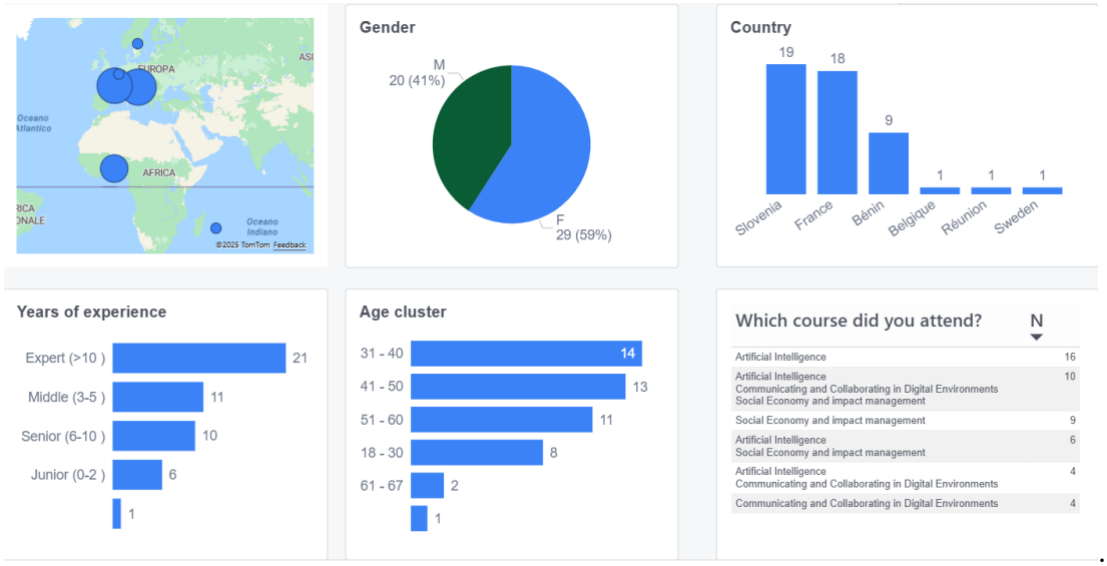

Figure 4. T1 respondents

The results of the survey T1 related to Education and Training indicate a generally positive perception of the course's contribution to skills development. In response to the question "**To what extent has the course contributed to improving the following digital skills?**", participants reported an average score of **3.50 out of 5**. The segmented values for each digital skill are detailed below.

Figure 5. Answers to Education and Training KPI 1

Similarly, the question **"To what extent has the course contributed to improving the following transversal skills?"** yielded a slightly higher average score of **4.14 out of 5**, with the corresponding individual scores presented in the next section.

Figure 6. Answers to Education and Training KPI 2

Survey T2 was less focused on measuring skills and more oriented toward assessing how knowledge and competencies had been transferred and applied within organisations. It explored the extent to which participants were able to use the digital and transversal skills acquired during the course and to share them with colleagues, thus capturing early signs of increased intellectual capital. These dimensions will be analysed in detail in the section "Organizational and Economic Development."

To integrate the above-mentioned qualitative data**, interviews with participants** have been conducted. **Slovenian interview findings** indicate improvements in advanced **digital skills**, although the extent varies considerably across participants. Outcomes range from practical application to more preparatory or reflective changes, depending largely on prior experience and the professional context. Organisational leaders tend to report more concrete advances, while freelancers or early-stage entrepreneurs describe broader conceptual learning rather than direct operational impact. Overall, participants developed greater digital awareness and confidence, progressing from basic familiarity toward more active experimentation with digital tools. Some reported using digital platforms more strategically to support communication, organisation, or project delivery, but evidence remains heterogeneous and context dependent. Participants reported some gains in **transversal skills** (such as creativity, vision, and

collaborative capacity) though these gains appear to manifest unevenly. For some, the training encouraged a more structured and future-oriented approach to their projects, particularly where digital elements merged with entrepreneurial thinking. However, many outcomes remain at a conceptual level, with limited evidence of immediate behavioural or organisational change.

French participants generally perceived an increase in their ability to critically assess digital tools, platforms, and information sources, particularly in relation to privacy, data ownership, and AI-generated content. Several noted improved confidences in digital communication. Although organisational changes were limited, a few individuals shared small insights or tips with colleagues, mainly concerning AI tools or simple automations. Some participants began adapting or reworking content using AI, suggesting emerging but still individual-level experimentation. The capacity to identify digital needs and evaluate potential solutions improved, though most examples remain exploratory rather than fully implemented within organisations. Interviewees in French pilot described SETS as a catalyst for creative reflection and for a broader understanding of the social economy ecosystem. Several also reported increased awareness of ethical considerations in digital and AI use. Modest improvements in peer support were mentioned, mainly through informal assistance on digital tasks. These contributions suggest early development of collaborative skills, although they do not yet translate into structured organisational practices.

The combined analysis of Survey T1 results, medium-term evidence from Survey T2, and qualitative interviews allows for several consolidated conclusions regarding the relevance, quality and effects of the SETS training offer.

1. First, **the content of the training appears to be robust and well aligned with the needs of the target groups**. Survey T1 confirms that participants perceived a clear improvement in both advanced digital competencies and transversal skills, with average scores of 3.50/5 and 4.14/5 respectively. Despite some heterogeneity across countries and participant profiles, the outcomes suggest that the curriculum is conceptually sound and addresses skill areas that are recognised as strategic within the social economy sector. Interviews reinforce this view, although they highlight the importance of reinforcing the **practical dimension of the training** to facilitate more concrete and operational forms of application.
2. Second, the evidence indicates that the training had a very **strong perceived effect in African countries**, particularly in Benin and other non-EU contexts represented in the pilots. Participants from these countries experience probably prior minor exposure to similar training offers, and the SETS modules appear to have filled an educational gap that is still significant in many ecosystems in non-European developing countries.
3. Third, the qualitative material suggests that **the social economy sector continues to exhibit substantial training needs,** especially in areas such as digital transformation, critical evaluation of technological tools, and transversal competencies linked to collaboration, planning and ethical decision-making. French and Slovenian interviews show that while some participants were able to integrate new tools or concepts into their practice, others remained at a stage of conceptual learning. This indicates that the sector

requires not only foundational training, but also more practice-oriented and tailored follow-up opportunities.

4. Finally, the results also show that the immediate post-training self-assessment (Survey T1) captures changes in competence perception, whereas medium-term evidence (Survey T2) tends to reflect more modest and context-dependent levels of application. This suggests that the t**ranslation of new skills into tangible organisational practices requires time, structural conditions, and ongoing opportunities for reinforcement**. Strengthening the practical and experiential dimension of the curriculum could therefore enhance the likelihood of sustained behavioural and organisational change.

3.2) Economic and Organizational Development

The **survey T1** results for Economic and Organisational Development were meant to investigate mainly three dimensions: **upgrade of professional profiles, increase of intellectual capital and improved processes, services and sustainability**.

The survey responses related to professional upgrade highlight the perceived impact of the course on participants' individual career paths.

Figure 7. Answers to Economic and Organizational Development KPI 1

In particular, the question *"do you think the course has given you useful skills to access new job opportunities?"* and the question "*do you think the course has given you useful skills to career advancements?"* both received an average score of **3.85 out of 5,** indicating that participants generally recognised the course's value in supporting their professional development.

Concerning the Increase of Intellectual Capital, participants were asked about their ability to disseminate the acquired skills within their organisations. The question *"do you think you will be able to transfer the acquired digital skills within your team or organisation?*" achieved an average score of 3.60, while "*do you think you will be able to transfer the acquired transversal skills within your team or organisation?"* was rated slightly higher, with an average score of 3.63. These results suggest a moderately high confidence among participants in their capacity to enhance organisational knowledge and competencies through internal sharing.

Finally, regarding Improved Processes, Services and Sustainability the survey gathered participants' perceptions of how the course could influence their organisations.

The question "*to what extent do you believe the course will help you improve internal processes?*" was rated at **3.70 out of 5**, reflecting a positive view on the course's contribution to operational improvements.

The question "*do you think that the skills seen during the training, if deepened and put into practice, could contribute to enhance the quality and efficiency of the services you provide?*" received a notably high average score of **4.15**, suggesting that the course had a strong perceived impact on service quality and operational performance.

Finally, the question *"do you think that the skills seen during the training, if deepened and put into practice, could contribute to the long-term financial and operational viability of your organisation?"* obtained an average score of **3.98**, further reinforcing the perception that the training could have sustainable, long-term benefits for participants' organisations.

Survey T2's results shown in the image indicate that participants were generally able to apply the skills acquired during the SETS course at an individual level, while the transfer of these skills within their organisations remained more limited. As expected, personal competence development scores are higher than those related to internal diffusion, reflecting a common pattern in training initiatives: individuals assimilate new knowledge more quickly than organisations are able to absorb and integrate it into collective practices.

The perceived improvement in organisational processes through digital tools (3.52/5) and the individual application of transversal skills (3.30/5) suggest that participants found ways to incorporate what they learned into their own work. By contrast, the transfer of transversal skills (2.93/5) and digital skills (3.00/5) to colleagues or teams shows a more moderate effect. This gap is consistent with the structural and contextual challenges often faced by social economy organisations (limited time, resources or formalised internal procedures) which can slow down the translation of individual learning into shared organisational change.

Overall, the data confirm that the SETS course effectively supported individual capacity-building, while organisational uptake need more time and structural efforts.

Figure 8. Answers and Economic and Organizational Development KPI 2

The results show that the organisational and professional effects of the SETS course are present but limited, which is consistent with an experimental training initiative and with the relatively small respondent group (27 participants). Among the 27 respondents, a small but noteworthy share reported concrete professional developments after attending the SETS course: **1**

internship, **3 job contracts**, **2 career advancements**, and **5 participants currently in the process of advancing their position**. While these changes cannot be attributed to the training with full certainty, their presence within a relatively small sample suggests that the course content is aligned with labour-market demands and provides participants with skills perceived as competitively valuable. This partially represents an early signal that the training modules respond to actual professional needs in the social economy and related sectors.

Figure 9. Answers to Economic and Organizational Development KPI 3

Qualitative interviews sustained the data of quantitative analysis. Some participants were able to apply what they learned directly within ongoing projects, leading to specific outcomes such as the preparation of proposals supported by AI tools or securing small-scale funding. These examples demonstrate that the training can support immediate action when participants operate in active development environments. However, evidence remains limited to a few cases, and broader effects on organisational sustainability cannot be inferred at this stage. None of the French interviewees associated the training with new tenders, budgets, or funding opportunities. This appears consistent with the organisational profiles involved: larger organisations operate outside tendering mechanisms, and smaller structures have not yet transformed learning into actionable project development. The training's influence in this area therefore remains indirect or not yet observable. Knowledge transfer occurred primarily in settings where participants were part of a team or a collaborative network. In these cases, the learning gained through SETS was shared or embedded within ongoing work. In more isolated professional contexts, skill transfer was minimal despite individual motivation. A portion of participants already apply digital skills acquired during the course, although these applications remain situational and dependent on immediate organisational opportunities. French interviewees described informal exchanges with colleagues on AI tools, no-code platforms, or basic workflow improvements. While such interactions indicate some degree of knowledge diffusion, they remain occasional and are not yet part of systematic organisational processes. A few participants experimented with AI for drafting or editing content, suggesting individual-level adoption rather than organisational growth in intellectual capital.

The combined results from Survey T1, Survey T2 and qualitative interviews indicate that the SETS programme primarily generated effects at the individual level, while organisational change remains limited and gradual.

1. **Participants reported gains in professional readiness** Although direct attribution cannot be confirmed, these outcomes suggest that the course provided skills aligned with labour-market expectations in the social economy.
2. Regarding intellectual capital, the analysis confirms a typical pattern: **individual application of new skills is more frequent than their diffusion within organisations**. Participants expressed moderate confidence in applying and transferring competences, yet medium-term evidence shows that internal knowledge transfer remains constrained by organisational structures and dynamics.
3. Perceptions of improved processes and organisational sustainability were positive in T1, but Survey T2 shows that concrete changes are still modest. Most organisations have not yet translated learning into systematic modifications of services or internal operations, reflecting the **longer timeframes generally required for organisational adaptation.**

3.3) Technological development

The SETS course also contributed to strengthening the digital autonomy of participants and their organisations.
In T1 response to the question *"do you believe the course has enhanced your or your organization's capacity to be more independent from external providers in managing digital tools and processes?"*, the average score was **3.53 out of 5**, indicating a positive, although moderately strong, perception of increased digital independence.

Participants were also asked to assess whether the course provided them with knowledge to create or improve digital products and services in the future.
The question *"the course has given you / your organization knowledge to create or improve digital products and services in the future?"* received an average score of **3.63 out of 5**, suggesting a solid confidence in the potential for digital innovation generated by the training experience.

Moreover, the survey explored whether participants had discovered any digital tool they were willing to use within their organisations. Several participants identified specific tools or applications they intended to explore, including:

- Promotion of digital technologies in general,
- Updates to the organisation's website,
- Team planning and communication tools,
- Content creation, time management tools, CRM systems, and volunteer animation platforms,
- Communication and marketing automation,
- Market analysis and automation of repetitive tasks (e.g., epoch-based approaches),
- Use of AI consultants (initially external, then managed internally),
- Erasmus 4urimpact training programs aimed at executives and volunteers in the social economy sector.

Some participants emphasized that internal strategic assessments and project integration would be necessary before deploying new digital-structural solutions. Others highlighted that decisions about digital tool adoption would ultimately depend on broader strategic governance and budgetary considerations beyond their individual roles.

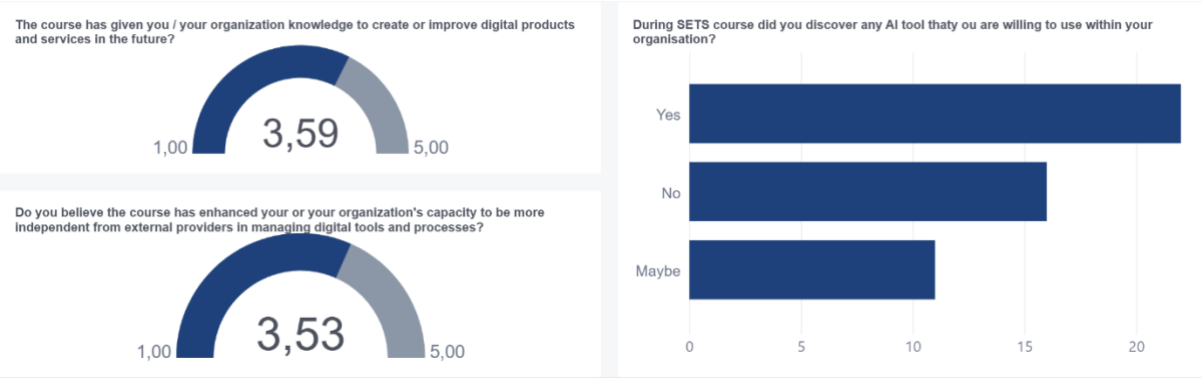

Figure 10. Answers to Technological Development KPI 1

T2 evidence suggests that actual organisational adoption was at medium level. 5 participants introduced new management or communication tools while 11 applied AI tools within their organisation. Digital product or service development was marginal: just 4 participants reported having created one, while most either did not progress or remained in an exploratory phase.

Figure 11. Answers and Technological Development KPI 2

Qualitative interview shows that some participants introduced new digital tools or practices, including visual collaboration platforms and basic communication systems. A few participants integrated AI tools more concretely into their daily work, particularly for content drafting or project support. Only isolated cases of structural experimentation emerged. While some participants felt more confident using AI tools personally, this did not necessarily translate into broader organisational autonomy or digital transformation. Based on the interviews, there is currently no substantial evidence of new digital products or services in development or delivered to the market as a direct effect of SETS. Any potential impact in this area appears to be preparatory.

Generically speaking, due to lacking longitudinal analysis and vast scale organisation analysis, even if a lot of potential has been envisaged the assessment is cautious as impact cannot be

properly monitored over time or attributed only to SETS project. Linking quantitative and qualitative analysis x main considerations follow:

1. **The strongest and clearest progress occurred in relation to AI, because** the social economy sector had comparatively low exposure to AI tools in 2024, and the training effectively introduced participants to practical uses. AI-related learning appears to have produced the most immediate and identifiable effects.
2. Overall, the results suggest that SETS stimulated **individual awareness and initial experimentation (particularly in A)** yet structural implementation requires more time, specialised training, and longer follow-up periods to translate learning into sustained organisational change.
3. Many learners expressed the need for **training formats explicitly tailored to the operational digital necessities of social economy organisations**, with a stronger emphasis on practice-oriented learning.
4. **Development of digital products or services requires highly specialised training and longer timeframes as p**articipants showed interest in innovation but lacked the technical depth needed to move from concept to implementation as this was probably the outcome most ambitious and logically weaker of the framework.

These findings should be interpreted as a foundation rather than an endpoint. They provide a clear indication of where the next steps should focus: more practical, hands-on training and more specialised modules capable of supporting organisations in moving from exploration to actual adoption of digital tools and technologies.

3.4) Replicability and Scale Up

3.4.1) Perceived quality and Innovation by participants

The Research and Innovation area of the survey investigated participants' perceptions across two key dimensions: education accessibility and course quality and innovativeness.

Regarding **education accessibility**, participants were asked whether they would have been able to access similar educational opportunities without participating in the SETS project. The responses show that 5 participants answered, *"Not at all", 16 answered "Unlikely", 12 answered "Possibly", 4 answered "Likely", and 3 responded "Definitely"*. These results suggest that the SETS project significantly expanded access to training opportunities that might otherwise have been inaccessible for many participants.

In terms of course analysis and evaluation, participants evaluated the **quality of the content and the delivery methodology**, as well as the **innovativeness** of the three main training modules.

- For the *Artificial Intelligence* course, the quality was rated at an average o*f 4.23 out of 5,* and its innovativeness at *4.17 out of 5.*
- *The Communicating and Collaborating in Digital Environments* course received higher evaluations, with an average score of *4.41* for both content quality and innovativeness.

- Finally, the *Social Economy and Impact Management* course achieved the highest ratings among the three, with an average score of 4.46 for quality and 4.43 for innovativeness.

These results underline not only the strong perceived value of the SETS courses but also their role in delivering innovative and high-quality training content, particularly in fields at the intersection of digital transformation and social economy development.

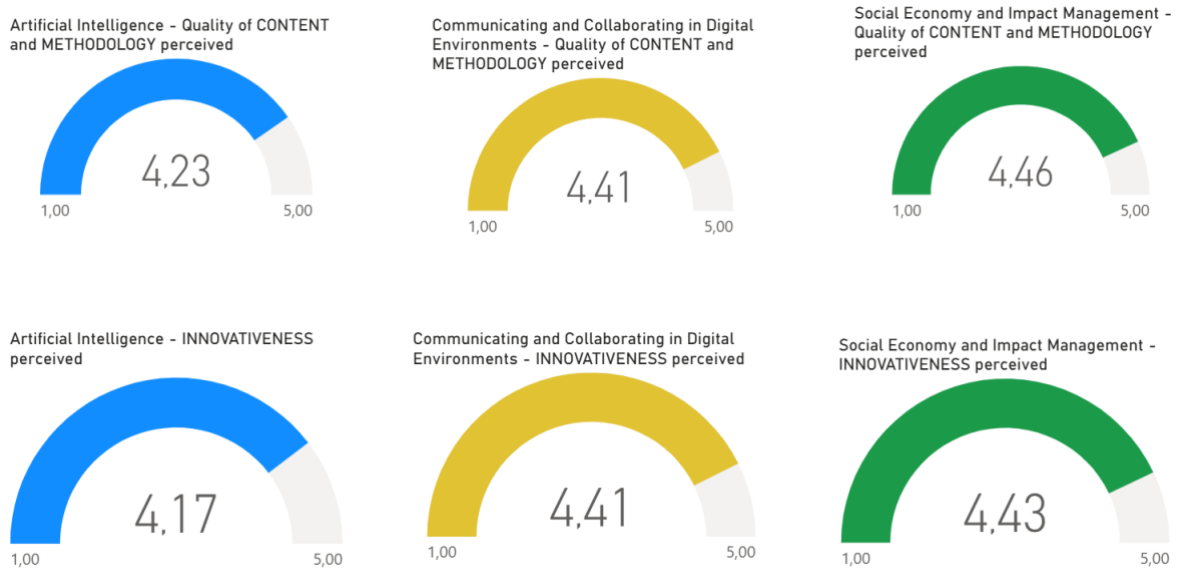

Figure 12. Answers to Research and Innovation KPI

3.4.2) Certification

The certification SETS provide is issued through the European Digital Credentials for Learning (EDC), an official framework of the Europass platform designed to support secure, transparent, and interoperable recognition of learning achievements across Europe. By using this system, the project ensures that every credential awarded is free and recognisable across the EU, as it is compatible with Europass,

Each Europass Digital Credential is created following a common European standard that describes learning outcomes, skills, assessment methods, and qualification details from the three courses the project developed. This ensures that the information is clear not only for learners and institutions but also for employers, training providers, and credential evaluators in any EU member state and beyond.

A key characteristic of the EDC system is its built-in security and validity. Credentials are digitally signed using a tamper-proof infrastructure supported by the European Commission. This means that every certificate can be instantly verified for authenticity without the need for manual confirmation from the issuing institution. Any alteration to the document invalidates the signature, protecting learners from fraud and ensuring trust from stakeholders who rely on these certificates for admissions, employment, or professional recognition.

Europass Digital Credentials are designed to be portable and learner owned. Recipients may store them safely in their personal Europass profile and share them with employers, education providers, or authorities at any time. This supports lifelong learning pathways, enabling learners to compile evidence of skills, qualifications, and achievements from different stages of their careers in a single, coherent digital portfolio.

4.4.3) Replicability and Scale Up

The qualitative evidence collected across countries suggests that SETS holds **replicability potential**, though this potential is expressed more in terms of perceived suitability than in the form of concrete, operational plans. Participants generally recognised the value of the programme's structure (flexible, modular, and adaptable to different organisational contexts) yet the extent to which this recognition translates into actual uptake remains modest.

Slovenian participants described the SETS training as **well-suited for replication**, particularly because of its modular architecture and the possibility of integrating individual components into existing learning environments. Their comments emphasise the **conceptual readiness** of the format rather than verified scale-up processes. At present, the evidence points to a scenario in which organisations express interest but have not yet advanced toward systematic implementation or formal adoption.

French participants similarly viewed the programme as accessible and clearly structured, noting that its design supports learning across varied levels of digital literacy. They highlighted, however, a desire for **more practical and hands-on elements**, which they perceive as necessary for broader organisational adoption. The training's most immediate effect appears to be an improvement in **digital awareness and reflective capacity**, rather than organisational transformation. In several cases, structural constraints within organisations 8such as limited time, resources, or established procedures) seem to have played a larger role in limiting replication than the characteristics of the training itself.

Internal databases were used to track both the potential for course replicability and the growth of the EU-level project network generated by SETS.

The data collected on training replicability show that SETS has generated **interest among higher-education institutions**, particularly universities in Italy and Belgium. Although the instances identified concern **partial integration** of course content rather than full programme adoption, they nonetheless indicate that some of the training modules are perceived as **valuable and relevant** for academic curricula. The organisations involved (Polimi TIRESIA, Vrije Universiteit Brussel, and the University of Milan-Bicocca) represent institutions that play an active role in social innovation and impact management. Their willingness to incorporate segments of the training suggests that SETS offers **conceptual and methodological elements** that align well with current educational needs in areas such as social economy, impact assessment, CSR, and local development. At this stage, replication appears to be mainly **selective and exploratory**, which is common in early phases of knowledge transfer. While the available data do not yet document the scale or long-term consolidation of this integration, they point to a **positive orientation** from academic partners and an initial capacity of SETS to enter existing training ecosystems.

The collaborations mapped across EU projects reveal that SETS has established multiple connections with European networks, universities, and support organisations. These linkages span activities such as skills needs analysis, development of training programmes, data sharing, and methodological exchange. The presence of repeat collaborations with actors such as **Diesis Network** suggests a stable relationship with established intermediaries in the social economy sector. Other partners (including **EASPD, The Wheel, Solidatech**, and the **University of Peloponnese**) contributed through thematic exchanges, validation of training approaches, or by providing platforms and environments useful for testing and piloting training components.

Below is the complete list of linked EU projects and their respective cooperation programmes:

EU_Project	Type of Cooperation	Objectives of the collaboration
BaSE	Training development data collection and sharing knowledge transfer.	Developing the Skills needs analysis. Development of training programmes.
Sparks project	LMS platform.	Platform for online testing/piloting of the training programmes.
B-WISE	Data collection and sharing knowledge transfer.	Developing the Skills needs analysis. Development of training programmes.
RISE	Training development.	Skills development. Development of training programmes.
DIGISET	Belgian company (BV) fostering participatory democracy and social impact through research, methods, and digital tools.	Developing the Skills needs analysis. Development of training programmes.
TtraSE	Guidelines on capacity building for VETs and C-VETs.	Developing Guidelines on capacity building for VETs and C-VETs and sharing practice and experiences.
Solidatech	Giving access to digital tools for Social Economy Organisations.	Developing the Skills needs analysis. Development of training programmes.
SIM Project	Confrontation on background analysis, training target, training materials and methodology.	Improve content of background analysis, target selection methodology, training content and format.

Table 3. EU project in link with SETS

Eventually, as of mid-November, the project's communication and exploitation activities have reached a substantial number of stakeholders across both physical and digital channels. Preliminary estimates indicate that:

- **450 stakeholders have been engaged through physical events**, including workshops, conferences, and in-person dissemination activities.
- **4,475 stakeholders have been reached through online communication**, through channels such as LinkedIn, Facebook, and the project website.

These values reflect the progress achieved to date; however, **several events and dissemination actions scheduled after mid-November are not yet included**. Final engagement figures are therefore expected to be **higher** once all remaining activities are completed and integrated into the reporting.

The main findings regarding replicability and scale-up can be summarized as follows

1. **The course format is solid and well-received, and it significantly expanded access to training.** Participants consistently evaluated the quality and innovativeness of all modules positively, and many indicated that they would not have been able to access comparable educational opportunities without SETS. This confirms both the soundness of the training design and its role in widening access to learning within the social economy.
2. **Replicability potential is present, in fact** while concrete replication remains unclear at this stage, participants and institutions recognise the value of the modular structure. Early signs of adoption by universities (though still selective) indicate that parts of the programme resonate with higher-education priorities in digital transformation and social economy skills.
3. **Networking with other EU-funded projects represents a strategic resource for SETS.** The project has established collaborations with several initiatives across Europe, enabling knowledge exchange, methodological alignment and shared learning environments. These relationships strengthen SETS' positioning within the European skills ecosystem and constitute an important lever for future scale-up and sustainability.
4. The **course structure is solid**, and its long-term sustainability **is enhanced by the Spark platform**, which guarantees continued accessibility to the training content. However, **no clear strategy for commercialisation** or broader deployment has yet been defined.

4. SROI Analysis

4.1 Intro to SROI Analysis

The final slide outlined above (Figure 4) presents a SROI forecast of the SETS project with actual targets. For every outcome to which the methodology is applied the viewers can see its indicators, financial proxies, and proxy values in the central matrix table (see also chapter 2.4). In addition, the Social Value Generated and the SROI can be filtered per outcome, outcome area, SDG and Call Expected Impact. Finally, the 4 SROI mitigators (deadweight, attribution, displacement, drop-off) are shown and can be filtered for all the categories mentioned above:

- **Deadweight** is a measure of the amount of outcome that would have occurred even in the case where the activity would not have taken place;
- **Displacement** expresses how much the outcome displaces other outcomes, i.e. if the given outcome generates a negative effect in other outcomes;
- **Attribution** is an assessment of how much of the outcome comes from the contribution of other organizations or people – basically the percentage of the outcome that is generated by external stakeholders;
- **Drop-off** is the percentage of outcome that is expected to be lost in 1 year;
- **Duration** defines the number of years that are taken into consideration to calculate the SROI.

The monetary value of the outcome is calculated by multiplying the value of the monetary proxy by the target reached for that particular outcome and then adjusting it using the values of the mitigating factors (deadweight, attribution, displacement, and drop-off).

Here are the main elements.

1. **Value of proxy**: it represents the financial value attributed to a specific activity or intervention. For instance, the cost of a course or program that is used as a benchmark for estimating the social return.
2. **Target reached**: it refers to the actual number of the target reached for the indicator of that outcome. For example, if the target outcome is "improved digital skills" and 90 individuals participated in the program, this number is the target reached.
3. **Mitigating factors**: these factors are used to adjust the total value to reflect more realistic expectations (above mentioned).

In the context of the SETS project, various methodologies were chosen to select and assign proxies to the outcomes

- **Market price equivalents and replacement cost methods**: financial proxies were derived from existing market rates for similar goods and services. For example, the cost of a professional certification, digital education courses was determined based on real market prices from service providers. This method ensures that the proxy values reflect the actual financial burden or investment required for such services in the absence of a project and helps assess the financial value of services provided without direct payment from beneficiaries.

- **Benchmarking and internal estimation:** financial proxies were also identified through comparisons with similar projects and expert assessments. Internal data from past initiatives, as well as industry benchmarks, were leveraged to estimate reasonable proxy values for various interventions. This method was particularly useful for assessing costs related to business incubation and figures for assessing the cost of the design of the SETS course.
- **Publicly available data:** government reports, national statistics, and publicly available datasets were used to derive proxies where direct market prices were unavailable. For example, official data on average salaries, taxation levels, or social security contributions helped establish realistic financial proxies for employment-related benefits

The project generated multiple positive outcomes across employment, education, entrepreneurship, and replicability and scale up. Only cashable outcomes with clear proxies were selected in the calculation of SROI.

To make the understanding of the SROI calculation easier to readers, its steps are recalled. Once the financial proxies are selected, the next step is to calculate each outcome and overall Gross Social Value (GSV). This involves a single multiplication:

1. Multiplying the quantity of the indicators for each outcome (e.g., the number of stakeholders experiencing the change) by its assigned monetary value (financial proxy).
2. Add every single outcome GSV to calculate overall GSV.

The resulting figure represents the total value generated by the outcome before considering mitigating factors like deadweight or attribution.

To prevent overestimation of impact, four key elements must be analysed and quantified for each outcome: deadweight, displacement, attribution, and drop-off. By accounting for external factors, above mentioned mitigators refine the attribution of outcomes to the intervention, preventing overestimation or misrepresentation.

1. **Deadweight**
2. **Displacement**
3. **Attribution**
4. **Drop-off**

Apart from mitigators, an essential aspect of outcome measurement is determining the **duration** of the effect. Some outcomes may continue to generate value beyond the end of the intervention. For the SETS project, a time span of 5 years has been selected.

The final calculation of impact involves multiplying the financial proxy of each outcome by its quantity and subtracting the respective percentages of deadweight, displacement, drop-off and attribution. The adjusted outcomes are then aggregated to determine the **net impact generated or NPV.**

NPV = GSV filtered by MITIGATORS

Finally, the SROI can be calculated; delving deeper into the analysis, it is helpful to recall the SROI formula, which is expressed as a ratio. The numerator represents the total quantification

of Net Social Value (NPV), while the denominator reflects the investment made to fund the activities . The final result represents the SROI indicator.

Net Present value / Input value = SROI

The calculation of the Net Present Value of the following outcomed follows the described methodology.

4.2) Proxies

The following section presents a detailed explanation of the **proxies used for each outcome and its corresponding indicator**. For every outcome area, the selected proxy is described in relation to its relevance, its alignment with the indicator, and the rationale behind its monetary value. This step allows for full transparency in the valuation process and ensures that the monetised impact estimates are grounded in consistent and evidence-based assumptions.

4.2.1) Education and Training

Outcome: Improved advanced digital skills

- Proxy value: €661,00 - The proxy value of €661 reflects the self-declared improvement in DigComp competences measured at T1, converted into a monetary equivalent based on the average value participant declared to be willing to pay for a course as SETS.

Outcome: Improved transversal skills

- Proxy value: €661,00 - Similarly, the €661 proxy for EntreComp skill improvement reflects participants' self-assessed strengthening of soft entrepreneurial competences. Converted into a monetary equivalent based on the average value participant declared to be willing to pay for a course as SETS

4.2.2) Organizational Development

Outcome: Increased organisation's sustainability

- Proxy 1 value: €15.000,00 – Digitalisation voucher
  The €15.000 value represents the public benchmark for digital innovation investment, based on the Italian MIMIT digitalisation voucher. This provides an upper-limit but realistic cost reference for organisations engaging in new tenders or development activities attributed to SETS. It captures the financial threshold associated with structured digital innovation efforts.
- Proxy 2 value: €20.000,00 – Declared tender budget
  The €20.000 proxy reflects actual financial amounts reported by participants for tenders submitted as a result of SETS. It is an outcome-specific and grounded value, offering direct evidence of economic activity, though limited to those participants who reported new tendering efforts.

Outcome: Increased intellectual capital

- Proxy 1 value (skill transfer): €371,00
  This value corresponds to 25% of the annual productivity gain estimated for digital skills adoption. By applying only a quarter of the full productivity estimate, the proxy

recognises that skill transfer is indirect and partially realised, offering a cautious but meaningful monetary quantification of peer-to-peer dissemination.

- Proxy 2 value (skill application): €1.500,00
  The €1.500 proxy captures the full estimated annual productivity gain associated with digital skills usage. This value is appropriate because the indicator refers to actual application, making it reasonable to consider the full estimated impact rather than a reduced fraction.

Outcome: Upgrade of professional profiles

- Proxy 1 value (internships/job placements): €11.000,00
  This proxy corresponds to the average annual subsidy to unemployed citizens in France and Slovenia. It expresses the societal saving associated with someone moving from unemployment to employment as a result of training. It is a solid and widely used proxy for employment outcomes.
- Proxy 2 value (career advancement): €3.790,00
  The €3.790 value reflects 10% of the average European annual salary, the standard benchmark for salary increases associated with promotions. It represents a realistic estimate of added economic value for participants who achieved career progression.

4.3.3) Technological Development

Outcome: Increased organisation's digital autonomy

- Proxy 1 value (new management/communication tools): €2.241,00
  This value quantifies the annual time savings generated by the introduction of tools such as Google Workspace or Microsoft 365. The proxy is supported by strong evidence on productivity gains and represents a direct, measurable efficiency improvement within organisations.
- Proxy 2 value (AI tool introduction): €14.500,00
  The €14.500 proxy expresses the economic value of the hours saved through AI adoption, based on European averages (time worked, hourly cost, and estimated 27% efficiency gain). This is a high but evidence-based proxy, appropriate for situations where AI tools significantly reduce manual or repetitive workloads.

4.3.4) Research, Innovation and Scale-Up

Outcome: Replicability and scale-up

- Proxy value: €100.000,00 - The €100.000 proxy represents the cost of designing SETS training components, derived from the project's own WP2 and WP3 budget. This value acts as a benchmark for estimating the economic implications of reproducing or scaling the training, offering a tangible financial reference point for stakeholders expressing interest in replication.

4.3) Selected mitigators

The mitigation factors have been intentionally set at a medium-high level as a precautionary measure, due to both the limited possibility of conducting longitudinal follow up to track them and the methodological constraints linked to the sample size. This conservative approach makes the analysis more robust and ensures that the values emerging from the assessment are even more rigorous and reliable.

4.3.1) Education and Training

For the Education and Training outcomes, the mitigation parameters applied are intentionally conservative but aligned with typical skill-development dynamics.

A 5% deadweight reflects the assumption that only a minimal portion of skill improvement would have occurred independently of the training, consistent with the limited digital and transversal training opportunities reported by participants.

The **5% attribution** acknowledges the possible influence of other minor external factors (such as personal learning efforts or informal peer support), while the 5% displacement accounts for the marginal likelihood that participants' improved competencies may simply replace other activities rather than add new value.

Finally, the **5% annual drop-off** reflects the expectation that these competencies, once acquired, tend to remain stable over time with only marginal decline. Overall, these low adjustment factors ensure that the estimates remain credible without overstating the programme's contribution.

4.3.2) Economic Organizational Development

For organisational outcomes, higher mitigation values are applied to reflect the greater number of external drivers influencing strategic, financial, and managerial changes.

In the case of **organisation's sustainability**, the deadweight values (25% and 50%) acknowledge that some organisations were already engaged in parallel initiatives, tender submissions, or development processes that may have contributed to the observed changes independently of SETS. The **high attribution values (45%–65%)** further mitigate the results by recognising that multiple stakeholders (such as funders, internal staff, or partner organisations) often play a decisive role in organisational growth, and SETS may represent only one of several influencing inputs. The **20% displacement** reflects the possibility that new organisational efforts or tenders replace pre-existing ones rather than generating entirely new opportunities. A **10% drop-off** is applied to account for the fact that improvements in organisational sustainability may weaken over time if not systematically institutionalised.

For **intellectual capital outcomes**, the moderate deadweight (10%) and attribution values (30–40%) reflect the mixed evidence gathered: some knowledge transfer appears directly linked to the training, while other improvements may stem from pre-existing expertise, organisational culture, or parallel digital initiatives. The annual drop-off and displacement remain stable at 10% and 20%, capturing the tendency for knowledge diffusion to diminish unless reinforced.

Professional development outcomes are adjusted using conservative assumptions due to the inherently multifactorial nature of career advancement. The **deadweight ranges from 10% to 50%**, depending on the extent to which participants were already pursuing new roles or opportunities before the training. The **50% attribution** reflects the recognition that career-related changes are almost always the result of combined influences (personal networks, previous experience, market conditions), and SETS likely contributed partially rather than fully. A **20% displacement** rate is applied to acknowledge that new opportunities may substitute prior roles or responsibilities rather than add net professional value.

The **10% drop-off** accounts for the fact that without continuous training or organisational support, the long-term effect of newly acquired competencies may gradually decline.

4.3.3) Technological Development

Technological outcomes are adjusted with higher mitigation values to reflect the variability in organisational readiness, resource availability, and structural constraints.
The **deadweight values (10%–50%)** reflect the diverse technological baselines across organisations: some had already begun adopting digital tools, while others had limited digital infrastructure.
Attribution values (**10% and 50%**) represent the uncertainty regarding SETS' exact contribution, given that digital transformation often depends on external providers, internal IT capacity, or parallel modernisation efforts.
The **30% displacement** accounts for the possibility that the adoption of new tools may have replaced existing processes without creating fully additional benefits.
A **25% drop-off** reflects the high sensitivity of digital practices to rapid technological change, meaning that benefits may erode without continued support or updates.

4.3.4) Research, Innovation and Scale-Up

In this area, mitigation values are intentionally high due to the early stage of evidence and the conceptual rather than operational nature of most replication signals.

The **50% deadweight** acknowledges that a portion of replication interest may be driven by pre-existing academic or institutional agendas. The **80% attribution** further limits the impact claim, recognising that SETS is only one of several influences guiding universities or networks in their decisions to integrate new training content. A **30% displacement** indicates that adopting SETS components may substitute rather than expand existing training modules.

Finally, **the 50% drop-off** reflects the uncertain likelihood that initial interest will solidify into long-term adoption or formal scale-up, given the limited evidence of sustained organisational uptake.

4.4) SROI calculation

Finally, the SROI (Social Return on Investment) can be calculated. To interpret the result correctly, it is useful to recall that the SROI formula is expressed as a ratio in which the numerator corresponds to the total Net Present Value generated by the initiative (€768,658.17),

while the denominator represents the total investment made to fund the activities (€489,873.00).

Applying the formula, the SROI for the SETS programme is **1.57**, meaning that for every euro invested in the initiative, an estimated **€1.57 of social value** was generated.

NPV / Investment = SROI → €768,658.17 / €489,873.00 = 1.57

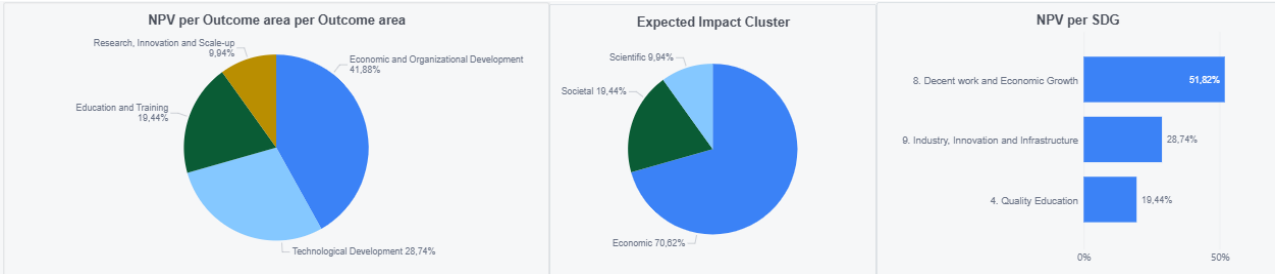

Figure 13. NPV per Outcome Area, Expected Impact Cluster and SDG

The figure presents three alternative ways of aggregating the Net Present Value (NPV) generated by the SETS project. Each visualisation groups the monetised outcomes according to a different classification: **Outcome Areas**, **Expected Impact Clusters**, and **SDGs**. These views are analytically valid and help situate the results within broader interpretative frameworks, but the most accurate and project-specific aggregation remains the Outcome Area breakdown.

The first chart groups the total NPV across the four outcome areas defined in the SETS Impact Framework:

- Economic and Organisational Development: 41.88%
- Technological Development: 28.74%
- Education and Training: 19.44%
- Research, Innovation and Scale-up: 9.94%

This classification is the one that will be analysed more in depth, as it corresponds directly to the structure of the SETS theory of change and reflects how each type of outcome was originally measured, valued and monetised.

The same results are reorganised into three broad expected call impact clusters:

- Economic: 70.82%
- Societal: 19.44%
- Scientific: 9.94%

This view highlights the economic orientation of the project, showing that most monetised value relates to employability, organisational performance and digital transformation. It is a useful high-level summary but less granular than the Outcome Area classification.

The third aggregation maps outcomes to the Sustainable Development Goals:

- SDG 8 – Decent Work and Economic Growth: 51.82%
- SDG 9 – Industry, Innovation and Infrastructure: 28.74%
- SDG 4 – Quality Education: 19.44%

This framing positions SETS within global policy agendas and shows how its effects relate to broader societal objectives. Like the previous cluster, it provides contextual interpretation rather than operational detail.

The following in depth analysis is structured around outcome areas.

Outcome area	Outcome	NPV	NPV IN %
Education and Training	Improved advanced digital skills	€ 66.764,40	9%
Education and Training	Improved transversal skills	€ 82.625,56	11%
Economic and Organizational Development	Increased organization's sustainability	€ 92.184,27	12%
Economic and Organizational Development	Increased organization's sustainability	€ 10.428,93	1%
Economic and Organizational Development	Increased intellectual capital	€ 12.535,99	2%
Economic and Organizational Development	Increased intellectual capital	€ 84.474,31	11%
Economic and Organizational Development	Upgrade of professional profiles	€ 40.970,78	5%
Economic and Organizational Development	Upgrade of professional profiles	€ 81.309,87	11%
Technological Development	Increased organization's digital autonomy	€ 42.811,22	6%
Technological Development	Increased organization's digital autonomy	€ 178.113,76	23%
Research, Innovation and Scale-up	Replicability and Scale-up	€ 76.439,08	10%

Table 4. NPV per Outcome Area and Outcome

The Social Return on Investment (SROI) analysis provides an overview of how the Net Present Value (NPV) is distributed across the different outcome areas of the project. The results highlight a differentiated allocation of value, reflecting the varying intensity with which the intervention contributed to changes in each domain.

The **distribution** of the total NPV across **the four main Outcome Areas** is as follows:

- **Education and Training → 20%**
- **Economic and Organizational Development → 42%**
- **Technological Development → 29%**
- **Research, Innovation and Scale-up → 10%**

Economic and Organizational Development represents the largest share, amounting to **42%** of the total NPV. This area consolidates outcomes related to organisational sustainability, intellectual capital and professional upgrading. The internal distribution is heterogeneous: one component of organisational sustainability accounts for 12% of the total value, while the second accounts for 1%; intellectual capital outcomes together reach 13% (2% and 11%); and the two professional upgrading outcomes contribute a combined 16% (5% and 11%). These variations suggest that the project's organisational and professional effects differed across contexts, depending on pre-existing structures and the capacity of organisations to incorporate the inputs received.

Education and Training contribute **20%** of the NPV, with 9% associated with improvements in advanced digital skills and 11% with the development of transversal competences. These results indicate that the training produced measurable changes in participants' skill sets in both technical and cross-cutting domains.

Technological Development accounts for **29%** of the total value. The two outcomes within this area—related to the introduction of digital management tools and AI applications—contribute 6% and 23% respectively. These figures suggest that digital autonomy and tool adoption were areas where the training inputs translated into substantial operational effects.

Finally, **Research, Innovation and Scale-up** represents **10%** of the overall NPV. This reflects the value associated with the potential reuse or adaptation of the training model by external stakeholders, based on the availability of a fully developed and transferable course format.

Overall, the distribution indicates that the project generated effects across multiple domains, with varying degrees of intensity, corresponding to the structural characteristics and operational conditions of the participating organisations, project timelines and costraints.

5. Evaluation Findings

The present report[1] assessed the SETS project across its key implementation components: WP2 (Skill Gap Analysis), WP3 (Development of Training), WP4 (Pilots), and WP5–WP7 (Certification, Dissemination and Exploitation) with a strong focus on WP3 and WP4 and examined the extent to which project activities and outcomes align with the expected impact defined in the SETS Impact Framework. The evaluation considered both short-term evidence collected immediately after the training and medium-term effects observed five months later, integrating quantitative data from Survey T1 and T2 with qualitative insights from participant interviews and internal documentation and databases.

The analysis confirms that SETS delivered an innovative and well-structured training programme. Results show that the course content is conceptually coherent, responds to the identified skill needs of Social Economy Organisations (SEOs) and service providers, and integrates elements of quality and innovation. Participants reported meaningful gains in both advanced digital skills (average 3.50/5) and transversal competences (4.14/5), indicating a good alignment between the design of the training modules and the needs emerging from the skill gap analysis. Feedback from co-design activities further supports the relevance and clarity of the training architecture.

The evaluation also highlights differences across geographical contexts and a specific interesting pattern. Participants from African countries (particularly Benin) reported the highest perceived learning gains, suggesting that SETS addressed an existing educational gap in environments where comparable training opportunities remain limited. This reinforces the programme's role in widening access to digital and managerial capacity building beyond EU Member States.

Across all countries, the social economy sector demonstrates a persistent need for training interventions that combine digital literacy, critical assessment of technological tools, and transversal capabilities related to planning, collaboration and ethical decision-making. Interviews findings indicate that, while some participants integrated new tools or methods into ongoing work, others remained at the level of conceptual understanding. This points to a need for more practice-oriented, operational modules and structured follow-up support.

Medium-term evidence shows a clear distinction between individual and organisational effects. Participants were generally able to apply new skills in their own work, but the transfer of competencies, management and digital tools and practices within organisations was more limited. Intellectual capital gains were evident at the individual level, yet their internal diffusion was constrained by organisational structures, limited resources, and the absence of formalised internal processes, features typical of many SEOs. Similarly, while perceptions of improved processes and service quality were positive in T1, Survey T2 shows that concrete operational changes have still to be developed.

Professional development outcomes suggest early but meaningful signals. Among the 27 respondents, 1 internship, 3 job contracts, 2 career advancements, and 5 ongoing progression

[1] All detailed data present in the document are available as infographics in the Dashboard.

processes were reported. Although attribution is not absolute, these results indicate that the training provided skills consistent with labour-market expectations in the social economy and adjacent fields.

In the area of **Technological Development**, the strongest progress concerned AI. Given the low initial exposure of the sector to AI tools, SETS succeeded in introducing participants to practical applications, which generated the most immediate behavioural changes. Conversely, the development of digital products and services (an ambitious component of the framework) requires more specialised training and longer implementation cycles than those covered by the pilot.

In the domain of **Research, Innovation and Scale-up**, SETS demonstrated good but still quiescent potential for replication. While concrete uptake remains limited, participants and University institutions expressed interest in the modular structure of the training. Furthermore, the project established a relevant network of collaborations with EU-funded initiatives, which supports knowledge exchange and strengthens SETS' positioning within the European skills ecosystem.

The long-term sustainability of the training is supported by the Spark software which ensures accessibility availability of training materials. However, broader dissemination and commercialisation strategies remain undefined and represent an important area for future development.

From a **quantitative perspective**, the Social Return on Investment (SROI) analysis indicates that SETS generated an estimated €1.57 of social value for every euro invested. This result reflects the combined contributions of the four impact areas (Education and Training, Economic and Organisational Development, Technological Development, and Research and Scale-up) whose effects vary in intensity according to organisational characteristics, contextual conditions and project timelines. This means that the project was able to generate added social and economic value.

6. Conclusion

The impact assessment confirms that SETS has effectively delivered a coherent, high-quality training offer that responds to the identified digital and transversal skill gaps of social economy organisations and their service providers. Participants reported substantial perceived improvements in advanced digital skills (3.50/5) and transversal competences (4.14/5), with particularly strong learning gains among African participants, notably in Benin, where comparable training opportunities remain scarce. At the same time, the analysis draws a clear distinction between individual and organisational effects. While learners are already applying new tools and approaches in their own work, the diffusion of competencies and the translation into systematic organisational change are still constrained by limited resources, informal internal processes and the short pilot timeframe. The Social Return on Investment ratio of 1.57 demonstrates that SETS generated €1.57 of social value for every euro invested, with the largest share of monetised value linked to economic and organisational development and significant contributions to technological development and quality education, in line with SDGs 4, 8 and 9 and the call's expected impact clusters. The project has therefore laid a credible foundation for replication and scale-up through its modular design, certification approach and European networking, while also signalling the need for more practice-oriented modules, structured follow-up support and clearer dissemination and sustainability strategies to consolidate organisational transformation in a next phase.

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